Vidya Vikas Education Trust's

The Lord's Universal College of Education

(Linguistic Gujrati minority Institution Affiliated to Mumbai University, Recognized by NCTE)

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Jointly Organizes

2 DAYS INTERNATIONAL WEBINAR

on

Kurt Lewin's Change Model

Application to Creating a Learning Organization Post COVID -19

5TH & 6TH MARCH 2021

Kurt Lewin's Change Model: Application to Creating a Learning Organization Post COVID-19

Editor-In-Chief

Asst. Prof. Soma Guha

Mrs Sheetal Dhotre (Librarian)

TWO-DAY INTERNATIONAL WEBINAR

On

Kurt Lewin's Change Model: Application to Creating a Learning Organization Post COVID-19

Dated 5th & 6th March 2021

JOINTLY ORGANIZED

BY

Vidya Vikas Education Trust's, The Lord's Universal College of Education, Malad

&

Manjara Charitable Trust's College of Education and Research, Airoli

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Report on
Two day International Webinar
On
"Kurt Lewin's Change Model: Application to Creating Learning Organization Post Covid 19"
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The Lord's Universal College of Education and **MCT's College of Education and Research** jointly organized a Two day **International Webinar on the them**e, "Kurt Lewin's Change Model: Application to Creating Learning Organization Post Covid 19" on 5th and 6th March 2021.

Around 65 In-service and Pre-service teachers at different levels participated in the Webinar. There were 4 sessions spread out in 2 days conducted by eminent experts from India and abroad.

Day 1, 5th March 2021

The Webinar was inaugurated by Dr. Shefali Pandya, Head of the Department of Education from the University of Mumbai. Dr. Savita Sable, Principal of MCT College gave a welcome speech and threw light on the theme and sub-themes of the Webinar. Dr. Sable gave a brief schedule about the entire day's activities. She concluded her address by welcoming everyone and urged them to participate actively in the webinar.

Dr. Shefali Pandya after her keynote speech on the theme shared her views on the topic, **'Kurt Lewin's Change Management- Application in the present scenario'**; she stressed the need for change in Education. According to Dr. Pandya, the change is not just because of the pandemic but is largely due to the profound philosophical change 'Neoliberalism'. According to her, Neoliberalism is responsible for the change in education in the last few years. The important aspect of neoliberalism as madam stated is that there are no longer permanent jobs, even in the aided sections. She further spoke in detail about the challenges in online learning. According to her, absence of human connection, absence of collaborative work, lack of hands-on learning, and feeling of isolation amongst teachers and students are some of the challenges in online learning and it is because of these challenges and the urgent need to face them, there is a need for change management.

Madam reasoned out the need for change management. As she shared, the insistence of the accreditation of organizations for the assessment is evidence of the student's quality of learning. Dr. Pandya further went on to explain the main theme of the webinar, i.e, Kurt Lewin's change model. She explained all the three steps of the model- unfreeze, change and refreeze.

Dr. Pandya in her session also talked about the criticism of Lewin's model being rigid about refreezing but in today's world, people need to be ready for continuous change. She gave an example of changing semester and use of meta-cognitive technique instead of an exam. Dr.

Pandya spoke about the need for changes in pedagogy, greater government scrutiny, a growing consumer's rights movements, and institutional culture.

As the classes are being conducted online, changes need to be made concerning technology, communication, and the need to improve students' outcomes through online learning. As madam stated, there are approaches also in Lewin's model that are four integrated elements- field theory, Group Dynamics, Action research, and the three-step model.

Dr. Pandya threw light on the shift of teaching learning from the F-2-F setup of teaching-learning process and educational management to the online platform with the mention of the force field analysis. The two forces, which need focus, i.e., the restraining forces and driving forces. Restraining forces are the aspects that will oppose online learning and the driving forces are the aspects that support online learning. Therefore, to execute online learning more effectively, there is a need to reduce restraining forces and strengthen driving forces.

Madam suggested activities at every stage of Lewin's model. As she stated, at the stage of **unfreezing,** one needs to determine what needs to be changed, ensure the support of management, create the need for change, manage and understand the doubts and concerns. During the **Change things like** communication, Dispelling rumors, empowered action, involving people in the process are important for its effective implementation. At the stage of **Refreeze,** main emphasis should be on anchoring the changes into the culture.

Finally, Dr. Pandya spoke about the guiding principles of the change as follows:
There are many options for improvement but less time and resources are limited,
Change is not an event it is a process.
Classroom structure should change- one table surrounded by many chairs,
Change can be a success if there is a team effort,
Change is a cyclic process and not linear,
Change just does not just happen it has to be led,
Change is a mix of external forces and individual actions,
We must look outside and inside for visible changes.

The session of Dr. Shefali Pandya was well received by the e-audience and it was immediately followed by a question-answering session. The principal of The Lord's Universal College of Education asked how can change be made Cyclic rather than Linear. To this Dr. Pandya answered that we need to Implement the model, take the feedback from the teachers and also make new changes.

