

EDITORIAL

The effect of Covid 19 in the field of education has been devastating. Teachers struggled to take their lectures online spending hours understanding the various online platforms that technology provided, while students struggled to understand the vastness of their subjects through a box on their mobile or laptop screens. The end result was that though classes were conducted regularly, it was clear that online classes cannot be a substitute to offline where each interaction between the teacher and student is a learning process in itself. The student-teacher interaction and the student-student interaction in offline teaching are crucial for the development of the student, mentally, socially, and emotionally. This present issue is focused on the effects of the online teaching learning mode on the teachers and students.

Anjali Kumari and Dr. Vikram Jit Singh in their research attempted to know the perception of secondary school teachers of online teaching learning. Descriptive survey was used in this research. Quota sampling technique was used for the selection of 140 secondary school teachers from Patna. Self constructed and validated perception scale was administered to collect data. Data analysis was carried out with chi-square for perception scale in SPSS software. From the analysis, it was found that there was no significant difference in the perception of secondary school teachers based on the various background variables of secondary school teachers, meaning that the secondary school teachers of Patna had a positive perception towards online learning during COVID-19.

Ms. Parul Gupta, Dr. Laxmi and Dr. Harish Tyagi investigated in their study the level of stress and adjustment of elementary school students during online classes. A sample of 40 elementary school students was taken from two private schools of NOIDA. The sample was collected with random sampling technique. The tools used for this study were (i) Student Stress Inventory (SSI) by Mohammad Aziz Shah Mohamed Arip was used to measure the level of stress among elementary school students. (ii) Adjustment Inventory of School Students (AISS) by Prof. A.K.P. Sinha & Prof. R.P. Singh was used to measure the adjustment level among elementary school students. The data was analyzed by using mean, standard deviation and t-test. The research found that elementary school boys are more likely to experience stress as compared to elementary school girls. Elementary school students of lower ages experience more stress as compared to elementary school students of higher ages. Boys are more likely to experience stress in the physical component as compared to girls. Boys are also more likely to experience stress in interpersonal relationships as compared to girls.

Jayrome Lleba Núñez in his study analysed the struggles of teachers during the shift of teaching methods from traditional to online. Teachers from different countries (Ghana, Indonesia, Saudi Arabia, United Arab Emirates, the Philippines, Japan, and Pakistan) were personally interviewed about the challenges they encountered in the journey in online teaching. In total, there were eight participants in the research study, hence it used qualitative interpretation instead of quantitative. This research was conducted through a series of online interviews via Zoom, Face book, Messenger, or Google Meet. There were only two general questions asked during the interview as it aimed to know the teachers' feelings, attitudes, thoughts and experiences. The research questions were: (1) What are the challenges

you encountered when conducting synchronous online teaching? (2) What solutions did you come up with in order to address them? Overall, all respondents mentioned that accessibility to a reliable internet connection and infrastructure is a key player in online teaching. They also observed that learners' problems were centered on the lack of motivation to study due to inability to interact or socialize with the friends and classmates. On the teachers' personal side, there was additional stress of how to manage in the new normal of teaching if it becomes long term.

Dr. Kartikeswar Raul in his research paper explored the effectiveness of constructivist based teaching learning processes on learners' achievement. In this connection, an initiative was taken to implement the 5 E model in teaching concept in a secondary school of Bhadrak district by the student teachers of DIET, Bhadrak, Agarpada. The experiment design was employed with a purposive sampling procedure. The present research showed that constructivist instructions prove to be more effective for improving learners' achievement in Odia language. It also helped reduce individual differences and enabled all types of students to perform better.

Ms. Madhu Parasher in her research aimed to compare multiple intelligence of government and private secondary school students. For her study, she used descriptive survey method with the sample of 50 boy and 50 girl students of a secondary school. Howard Gardner's Multiple Intelligence Test (1983) was used for data collection. It was found that multiple intelligence of government and private secondary school students differ significantly. It was also inferred that the linguistic/verbal intelligence of girls was higher than boys. The logical/mathematical intelligence of boys was greater than that of girls whereas the musical intelligence of girls was greater than that of boys. The spatial and kinesthetic intelligence of boys was greater than that of girls. Intrapersonal and interpersonal intelligence of girls were greater than that of boys whereas existential intelligence of boys and girls was equal.