

CHAPTER- II

REVIEW OF RELATED LITERATURE



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2.0.0 INTRODUCTION

The review of related studies implies locating, studying and evaluating reports of relevant researches, study of published articles, going through related portions of encyclopaedias and research abstracts, study of pertinent pages out of comprehensive books on the subjects and going through related manuscripts. For any worthwhile study in any field of knowledge the researcher needs an adequate familiarity with the work which has already been done in the area of his/her choice. He/she needs up-to-date information about what has been thought and done in the particular area. He/she has to build upon the accumulated and recorded knowledge of the past. The review of related studies enables the researcher to define the limits of the field, to avoid unintentional duplications of the work and to utilise as many hints and procedures of previous researches.

Research takes advantage of the knowledge which has accumulated in the past as a constant human endeavour. It can never be taken in the isolation of the work that has been doing us on the problem which is directly or indirectly related to a study proposed by a researcher. A careful review of the research journal, books, dissertations, thesis, websites and other sources of information on the problem to be investigated is one of the important steps in the planning of any research.

2.1.0 PURPOSE OF THE REVIEW

The review of the related literature, besides borrowing the research to acquaint himself with current knowledge in the field or area in which he is going to conduct his research serve be the following specific purposes.

- The review of related literature enables the research to define the limit of his fixed endeavour.
- By reviewing the related literature the researcher can avoid unfruitful and useless problems areas.
- Through the review of related literature the researcher can avoid unintentional duplication of well-established finding.
- The review of related literature gives the researchers an understanding of the research methodology which refers to the way the study to be conducted.
- The final and important specific reasons for reviewing the related literature is to know about the recommendation of previous research listed in their studies for further research.

2.2.0 REVIEWS RELATED TO ONLINE EDUCATION IN COVID 19 PANDEMIC SITUATIONS

Dandy George Dampson et al. (2020) in their study entitled “COVID-19 and Online Learning: A SWOT Analysis of Users’ Perspectives on Learning Management System of University of Education, Winneba, Ghana” investigated users’ perceptions of the University of Education, Winneba (UEW) Learning Management Systems (LMS) based on SWOT. The study adopted the explanatory sequential mixed methods which sampled 3272 students and 20 lecturers by using the stratified and purposive sampling techniques, respectively. The study used questionnaires and semi-structured interview guides to collect

quantitative and qualitative data. Quantitative data were analyzed using Means and Standard Deviations, Independent Samples t-test, and ANOVA. The qualitative data was analyzed thematically. The study found that UEW LMS is perceived to have elements of weaknesses and threats as well as strengths and opportunities. The study further found that the users of LMS differ in their perceptions in terms of SWOT based on students' age. The students, however, did not differ significantly in their perceptions of SWOT based on gender. The study recommended that the management of UEW LMS need to educate both lecturers and students about the benefits that LMS offers to its users. Management of the UEW should make the usage of the LMS compulsory for teaching and learning while taking into consideration the age, level as well as the programme of study in the design and implementation of subsequent online platforms for students and lecturers.

Deepak Mahat (2020) conducted study on Students' Perception towards Online-Class during COVID-19 Pandemic Effect of COVID-19 on educational institution has interrupted the traditional method of teaching and learning which ultimately created the demand of online class. In this background, study aim was to find out the perception of students towards online-class during COVID-19 pandemic. The study was based on descriptive research design. The study was carried out by using the structured questionnaire survey, and self-administered online Google form was developed to collect the data. The data were collected from 109 students of two colleges; one public and one private college. The reliability test of collected data was checked by calculating the Cronbach's Alpha value. Frequency, percentage, and mean was used to analyze the data. Finding of the study revealed that 81.7% students adopted online class first time in their learning career. However, majority

of respondents felt confident to use online-class function and adopt content. Similarly, 58.1% respondents reported that they faced the technical problem during Online-class, more than 59% respondents believed that online class was one of the easiest platforms to share the knowledge and collect the required information. Most of the respondents intended to use online-class platform to enhance their learning and communication skill. One of the main benefits of online class was that it has saved the students from risk of transmission of COVID-19 and contributed to the regularity of teaching and learning of college. Considering such critical time, colleges should provide the adequate knowledge of Information Technology (IT) to their students and teachers to enhance their technical skill.