Sandesh Jugnake sir asked how can unfreeze be started. How can people be convinced for the unfreeze step? Mam answered by saying that changes in attitude require time and change cannot be brought overnight. There should be a change in approach and increased training hours to receive the change well. On the question on How can parents be convinced for the teacher training, Pandya mam replied by saying that we need to take meetings of parents, take meetings of students to take small action research projects about issues regarding parent's concern about teacher training. This way we can understand their point of view and take steps

accordingly. Madam answered the question, How can force field analysis (reducing restraining forces and strengthening driving forces) be achieved? By explaining that there is a need to find out the restraining forces and handle them accordingly.

The session ended with a vote of thanks proposed by Dr. Sindhu Thomas from MCT college.

The second session was conducted by **Dr. Vidya Naik,** Rtd. Prof., School of Business and Former Dean, School of Continuing education, NMIMS, Mumbai on the topic **Change Management- An Overview.**

The second session began with an introductory speech given by MCT staff, Mrs. Bhavna Panchal. The speaker for the session Dr. Vidya Naik began her session with the quote by Charles Darwin's eternal truth which is the 'Survival of the fittest. The context of the quote briefly explained the term change, how it is constant, how there is a rapid change in the educational system. Talking about the Education system she divided it into 3 systems, Supra-System and Subsystem (of an educational institute) in the context of…….

1. Technical - Technology, Library, Rooms
2. Social - Diversity in Faculty, Students,
3. Structural - Infrastructure, Inclusiveness
4. Managerial - Ethical Governance, Leadership. Building Trust among employees

As madam explained, the system is interdependent and this interdependence of society, As Change Management, is a complex process, it requires serious attention and involvement from the management and people from all levels, to achieve a meaningful or a progressive transformation across various levels. Madam felt that future growth and sustainability of the economy depends on the ability of higher education to enable and address the sweeping changes and it affects the various sectors like Change management in Education which is the process to help embrace changes in the current environment by the utilization of basic structures and tools to control any organizational change effort. A paradigm shift is necessary in the process of learning where learners are adopting changes, develop new skills, imbibe better creativity and innovations and also understand the need to change much before the change takes place.

Dr. Naik spoke in detail about the System Analysis for Effective Change Management and categorized as, Micro Level (Beginning Level)- Individuals - Career progression, Training, Meso Level (Middle Level) - Institute - Policies, Teaching Learning Management, Infrastructure, Technology adoption and Macro Level (Highest Level)- Society - Curriculum to meet societal or national needs

Ma'am also gave relevant examples for every level briefly and stressed that if one achieves Micro and Macro level indirectly contributes to being a part of Macro level.

In the process of preparing for Changing Scenario in Education, madam urged us to consider Imparting 21" Century Skills & New Changing role of Teachers, emerging Pedagogies - Technology disruption (How pedagogy plays such an important role and why it is such an

important aspect to focus on.), using Artificial Intelligence (AI) in education. She also stressed adopting Lifelong learning, Changing the nature of jobs, Online learning, etc.

Dr. Vidya Naik cited an example of boards as to how ICSE and other international boards are coming into the picture and changing the teaching-learning scenarios and how it is a need of the hour to bring the integrating changes in Grading, Evaluation, and Extracurricular.

Further Dr. Naik explained various models of changes apart from Kurt Lewin's change model. She briefed about the Classic or fundamental approach to managing change. Change for any individual or an organization is a complicated journey that may not be very simple and mostly involves several stages of transitions or misunderstandings before attaining the stage of equilibrium or stability. Madam also listed different models that can be applied for managing organizational change like, McKinsey 7-S Model (1980); Burke - Litwin Model (1992); Dunphy and Stace model (1993); Kotter's Model (1995); Kruger's Iceberg Model (1996); Branch Model (2002); Thaler and Sunstein's Nudge theory (2008), etc.

Madam also highlighted the types of changes. As she shared, the first type of change includes a planned or unplanned change in which the change may be already pre-planned or can be unexpected at the same time. The second type of change is the first or second-order change in which the first order is continuous and involves minimum alterations in the system and the second-order includes multi-dimensional, multi-level, and radical organization which involves a change in paradigmatic shift. The third type is the increment which includes minor change, which involves a whole set of process and transformation that determines the complexity and the nature of change.

Dr. Naik further explained that change may be proactive and reactive as well. Proactive change occurs due to pre-planned expected output while reactive change occurs because it is made by compelling outside forces. The other type of change explained by the speaker was resisting change that can occur at both the individual and organizational levels. At an individual level, the changes focus on the habits, insecurity, comfort level, and the fear of being unknown. However, at the institutional level, it is more complex as it focuses on the structural inertia, ambiguous perception of change, group inertia, and the threats to expertise and authority.

Dr. Vidya Naik later highlighted how one can overcome the challenge of changes by various strategies. It includes education, active participation of employees, building rapport and support, thereby developing trust, covert manipulation, and selection of a few employees as change agents or as mediators. Madam further enlightened the e- audience about the major gaps that have to be addressed.

- Perspective gap: It focuses on having continuous learning rather than just school learning. The when and where of the learning should be changed.

- Capability gap: It transforms how and what we learn, i.e., the need for updated teaching skills that might suit the 21st-century workplace.

- Agility gap: It focuses on swift response to changing context by the system and thrives for continuous improvement.

