A STUDY ON THE RELEVANCE OF DIGIT-ALL CLASSES AMONG SECONDARY SCHOOL STUDENTS IN THE PERSPECTIVE OF COVID-19 PANDEMIC'

Mrs. Shiney Jacob

Assistant Professor, Mar Theophilus Training College, Mar Ivanious Vidya Nagar,

Nalanchira, Thiruvananthapuram, Kerala

Abstract

Digit -All concepts develop digital skills in adult learners with low levels or no digital competencies. Learning during the Covid 19 pandemic enables the children to learn about Learner Managed systems like Google classroom, Webex Zoom Google meet, etc. They use blogs and video conferencing, teachers are also forced to prepare multimedia content with simulated videos. Digit-all help to develop the confidence to use ICT in the teaching-learning process. Hence the Digit -all program replaced conventional classrooms with technological innovation. In the present study, the investigator prepared a questionnaire and administrated it to the secondary students of Thiruvananthapuram district findings show that the DIGIT-ALL classrooms equipped the secondary students to know the technological world which is the need of the hour for the 21st century

***Keywords****: Digit-all classes, Covid-19*

INTRODUCTION

Education aims to equip citizens for the dynamic world, hence education is for the all-round development of the citizen of the country. For making the citizens dynamic, they should aware of the changing technological aspects of the present era. The development of ICT envisaged the avenues of education like INFLIBNET, Tele conferencing, E-learning, VOD, EDUSAT etc. The covid-19 pandemic disrupted the normal and it is sometimes called "Boon in Disguise" because it has revolutionized the educational system by incorporating Digit-all to its purview we can say that the educational system changed drastically. Institutions and individuals forced to accept the charisma of Digit-all techniques

NEED AND SIGNIFICANCE

Covid-19 pandemic leads to the lockdown that caters to the use of Digit -all techniques for educating students at different levels. The concept of education with no classrooms, no teachers, and no books would become a reality. Educators and schools put extra efforts to engage students

by revamping timetables, incorporating the technological classrooms from the usual teacher-pupil system to pupil -Digit-all techniques

Figure 1. Ways to Achieve Digit-all
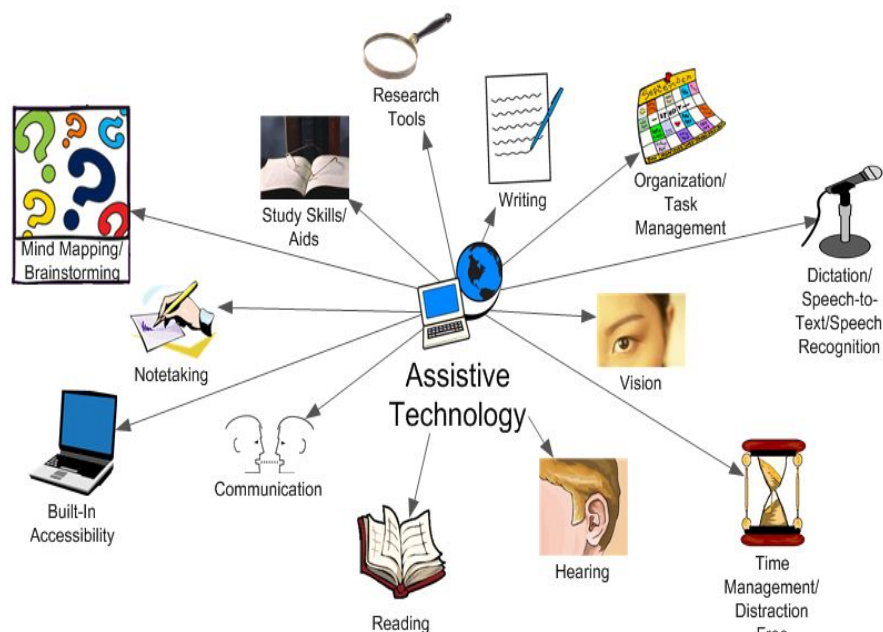
Digit -all aims to improve and extend the supply of high-quality learning opportunities and tailored the needs of low-skilled or low-qualified adults to the capable individuals of society. Digit -All concepts develop digital skills in adult learners with low levels or no digital competencies. Learning during the Covid 19 pandemic enables the children to learn about Learner Managed classrooms like Google classroom, Webex Zoom Google meet, etc. With the use of blogs, meets and video conferencing, teachers are also enforced to prepare multimedia content with dynamism. Digit-all helps to develop the confidence of the individual to use ICT in the teaching-learning process. Hence the Digit -all program caters the learner to learn things in the new online platforms. It provides new paths to the educational system and forces teachers to use and prepare computer-simulated videos, flipped classrooms, CAI etc. in the teaching-learning process. Conventional classrooms are replaced all of a sudden by technological innovation because of Covid19 pandemic, hence it is the need of the hour to analyze its relevance. The need and significance of the study is hence justified.

OBJECTIVE OF THE STUDY

To study the effectiveness of DIGIT-ALL classes in the learning process among Secondary School Students.

HYPOTHESIS OF THE STUDY

DIGIT-ALL classes are effective among Secondary School Students.

METHODOLOGY

In order to accomplish the objective of the study, considering the nature of the problem under investigation and the nature of data required for the study, the investigator selected Survey method for the study.

Population:

The population for the study constitutes Secondary School Students of the Thiruvananthapuram district, Kerala State.