Jan, Anbareen (2020) conducted a study entitled “A phenomenological study of synchronous teaching during COVID-19: A case of an international school in Malaysia”. This phenomenological case study explored some issues which were faced by parents and learners of primary level students during synchronous teaching. Observation was carried out for a period of 13 days on 2 primary school students of a private international school of Malaysia. Observation was followed by interviews with the same participants, where their views and reflections regarding synchronous teaching were recorded. This data was further supplemented with brief interviews with parents, whose children were also in the primary level of the same school. Vivo 12 was used for analysis. Following Saldana’s coding (2016), elemental coding methods were used, employing structural, descriptive, and in vivo coding. 62 nodes emerged during the first cycle coding process which were placed under 10 categories in the final analysis process. Results showed that parents’ continuous supervision and guidance was needed in addition to

the teacher's mentoring and direction when teaching online. Furthermore, data showed that one of the problems in remote teaching is lack of developing social skills of the learners as they cannot interact with their classmates in 'real-time'. Synchronous teaching increases learners' screen time which was not liked by parents. Interviews revealed that students also preferred in-class, face-to-face learning over synchronous learning. Though importance of remote teaching in this hour of crisis cannot be denied, this study concludes that implementing 100% online teaching for primary students is still at its rudimentary phase of effectiveness.

Mishra Loknath et al.(2020) conducted study on Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. The study is a portrayal of online teaching-learning modes adopted by the Mizoram University for the teaching-learning process and subsequent semester examinations. It looks forward to an intellectually enriched opportunity for further future academic decision-making during any adversity. The intended purpose of this paper seeks to address the required essentialities of online teaching-learning in education amid the COVID-19 pandemic and how can existing resources of educational institutions effectively transform formal education into online education with the help of virtual classes and other pivotal online tools in this continually shifting educational landscape. The paper employs both quantitative and qualitative approach to study the perceptions of teachers and students on online teaching-learning modes and also highlighted the implementation process of online teaching-learning modes. The value of this paper is to draw a holistic picture of ongoing online teaching-learning activities during the lockdown period including establishing the linkage between change management process and online teaching-

learning process in education system amid the COVID-19 outbreak so as to overcome the persisting academic disturbance and consequently ensure the resumption of educational activities and discourses as a normal course of procedure in the education system.

Mohammad Rafi et al. (2020) conducted study on *The Pedagogical Shift During COVID 19 Pandemic: Online Medical Education, Barriers and Perceptions Owing to COVID 19 pandemic*, all educational institutions including medical colleges were closed by the second week of March 2020 in Kerala, India. This college started online classes using various e-platforms by the third week of March. In this study, we report the barriers and perceptions of undergraduate students by an online questionnaire after 2.5 months of e-classes. The study participants were 364 students who responded in a week's time. Most of the faculty used platforms like Google class room or recorded YouTube videos. The department of Physiology used the Impartus platform. Among the respondents 72.8% were using mobile data and 17.8% were using broadband facilities. Among network providers Jio was the most used. Only first year students were exposed to 3 different online platforms. Among those students, 63.6% reported in favor of Impetus, followed by YouTube and Google class room. Most of the students preferred recorded classes (69.2%) over live classes (33.5%). Submissions were mainly through the online platform itself (69.5%), email submission to the department (17%) or to the faculty (13.5%). Forty seven percent of the students wanted the classes to be of 30 to 45 minutes duration and 42% felt that the classes should be short and below 30 minutes. Only 28.3% of the students favored centralized online class by the university. Providing education to students cannot be discontinued for long. In the present study students are able to follow the online classes and have good

learning experience on in the Didactic part. The medical educators could rise up to the challenge of continuing to teach even in times of crisis.