After these gaps are filled the behavioral strategies can be observed like, people respect each other and care for each other's dignity and genuinely support them and encourage active participation of the employees.

Dr. Vidya Naik also highlighted the different leadership styles that can contribute to the change. She stated that there are two major styles of leadership which can be further subdivided into another two types. The first is the 'Adopt leadership style' which includes collaborative style brought by large scale participation of the employees. This is further divided into a consultative style where the employees in their area of expertise are consulted before implementing organizational change. The next type of leadership put forth by Dr. Vidya Naik was the 'Avoid Leadership style'. In this, they have a directive style where the participation of employees in decision-making is the least. The coercive style uses force for implementing change on the members by involving the outside parties.

On this note, Dr. Vidya Naik concluded her session on Change management. After a powerpack session of change management delivered by Dr. Vidya Naik, the session was open for discussion where the participants were given a chance to ask their doubts regarding the same. The first question was asked by Mr. Prakash Nair from Dubai. He expressed his concern about how the teachers are expected to continuously update themselves with the invention of new online apps, especially during this pandemic situation. The answer to which Dr. Vidya Naik expressed her opinion that the respective schools should decide the app that is required to ease the teaching-learning. Dr. Savita Manchekar also added by saying that there is a huge contribution by the management in deciding the application to be used by the institution as they spend a huge sum of money to manage accounts in the apps. Dr. Geeta Thakur also gave her opinion on this topic by relating the change with the transition to the use of mobile devices. On a positive note, she elaborated how we as humans quickly updated ourselves from a keypad mobile to touchpad mobile and also made use of many apps for our betterment. Similarly, the change of learning from offline to online mode will boost the teaching-learning process, though not quickly, it will happen.

In the interesting session of Dr. Vidya Naik, Mrs. Bhavna Panchal presented her vote of thanks to Dr. Vidya Naik in gratitude on behalf of the entire e-audience.

Post lunch, at 2:30 pm the panel discussion was conducted by expert panel members in their respective fields, The members **Dr. Sunayna Kadle, Dr. Geeta Thakur, Mr.Sunil Patel, Mrs. Soma Guha, and two student representatives Ms. Reshma Menon and Ms. Smita Chulliparambil formed the entire panel** for the webinar. Panelists were given a warm welcome by Dr. Sindhu from MCT college who acknowledged their work and their field of mastery they have achieved. The panelist represented the perspectives of the society that of a teacher, parent, management, school, and also student perspectives were presented by two pre-service teachers from respective host colleges. The panel members were managed by the

coordinator panelist **Dr. Sunayana Kadle** who after the MCT staff members took charge of the proceedings.

The coordinator initiated the session by sharing teachers' perspective on how the Kurt Model is applicable or challenging for teachers especially in this online setup." The change is good but too time-consuming, where self-exploration was the key to this new change." was the highlight where teachers were made to explore themselves and evolve in this tough time where difficult subjects like Mathematics and Science required more discovery of digital tools for the online teaching platform. Youtube videos, self-made videos, and various online apps were gathered at one go in the initial stage of the online teaching setup. "It's a mental attitude unless on fire we cannot learn or change," she added.

Teachers could relate and maintain their bond with the students especially emotional connection was made stronger in this new change.

The **parent's perspective** was presented by **Mrs. Soma Guha** a parent who conducted a recent survey of the parents through online mode to understand the challenges faced by all parents in these hard times." Knowing that homes were converted into schools and offices, no social connect where social media became an addiction for all, mood swings of children and teenagers especially changed drastically", were the facts in response from parents she received. Slowly and steadily everyone accepted this new change where she concluded by saying, "Parents have to understand when to lean in and when to lean out and emphasize the positive involvement of parents in children's lives ".

Running a prestigious institute wouldn't be possible without management thus having a **management perspective** was the need of the hour where amongst the panelist **Dr. Geeta Thakur** put forth the challenges faced by management. She began with the quote," It's about taking actions and taking steps to bring a change" Highlighting various recent news articles, School facing issues where the traditional learning environment had to be brought to a halt and now the new change is becoming the new normal with a new perspective. She enriched the minds of the listeners by throwing light on Kurt's model and the 5 components. Teachers and students should work together to make the learning process a grand success. Management should handle this challenge by 4 main components such as supportive leadership, emphasis on rewards system and structure, emphasis on the knowledge management system, and managing workforce diversity, which will yield the success of transformation to a learning organization. Madam concluded by quoting that," Change has to be from top to bottom but also it can be reversed and should have an approach where change can be from bottom to top as well."

Mr. Sunil Patel, Head Master, Secondary Section, Pragnya Bodhini High School from Mumbai presented the overall perception of the school as a unit who began by his quote," Accept, adapt and evolve is the need of the hour." Sir highlighted the role of school by saying that adding compassion is very important along with a blended approach in online teaching where If we don't think about meta-cognition we can't have global citizens. Sir spoke at length

about making the paradigm shift beneficial to every stakeholder that consequently would contribute to sustenance.