Sample and Sampling Technique:

A sample of 30 secondary students of Thiruvananthapuram district was selected and a random sampling technique used for the study

Tool Used:

In this study, the tool used was a Questionnaire that contains 20 questions provided through Google form (online survey). The questionnaire consisted of 'Yes' or 'No' response type questions.

Data Collection Procedure:

For the present study a questionnaire with 20 questions was prepared and administered via google form to the sample of 30 secondary students (St. mary's HSS Pattom, St Johns HSS, Nalanchira) of Thiruvananthapuram district has taken for study.

DATA ANALYSIS

For analyzing the data, the researcher adopted percentage calculation.

Table 1.

Data on Percentage Analysis

Sl.	Item	% of +ve response	% of -ve response
1	Do you feel that DIGIT-ALL classes create a joyful and conducive study environment for secondary school students?	80	20
2	Do you agree that DIGIT-ALL classes are very productive and structured with set due dates similar to face-to-face courses?	70	30
3	Does the Digit-all classes cater Social Intelligence than conventional classroom techniques?	17	83
4	Does the learning materials provided in Digital-all techniques are sufficient to convey the concepts?	55	45
5	Does the digit-all class bring innovative methods of teaching and learning?	78	22
6	Do the Digit-all classes provide a diverse learning experience to learn a particular concept?	68	32
7	Do digital all classes offer convenience to study and review learning materials?	66	34
8	Do the digit - all classes promote student participation in class?	66	34
9	Does the digit-all class encourage individual differences by giving suitable activities to the students?	70	30
10	Do the assignments given through Digital techniques are adequate to work independently?	80	20

11	Does Digital all class encourages to skill acquisition by training wide range of ways of technological innovations?	67	33
12	Do the digit-all techniques adopted in the classes are learnerfriendly?	73	27
13	Do Digit-all Classes provides communication is taking place between students and teachers inonline classes?	75	25
14	Does the use of multimedia help you to learn easily rather thanfocusing only on textbooks?	60	40
15	Do you understand the topic by your own through digital classes?	70	30
16	Do you feel that digit all classes give you more freedom to studyaccording to your own pace?	70	30
17	Are you satisfied with the teaching-learning methods adopted by teachers through digital mode	80	20
18	Do you have the provisions to askquestions or clear doubts after the class?	84	16
19	Do you think digital classes provide the exact range of theoretical and practical experience?	80	20
20	Do the digit-all classes increase your sense of community with theteacher and fellow students?	67	33

INFERENCES

From the table, it is clear that 80% of Secondary School Students are inthe opinion that digit-all classes create a joyful and conducive study environment in the Covid-19 pandemic practices. 70 % of them supported that the digit- all classes arevery structured with set due dates similar to face-to-face courses. 83% of them says that the classes with digital techniques are not set up in a way to interact with their classmates. 55% feel that the learning materials provided in the

classes through digit-all mode are sufficient to understand the concept. 68% goes with the opinion that classes provided through digit-all mode have diverse learning experiences to learn a particular concept. 66% of the sample point out that classes through digit – all offer conveniences to study and review learning materials at their pace. Also, 66% say that the digit-all classes promote student participation in class. 70% of students support that the online class encourages individual differences by giving suitable activities to the students. A majority of 80% support that the assignments given in the online classes are appropriate to work independently. 67% are the opinion of digit-all class encourages learning that facilitate to acquire skills by wide range of ways including image, audio, interactive video, text, Power point presentations etc. 73% has the opinion that the technologies adopted in the online classes are learner friendly. 25% negatively responded to the opinion that effective communication is taking place between students and teachers in the digit-all classes. 60% are in the opinion that the use of multimedia helpsto learn easily rather than focusing only on textbooks. 70% support that they understandthe topic on their own through digit-all classes. Also, 70% feel that classes with digital techniques cater to interest and provide more freedom to study according to their own pace. It is notable that 80% are satisfied with the teaching-learning methods of digit-all classes. 84% of respondents show that they have the provisions to ask questions or clear doubts during digital classes. According to the 80% of the sample tells digit -all classes provide the exact range of theoretical and practical experience. Also, 67% goes with the opinion that the digit all classes increases their sense of community with the teacher and fellow students. However, the difference in opinion varies according to the different methods adopted by the schools.

The analysis of the data reveals that digit-all classes are effective among Secondary School Students and it caters to interest and productive learning by considering time and reachability. Hence, the proposed hypotheses are accepted.

FINDINGS OF THE STUDY

The study revealed by the findings that:

- The digit- all classes during the covid 19 pandemic are effective and helpful in transferring knowledge among secondary school students.
- The digit -all classes cater to individual differences in the learning process.
- The digit-all class brings awareness to the parents and students about the technological changes in teaching and learning.
- The digit -all classes provide more freedom to study according to one's own pace.

- The digit-all classes offer convenience to study and review learning materialsduring one's own time.

- The assignments given in the digital mode classes are appropriate to work independently.

REFERENCES

Crawford-Ferre, H. G., & Wiest, L. R. (2012). Effective online instruction in higher education. The Quarterly Review of Distance Education, 13(1), 11-14.

Miklian, Jason (2018). "Gaming the System? Testing the Ability to Artificially Generate Academic Citations Through Incentive-BasedPromotion." Social Science Research Network. SSRN Working Paper11.

Pape, L. (2010). Blended Teaching & Learning. 67 (April 2010), 16-21. Published by the American Association of School Administrators

Roblyer, M. D. (2015). Introduction to systematic instructional design for traditional, online, and blended environments.

*****