Temitayo Deborah Oyedotun (2020) conducted a study entitled “Sudden change of pedagogy in education driven by COVID-19: Perspectives and evaluation from a developing country”. They reported that The COVID-19 pandemic has forced sudden transformation in many sectors of the global community, turning the world upside down. Everything has been impacted, not excluding the education sector, which has experienced some unforeseen changes in many parts of the world. The sudden transition to online pedagogy as a result of COVID-19 in developing countries has exposed some inequalities and challenges, as well as benefits. These challenges and inequalities have now become the new realities in the educational sector of developing countries. Suggestions were provided by him so that the challenges presented by the new approach can be mitigated while we come to terms with the disruptions introduced by COVID-19 to our education sector.

Seble Tadess and Worku Muluye (2020) conducted studied “The Impact of COVID-19 Pandemic on Education System in Developing Countries: A Review”. They reported that Coronavirus affects the education system in the world. Schools, colleges, and universities are closed to control the spread of the coronavirus. School closure brings difficulties for students, teachers, and parents. So, distance learning is a solution to continue the education system. However, the lack of network infrastructures, computers, and internet access is challenging distance learning in developing countries. This paper aims to review the impact of the COVID-19 pandemic on the education system in developing countries. Hence, countries design a strategy to use educational technology, zero-fee internet educational resources, free online learning

resources, and broadcasts teaching. During closures, educational institutions design curriculum, prepare teaching-learning strategies for post-coronavirus. The educational institutions design strategies to recover lost learning, and return students to school when schools reopen. Coronavirus has been impacting the face-to-face education system of developing countries. Therefore, developing countries should enhance broadcast teaching, online teaching, and virtual class infrastructures.

Charles Hodges (2013) conducted a study to investigate the perceptions of faculty teaching online at a doctoral research university in the southeast United States. Research literature regarding faculty satisfaction with online learning is summarized. Quantitative and qualitative methods were used to analyze the results of an online survey administered in the Spring of 2010. Major findings are that faculty enjoy the convenience and flexible scheduling that teaching online offers them and their students but consider teaching online to more labour-intensive compared to teaching face-to-face courses. Faculty expressed the need for reliable and current technology for online teaching, improved technical support and training and clear institutional policies regarding online teaching and developing online courses. Methods for improving faculty satisfaction with online teaching are suggested, which include collaborating with academic librarians to enhance the online teaching and learning experience.

2.4.0 REVIEWS RELATED TO INTERNSHIP:

Dhani, Rakesh et al. (2020) conducted study entitled “ the impact of this pandemic on education and internships of hospitality students”. They reported that 97% of hospitality students agreed that their Internship programmes are badly affected due to this pandemic and they face various problems during online classes.73% of students disagreed when

asked will they prefer online mode of education even post this Pandemic.75% students agreed that they got full support from their teachers during online classes. Most of the students were facing various problems in their online classes, their internship programmes is effected, because of which their learning and skill development activities are effected but the good thing is that most of the student was getting full support from their teachers/colleges/ Universities and most of the students find the online mode of education as a better and useful tool for online studies during this pandemic. But still, most of the students prefer traditional (face to face) mode of education over the online mode of education.

Jogan Sushma N (2018) conducted a study entitled “Evaluating the Effectiveness of a School Internship”. The investigator tried to reflect and evaluate the effectiveness of internship program based on the teacher trainees’ opinion and feedback. The main objective was to understand the mind set of trainees through the internship; to realize and prepare them to perform the duties of a teacher in the school; to find tentative solutions to the constraints faced. Data were collected from all the trainee teachers of IV semester. After successful completion of their internship, investigator asked all the trainees to fill questionnaire through Google form. It was analyzed with the percentage analysis. The result and discussion shows that trainee teachers have developed integrated skills of teaching with the proper guidance and support of school subject teachers and supervisors. They were highly satisfied throughout the internship program.

Chavan, Rajendra (2017) conducted study on internship programme is helpful to gain feedback about the classroom behavior of student teacher educators and ‘got chance to observe new teaching techniques, strategies, ideas & resources. M.Ed internship programme was helpful to enriched

student teacher educators with knowledge and experience of innovative teaching technique like Brain storming, activity based learning, etc. and innovative evaluation technique like story completing, puzzles, concept mapping etc.