The future lies in the hands of the students and thus we had two students from B.Ed. college presented their perspectives on this change that impacted the minds of the young generation in the positive and also negative context. **Ms. Reshma Menon** shared her virtual experience with the audience where she said that change is just a small 6 letter words but once initiated into our lives it can transform into a whole new beginning were giving her own experience of virtual setup how according to Kurt model she adapted to various activities and settled the new normal in daily routine. The second student's perspective was set forth by **Ms. Smita Chulliparambil** who covered various areas of challenges faced by the students in this current scenario where life was full of stress as education had taken a great leap. She highlighted issues on which the survey was conducted on 45 students and solutions were discussed, online exams, online resource materials initially gave stress to every individual. But all the problems were over-taken and the success story of her experience was shared with all.

Finally, the question-answer session was held where various queries were asked and the respective panelists gave their suggestions and paving a way for the bright future. Gratitude is the best key hence we had with us Dr. Jyotirmayee presented a vote of thanks to all the panelists.

Concluding remarks were presented by Dr. Savita Sable (Principal of MCT) in which the updates of the next day International Webinar session.

The first day of the fruitful and remarkable International webinar was ended by singing the National anthem as a sign of respect and appreciation.

Day 2, 6th March 2021

Mrs. Soma Guha, Assistant Professor, The Lord's Universal College of Education, took charge as the host for day two of the **International Webinar on 'Kurt Lewin's Change Model'-Application to Creating a Learning Organization Post Covid-19,** who welcomed all the participants present in the Webinar. The day started with a beautiful Saraswati Vandana followed by Dr. Savita Manchekar, Principal, The Lord's Universal College of Education speaking about 'Kurt Lewin's Change Model' and connected it with the current online situation. She shared her experience where much before the current crisis, an attempt was made to make B.Ed. program online. However, the futuristic vision of the developers of the syllabus was not well accepted from Top end and thus could not be launched without Government's approval. She welcomed the e-audience and the resource persons of the day.

Mrs. Soma Guha then gave an overview of the entire sessions for Day two. The session proceeded with Dr. Shashikala Yadav's warm welcome to all the participants and introduced the speaker for the first session three, Dr. Roselle Aranha, Head Dpt. Of Mathematics, I.B. School from Canada. She also gave a brief introduction of the topic that madam had considered

titled, **Managing the change through micro-interventions at school - Canadian Perspective.**

Dr. Roselle Aranha began with a quote on change by Arnaud Henneville, 'As dealing with change becomes a regular activity, leading it becomes a kill to hone, an internal capability to master'. She then explained it in the context of Kurt Lewin's Change Model.

Madam spoke of the initial stage of the COVID-19 outbreak and how the school reacted to it. She spoke of the entire journey of the school and its management being shifted to online mode along with the compulsion of teachers meeting their students to check on their well-being as part of the **'Unfreezing' Status Quo**.

Madam also shared her experience as the head of the Department of Mathematics in the School at Canada on the **Scaffolding and Direction provided by the School Management**. In the process of moving classes online to Moodle LMS, the schools prepared an online learning plan with an overview of roles for all stakeholders; school management, staff, parents, and students.

Once the school lessons shifted to the LMS, the **'Making the Change' of Kurt Lewin began from Directives from the School Management.** As they adopted online tools like google sheets, docs, slides, etc. it helps to collaborate with the teachers. Similarly, the examinations were also moved to the online platform.

In the process of **'Refreezing', directives from the School Management** suggested according to which the Ontario Curriculum for High Schools allotted 70% marks for formative assessment and 30% for summative assessment. Due to the pandemic, the final exams were canceled by the government and the marks entirely depended on projects and assignments.

Dr. Rosselle spoke about Government Directive Adoption **of the Hybrid Model'** that proposed that the school would give parents options if they wanted to send their children to the school or otherwise. The first half of the day would be in synchronous mode and the second half would be in asynchronous mode. The infrastructural changes were accordingly made in the schools to adhere to the social distancing rules.

Dr. Roselle Aranha further spoke of the experimentation she conducted in line with PERMA (the theory of well-being) and the guidelines that need to be followed while learning Mathematics online. She explained each guideline in detail with an example for each for better understanding.

She highlighted the guidelines under the Ontario Curriculum for Mathematics which focused on the facts that mathematics needs to be coherent, and well articulated. It also emphasized that communication is a requirement in mathematics. There is also a high requirement for the application of inquiry and thinking. Ma'am spoke of how learning Mathematics must be a meaningful acquisition of skills, active involvement in the learning process. Madam gave an interesting example of Counting Stories as an assignment and the Rubrics used as a tool for evaluation. The example displayed during the session was the one that a student-created of how Mathematics could also fit into a bedtime story or a fairytale story. Ma'am spoke about the

learning tools (manipulatives and technologies) and important support to teaching and learning Mathematics - use of Kahoot app to make learning Mathematics more interesting and fun.

Dr. A. Roselle conducted a demo using Kahoot to give us a feel of how students play in the classroom. The next tool madam spoke of was 'Desmos'. Ma'am spoke on how she explored and used various instructional strategies to support meaningful learning. For eg: Flipped Classroom. She even spoke of the equitable opportunity given for all students depending upon their needs to promote excellence for all students. In addition, the teachers in Canada ensure that students are having fun in an asynchronous mode through Math club, online Bingo game related to Mathematics, movie related to Mathematics, rewards for best answers, etc. She spoke of activities or steps to build a learning community. She shared her final thoughts on how incremental improvements are key to sustaining change and growth.

