

## EDITORIAL

Education is an important tool in the hands of human beings. In present era, technology affected every industry, including education. After corona pandemic online teaching was one of the major changes in the global education system. Learning extended beyond the pages of a book. Online teaching is a good option for our kids. In online mode of learning there is flexibility of place and time. Government is also looking at it with hope even then importance of offline mode of education cannot be ignored. Some grave issues as effect of educational development on primitive tribe of Odisha, different aspects of online/offline education of undergraduate students, relevance of environmental education in teacher education, school teachers' awareness for STEM education, accountability of secondary school teachers with respect to their gender and streams of education, learning style and study habits relationship for academic success, importance of co-curricular activities for all round development of the students are raised in the current issue of the Journal.

Kartikeshwar Roul and Kalyani Majhi attempted to find out the effect of education development programme on social change of primitive tribe. The sample consists of 60 Juang tribal households, 60 male and 60 female Juang person, 60 School teachers, 120 tribal community members of Keonjhar district of Odisha. The collection of data was made by the help of Village Survey Schedule, Questionnaire, Interview schedule and observation schedule. The analysis of collected data was analyzed with the help of percentage, mean and  $X^2$  (chi-square) analysis. The findings of the study reveal that there is a significant effect of educational programme on social change of primitive Juang tribe. There is a close association between educational development programme and social change of primitive tribe in tribal district of Odisha.

Neelam Raipuria Mangla examined the different aspects of online and offline education in undergraduate students. This study used a mixed-methods approach to investigate the different aspects of online and offline education in undergraduate students. A survey was conducted with 100 undergraduate students from a P.G. college of Rohtak District to collect data on their perceptions of online and offline education. The survey was conducted by self-made questionnaire and performance based tests on the topic which were delivered in both online and offline mode. The study showed that the impact of online and offline education on academic performance and social skills depends on the individual characteristics of the student. Students who are motivated and self-disciplined can benefit from online education, while students who lack motivation and self-discipline may perform better in offline education. Therefore, it is important for universities to offer both forms of education to cater to the diverse needs of undergraduate students.

Mugdha Anand in her study elaborated on the relevance of environmental education in teacher education. Purposive sampling was used in the current study to draw sample of 80 pre-service teachers who have opted for Environmental Education paper from the various universities (5 different universities) conducting one year full time B.Ed. program. The study concludes that existing syllabus of environmental education in all the universities is limited in terms of its content, depth and scope and it emphasizes more on the theoretical aspect only. Due to this fact, pre-service teachers are not developing the right environmental attitudes (sensitivity). Therefore, keeping in view this present situation, a well-planned and thoroughly revised environmental education syllabus is needed to break the ice. It is the responsibility of teacher training colleges and universities to groom pre-service teachers for the task of checking environmental degradation and to prepare more number of aware teachers towards the Environment

and its education who will in turn can make more number of school children i.e., future citizens aware about environment and its different issues.

Shweta Mishra and Satyendra Gupta examined in their study how knowledgeable school teachers are about STEM (Science, Technology, Engineering, and Mathematics) education. The study looks at the variables that affect teachers' awareness, investigates the difficulties they encounter when adopting STEM education, and suggests methods to raise teacher awareness for successful STEM integration in the classroom environment. A cross-sectional survey design and random sampling method were used to collect the data from an adequate representation of 110 secondary school teachers from various streams from five schools of Gautam Budh Nagar. Data was analyzed by computing t-statistic. The analysis revealed a general positive awareness of STEM education among school teachers. While most teachers recognized the importance of STEM and its potential benefits for students.

Prakash Chandra Jena investigated in his study the accountability of secondary school teachers with respect to their gender and streams of education. The study was descriptive in nature and survey method was used by the investigator. He selected 100 secondary school teachers from 10 secondary schools working in Gurugram district of Haryana by using simple random sampling technique. Data was analyzed by calculating t-ratio. The study concluded that there exists no significant difference in accountability of male and female Science and Arts teachers working in govt. schools. The reason may the teachers from science and arts streams were more accountable for students' learning and eager to encourage students to participate in co-curricular activities, and always more pragmatic towards their profession.

Laxmi Pandey and B.K.Pal aimed to examine the relationship between various learning styles and study habits and their impact on academic success. A sample of 200 students was selected randomly from the two govt. and two private Schools of Delhi. It was found that coefficient of correlation between learning style and study habit of adolescent was significant and positive. The results of this study showed significant relationships between the students' learning styles, study habits, and performances in online learning, and have offered an insight into the mode of delivery. It was seen that the learners usually show characteristics of assimilators in online synchronous settings. Considering that it is difficult to control concentration in online synchronous settings, it is deemed necessary for the instructors and the environment designers to take special measures in this respect. In this study, home environment and planning of work, reading, and note taking habits do not have a significant correlation with academic achievement in online synchronous settings. At this point, it may be proper for instructors to highlight the course records and to direct the students to watch these records.

Anand Bharadwaj and Atul Bamrara found in their research that all-round development of the learner is possible with both curricular and co-curricular activities. Taking part in these events out of the classroom activities helps students to understand the importance of critical thinking skills, time management, and academic/intellectual competence. The research data has been collected from sixty five respondents from various Primary, Upper Primary and Secondary schools and they have been selected using quota sampling method. The collected data has been analyzed using R Programming to explore the necessary statistic (Chi Square Value and Karl Pearson Coefficient of Correlation) to relate various variables identified in the study. The study highlights that co-curricular activities may benefit students if they are well-balanced and have a relevant academic purpose that may help motivate student interest in learning. The study reveals that extracurricular projects are not a problem, but problem lies in the excessive amount of time that is lost through these activities, if regular classes were not interrupted by co-curricular activities, student performance would improve considerably as would the quality of our education.

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