Chavan Rajendra and Khandagale. V. S (2017) conducted a research entitled “A Study of the M.Ed. Internship Programme Perceived by Student Teacher Educators”. In this research they had made an attempt to analyze the M.Ed. course Internship programme keeping the base as per the guidelines and objectives (NCTE Guidelines 2014). The study was conducted at the P.G. levels. The data was collected by using open ended questionnaire & semi-structure interview of student-teacher educators of Department of Education, Shivaji University, Kolhapur. The M.Ed. student teacher educators responded that they had actively participated in all activities of the M.Ed. internship programme & they got enriched with various experiences during the internship. The challenges perceived by the most of the student-teacher educators was ‘classroom management’, ‘insufficient time for innovative teaching technique’, ‘long distance from Teacher Education Institution to practicing school’.

Nimbalkar, S.J. (2015) in his research paper entitled ‘20 Weeks Internship: Opportunities, Challenges and Measures’ proposed ways to conduct healthy internship programme a) Orientation of all students b) provide internship hand book c) scholarship/stipend for the student d) appointment of teacher in charge/group leader e) arranging guest lecture f) Conduct interview at the end of internship.

Geralyn E. Stephens (2011) conducted study on Teacher internships can provide a viable option for ensuring teachers participate in this level of professional development. This article explores how CTE teacher internships, in occupationally related workplaces,

Kirit Matliwala (2010) found that internship programme is very important in teacher education, so we should make it more fruitful by our serious efforts. It should not be for just completion of teacher education programme but it must be for making successful and effective teacher. We have to adopt certain strategies for quality improvement in internship programme.

Panda Srutirupa and Nayak Rabindra Nath (2014) conducted a study entitled “the Problems of Student Teacher during Internship Programme: Issues and Concerns”. It was a cross sectional study for three year to find out problems of student teachers during three academic session. It is found that novice teachers mainly face problems related to managing students and maintaining discipline in classroom. However other problems such as using teaching aids, communication related problems also explored during the investigation. Further it is suggested that teacher educators must counsel students to solve such problems arising during internship programme.

Parveen Saleha and Mirza Nida (2012) conducted a study on the topic “Internship Program in Education: Effectiveness, Problems and Prospects”. his study looks at issues and challenges that the prospective teachers experience during internship program. The study also deals with the perception and experience of the principals of cooperative schools involved in the internship program. Research approach for this study was both quantitative and qualitative. Population consisted of all student-teachers of B.Ed. at Faculty of Education and principals of cooperative schools where students go for internship program. The 80 student-teachers and 05 principals of collaborative schools were selected as sample. Data was collected through three-point likert scale and in-depth interviews. The findings show that student-teachers view internship

program as a real opportunity to refine and improve their teaching skills in actual school setting. The results of the in-depth interviews with the principals reveal that internship program is of crucial importance and it has positive impact on the performance of student-teachers.

Internship programmes – bridge between school and professional life. The present paper aims at addressing the above questions by analysing the responses of over 450 students which were surveyed within a questionnaire based research conducted in the Bucharest University of Economic Studies in Romania. Various research methods – starting with the analysis of descriptive statistics and continuing with factor analysis and regression analysis- were used in order offer an overview – as comprehensible as possible- of the situation of internship programs in various sectors in the field of business, economics and administration. The outcomes of the study can be of interest for several groups of stakeholders and can be taken into consideration when formulating and proposing improvement recommendations of the policies, regulations and operational measures in this field.

Conclusion

It is clear from review of related literature that the sudden transition to online pedagogy as are cult of COVID-19 in developing countries has exposed some inequalities and challenges, as well as benefits. These challenges and inequalities have now become the new realities in the educational sector of developing countries. Internship programme is very important in teacher education, so educational institutions should make it more fruitful by serious efforts. Studies showed that most of the students prefer traditional (face to face) mode of education over the online mode of education.