Dr. Savita Manchekar then invited Dr. Veena Deshmukh, Mathematics expert, and Former Director, Distance Education, SNDT to share her views and thoughts on Dr. Roselle Aranha's session where Dr. Veena Deshmukh congratulated Dr. Roselle Aranha on her achievements. Dr. Veena Deshmukh also expressed her opinion of how teachers need to explore the possibilities of how online learning can be helpful to help make learning interesting.
The session of Dr. Roselle Aranha was followed by a question-answer session.
The session ended with a vote of thanks to Dr. Roselle Aranha by Dr. Shashikala Yadav.

The interesting session was followed by the **Abstract Presentations** by the participants on the following sub-themes:

 Sub-themes:
- **Making online learning meaningful for students**
- **Kurt Lewin's Model and Capacity building of Teachers**
- **Better equipped management for online teaching**
- **Creating Parent ready environment for children's virtual learning**
- **Changing role of the library in post - Covid 19**
- **Ethical considerations for a paradigm shift in the teaching-learning process**

Participants joined for the parallel abstract presentation on varied sub-themes. In each session, the chairperson for the session was welcomed by the students of both the colleges. The speakers highlighted the sub-theme of the day by giving an opinion about their perspective. The presenters in room one briefed about the perspective of the student, librarian, parents, and ethical perspective. While the presenters of the session in room two presented the teachers' perspective.

Abstract presentation followed by the question-answer session where the participants and the speakers exchanged and shared their views about online learning and the strategies. The session concluded with a powerful discussion on the strategies that can be used. This enlightened the minds of the speakers as well as the participants with positive takeaways from the session. The final vote of thanks was presented to thank the speakers for their views and encouraging the participants with their positive outlook in the teaching-learning environment.

The host of the day, Soma Guha welcomed back all the participants to the main meet. She invited Ms. Swati Sharma to brief the e- audience on the two-day-long activities carried out in the Webinar.

Asst. Prof. Swati Sharma from The Lord's Universal College of Education highlighting all the important sessions that were carried out throughout the webinar.

Ms. Soma then invited Ms. Sheetal Dhotre to reintroduce Dr. Vidya Naik, the Chairperson for the **Valedictory session.** Sheetal beautifully connected madam's earlier day's session and invited madam to start the session.

Dr. Vidya Naik in her valedictory session elaborated on the threats that may prove the barriers in the smooth transition from F-2-F set up of education to that of the virtual one. Madam stressed the need for meticulous planning. As she said, everything is impossible if there is no proper planning, and many best models fail due to lack of planning. Madam urged the audience that if proper planning is done, half the battle is won. Madam's speech indeed was the concluding one where the Myths about change management were discussed. Ending it on a key mote Ma'am said, "Incentive is not money-oriented but rewarding."

At the end of the event, Vidya Naik madam addressed all the questions asked by the participants. Their queries were very well explained by madam.

Gratitude is the best reward and amongst us we had Mrs. Sheetal Dhotre presented a vote of thanks to Dr. Vidya Naik mam. After the General Vote of thanks by Ms. Soma Guha, the two days long Webinar was concluded by singing the National Anthem.

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PROGRAMME SCHEDULE

Day 1 - 5th March 2021

Inaugural session
11:00 AM - 11:30 AM
Keynote Address and
Session 1
11:30 AM -12:30 PM
Kurt Lewin's Change Management: Application in the present scenario
Prof.(Dr) Shefali R. Pandya
Sr. Professor, H.O.D., Department of Education, University of Mumbai
Session 2
12: 30 PM - 2:00 PM
Change Management--An Overview
Dr. Vidya Naik Rtd. Prof., Sch. of Business Mngt & Former Dean, Sch. of Continuing Edu. NMIM
Break
2:00 PM - 2:30 PM

Panel Discussion
2:30 PM - 4: 00 PM
Dr. Sunayna Kadle - Teacher's perspective
Gandhi Sikshan Bhavan's Surajba College of Education
Dr. Geeta Thakur - Management's perspective
Professor, Department of Education Head,
Manav Rachna University
Mr. Sunil Patel - School's perspective
Head master, Secondary section, Pragnya Bodhini High School
Mrs. Soma Guha - Parent's Perspective
The Lord's Universal College of Education
2 student representatives from host colleges

Day 2 - 6th March 2021

Session 3
11:00 AM - 1:00 PM
Managing the Change through Micro-interventions at School: A Canadian Perspective
Dr. Roselle Aranha
Head Dept. Of Mathematics, I.B School,Canada
Break
1: 00 PM - 1:30 PM
Abstract Presentations
1: 30 PM - 3:00 PM
Report reading
3:00 PM -3:30 PM
Valedictory
3:30PM - 4:00P.M
Dr. Vidya Naik Rtd. Prof., Sch. of Business Mngt & Former Dean, Sch. of Continuing Edu. NMIM

Prologue

It is indeed a delightful endeavor for the Principal of Vidya Vikas Trust's The Lord's College of Education, Malad ,Dr. Savita Manchekar, and the Principal of Manjara Charitable Trust's College of Education & Research, Airoli, Dr. Savita Sable in jointly organizing the Two Day International Webinar and publishing the paper proceedings in the Scholarly Research Journal's for Interdisciplinary Studies, SRJ, International Journal of Educational Research on the Theme, **"Kurt Lewin's Change Model: An Application to Creating a Learning Organization Post COVID-19"**

Every formal and informal organization is facing an unavoidable problem of forced change. The education system too is experiencing the overhauling of the entire process of teaching and learning and managing. This change is, directly and indirectly, affecting its Ecosystem comprising all the stakeholders including learners, teachers, management, parents, and the society as a whole.

Today, all the educational institutions are experiencing the paradigm shift in imparting education to learners, i.e., from conventional F-2-F set-up to the virtual learning platform that is, learning from home. Theories of change describe the effectiveness with which organizations can modify their strategies, processes, and structures. Lewin's change model indicates the stages of organizational change.

The Webinar was planned, as it was the need of the time to make students and other stakeholders comfortable in adopting the new normal. The webinar's unique feature was that of treating the participants as experts who in their teaching profession experienced the challenge of paradigm shift. They listened to all the expert resource persons and penned down their experience in the context of the theme of the International Webinar.

The resource persons presented their views and shared their experience on the organizational change and put forth their perspectives on change management. We are glad and also thankful to Dr. Shefali Pandya, Prof., and Head, Department of the Education University of Mumbai; Dr. Vidya Naik, Rtrd. Prof. School of Business and Former Dean, School of Continuing education, NMIMS, Mumbai; Dr. Roselle Aranha, Head Dpt. Of Mathematics, I.B. School from Canada; and Panelists from different areas of education whose perspectives contributed to making the Webinar enriching for participants.

We are sure, the papers written by the participants in this special issue of the International Webinar would provide additional insight to the readers ranging from learners, teachers, management to parents to make the paradigm shift from F-2-F set up to the online set-up more meaningful, interesting and most of all more acceptable.

Thank you
Prin. (Dr.) Savita Sable
Prin. (Dr.) Savita Manchekar

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PARTICIPANTS RESEARCH ARTICLES

ADAPTATION TO CHANGE IN ASSESSMENT FOR B. ED STUDENT TEACHERS

Ms. Bhindya Ramachandran, (Pg. No. 1- 6)

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Abstract

The Novel Corona Virus which was declared a Global Pandemic in March 2020 is one such event in the history of mankind that started a chain reaction whereby in order to survive and sustain one of the most important aspect was shift to online. From education to official work to politics everything could work mainly because of online environment availability. When such a shift from offline to online occurs many subsequent changes are bound to happen. Kurt Lewin's Change Management model provides a framework of sorts for effective and successful change. The paper views the change in the assessment system and the following ethical issues that arise during this phase. The paper discusses the ethical issue that arose during assessment and how it was tackled under the lens of Kurt Lewin's Change Management model

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*Keywords***:** Pandemic, Online assessment, Ethical issues, Change model

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Introduction:

The whole world faced an unprecedented situation due to the COVID 19 which led to closure of regular life or what can be called a routine life that everyone was living till that point in mid-march. From thinking that it's just a virus affecting one city to realizing it may be an epidemic and then the actual reality of pandemic settled in our minds especially with the ramifications not so far behind- the whole world has and is going through one of the toughest times the human species has

to go through. Each and every person has been affected at varying degrees due to the virus either financially or health wise or no work or too much work or not getting proper education or getting stuck away from family or worse loosing someone to the virus. The virus has stayed with us for more than a year now and we humans had to adapt for survival. Systems approach can be used here to view the education system as a whole. When we focus on Systems approach to learning the components will be- input i.e. what and how will the students be taught, the process i.e. the actual implementation of the input and finally the output i.e. what was learnt by the students. Integrating ICT in this with effectiveness and efficiently had been the question faced by the system. In line with this education as a system has gone through a change that became unavoidable i.e. the happy acceptance of ICT in Education by some and the reluctant acceptance by others. For few years now, some academicians identified the need for strong ICT integration in education but like every change faces resistance, some academicians felt that the ICT boom must not overtake the 'human-touch'. In this push and pull between ideologies the 'slow and steady' change towards integration of ICT wasn't encouraged in many places as each party thought they knew better and the resulting conjecture is what teachers have been left to deal with the sudden onslaught of COVID19. Now more than ever the need is understood although still criticized by some. When some did not want ICT in Education, now ICT has become the only mode of education in many places. Stakeholders of education have come to a place wherein they are trying to take this on a brighter note and support the continuation of learning rather than waiting for the unsure end of COVID19. Some teachers immediately started the adaptation process by coming up with ways to make learning meaningful for the students even with resistance from students, parents and even their own colleagues whereas some had to be pushed to do the needful; just when a common acceptance from stakeholders was on the horizon that the sword of examination fell on everyone. Faced with the situation students belonging to some grades were exempted from the exams completely, the exemption was predominantly for the younger sections but the higher level teachers, students and the administration were faced with the next big obstacle that they had to find a solution for. Bachelor of Degree (B.Ed) program is one such course that comes under this section of higher education especially being a professional course it had to have an assessment to be promoted. The paper intends to look at the assessment related obstacles faced by a B.Ed college teacher-educator for the B.Ed student-teachers. Any person or institution is fixed in their way of doing things in line with the norms that are pre-decided. Whenever a change is inevitable Kurt

Lewin Model states that the subject has to become amendable to change first only then they will change and once the change is complete, it has to be solidified in the subject i.e. a consistency has to be established and it becomes new normal. Under the lens of Kurt Lewin Model the process of assessment that had to be undertaken in the B.Ed college will be discussed. According to the model change is a process which has distinct stages so that the subject can prepare themselves for the change so that the transition is smooth and stays. Lewin states that "Motivation for change must be generated before change can occur. One must be helped to re-examine many cherished assumption about oneself and one's relations to others".

Unfreeze • Prepare for change

Change • Implement the change

Refreeze • Make sure the change lasts
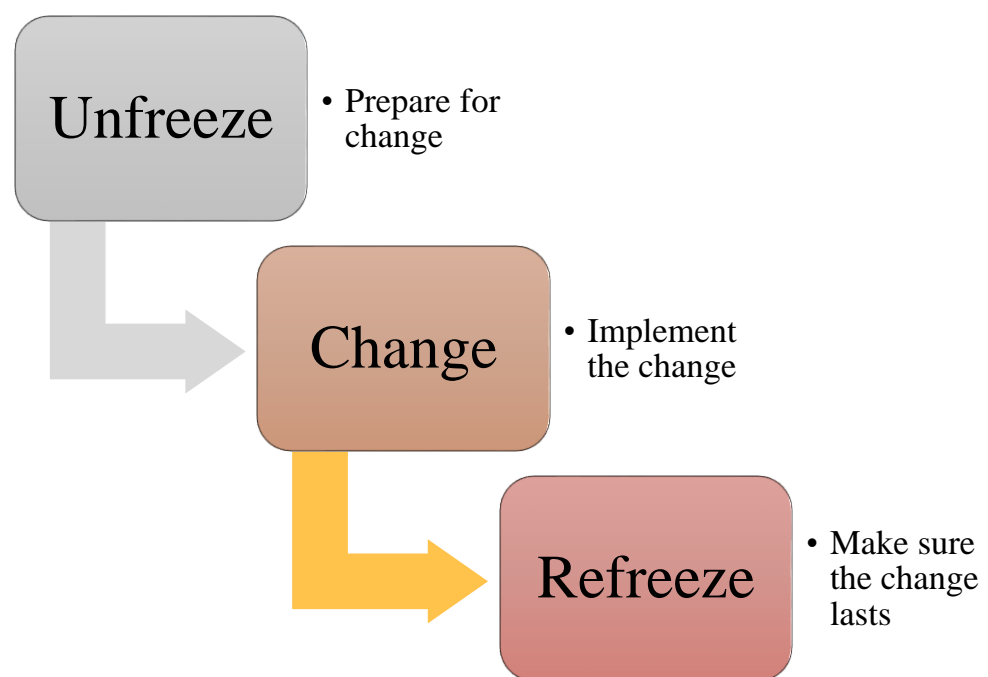
The student teachers faced a situation of giving online essay test which they have never done before and that is when the unfreeze stage begun for them.

Unfreeze:

According to the Kurt Lewin Change model the first stage of change generally is making the subject understand and accept why the old system cannot function now and realize the need for a new system. The positive beliefs and attitudes in regards to previous system need to be understood so that it can be challenged to bring in the new change. In the B.Ed College the first ever test to be taken online was the essay tests for four course papers. The student-teachers had the habit of writing the essay tests in offline mode with proper exam type environment with supervisors and

due to the pandemic now they couldn't get the same environment which in itself reduced the seriousness for some and this type of exam in online setup largely depends on the students honour system. The student-teachers had to write the first essay test online so they were oriented and repeatedly told not to cheat and that there were ways set up to find malpractices. The student-teachers weren't aware that the teachers were monitoring mentoring group wise in real time. Many student-teachers ended partially copying. When caught some student-teachers were immediately apologetic of their behaviour while some felt that since it's online we couldn't help it. The reasoning they gave reflected their attitude towards the online examination. The student-teachers were made aware the consequences they might have to face like deduction of marks or removal from further exams and had to give the same test again and guided by every mentor so that they can learn to adapt for the change and that too without malpractice.

Change:

The unfreeze stage creates a stepping stone for the change, although a complete change won't happen immediately just because unfreezing is done. Not everyone will be on the same page but overtime seeing the advantages and the changing waves they also learn to surf in that because following some change with people is far easier than opposing it alone. All the student-teachers weren't immediately following the norms or worried of the consequences, some student-teachers almost negligible number of them compared to previous number of student-teachers were caught the second time. Again the student-teachers were guided by their mentors and the consequences faced by the student-teachers who did malpractice was anonymously informed to the other student-teachers. By the third test the student-teachers had come to accept the tests will be online and even though there is no one physically stopping them from copying they still can be caught during or even post the test so the third time had no malpractice. The behaviour of the student-teachers towards online examination changed albeit begrudgingly for some student-teachers.

Refreeze:

When the change has successfully occurred and consistently followed by the subjects then it's time for refreeze. The student-teachers didn't show anymore signs of willingness to copy rather they had accepted the new normal which is attending the exams honourably from the safety of their homes during pandemic time rather than a pause in their education for some reason. The student-teachers real efforts for studying were appreciated and they were motivated for keeping up their good behaviour during further examinations. Although there might be some form of

malpractice that some student-teachers may employ like writing few well-structured answers beforehand or having some help from family. To only some extent the variables can be controlled although no student-teacher was caught for the initial purposes.

Conclusion:

Any change, be it with the presence of pandemic or in its absence is never easy to attain. A step-by-step planning and processing is essential for bringing about any successful and effective change. Pandemic is one such event that snowballed a series of change in anything and everything that is functional in our society currently. Education system in itself keeps changing to meet the needs of the stakeholders, the country and rapidly changing technological age, yet this pandemic is that unfreezing for the education system that has brought about tons of positive changes and with it some negative impacts too which we are working to overcome at the same time. With the pandemics presence for more than a year in a mass level it can be said a refreezing of sorts is happening around the world. But in the smaller i.e. grass root level the unfreeze, change, refreeze cycle is happening that too more often in a cyclic manner for various aspects in education. Kurt Lewin's Change management model helps to give a context for adapting to successful change.

Citation:

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MANAGEMENT'S EFFORTS IN ADAPTING SMOOTH PARADIGM SHIFT: AN OVERVIEW DURING & POST-COVID-19

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Abstract

Present paper showcases the management perspective during and post COVID-19. It would focus on challenges faced by management and how these challenges were overcome for the smooth functioning of the institute in the context of paradigm shift. The author attempts to explain this paradigm shift from the perspective of management in the context of Kurt Lewin's change management model in three stage's Unfreeze, Change (Transition), and Freeze (Refreeze). The problems that the management of most of the institutions faced is discussed in the paper and how they could be resolved through a systems approach by applying the said model of change. In order to provide a virtual educational environment for teachers and students along with administrative work, the Management of the Institution where the author is working had taken this situation as a challenge and provided facilities and platforms for conducting online learning processes. Management had decided to involve the ICT department during this time and trained the staff, students, and parents for online classes. They also had set up the monitoring system for providing quality learning experiences to students and avail all the add-ons provided by G-suits. It was also supported by the institution's principal. The paper attempts to showcase an actual example of the application of Kurt Lewin's change model

Keywords: Kurt Lewin's change management model, Systems approach, Paradigm shift

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Introduction:

"The secret of change is to focus all of your energy not on fighting the old, but on the building the new." - Socrates

It is rightly expressed by Socrates that if you can adapt and accept the change positively rather than making it complicated and argue for being unfit for the change. It is just a waste of energy and time. This pandemic has taught us to deal with each and every aspect of our lives differently and adopting the new normal may it be work from home, social distancing, or online teaching-learning processes. Nothing is going to be permanent except the change which only is permanent in this universal. In this pandemic, every management has faced challenging situations in resolving and catering to their stakeholder's problems and their needs respectively. The author has taken an attempt to describe the challenges her institution's management has faced and overcome them through implementing effective strategies. The author has taken the context of Kurt Lewin's Change management model to describe the adopting change by her institution.

It is essential to understand the meaning of change management. Change management is the discipline that guides how we prepare, equip and support individuals to adopt change successfully in order to drive organizational success and outcomes. In an organization, management has the autonomy to make the decisions for the betterment of each stakeholder. Accordingly, management has to plan, prepare, support, and equip the teachers and students to adopt the change. It is also necessary to comprehend the need for change. It is equally important to achieve the institution's vision and mission effectively by adopting change management. The institution's goal is always to satisfy the needs of all stakeholders involved in the organization. In this direction, the organization has to constantly upgrade the human and material resources to fulfill these requirements. Continuity in the improvement of the efficiency, skills, and qualities of the resources will lead to the maximum outcomes. Hence, it is essential for every institution to bring changes in its processes according to the need and time.

Model of Change management is introduced by Kurt Lewin long back in 1950's but is still relevant and applicable in present times in every work field in order to achieve the maximum outputs effectively as per the need of the time.

Let us see each phase in the context of the author's institution and during this pandemic how her organization has adapted change effectively to provide quality experiences involved in the processes.

In the phrase of **unfreeze,** the major thrust is on preparing the people involved in the organization for change. The organization should identify what changes have to be brought, why those changes are essentials, and how those changes can be implements or deciding the process and strategies to implement the change. While doing so, the organization can involve people and make them aware of the need and make them readily accept the need for the change. Organizations can also explain to them the risk factors if the change is being not implemented.

During the sudden complete lockdown in the author's organization, management had taken meetings with the heads of the organization and took their suggestions to deal with the online teaching-learning processes. As the college was already using Google classroom for asynchronous learning hence management provided the dedicated G-suit Google meet platform for the synchronous learning set-up. This arrangement allowed the institution to access G-suits addons for effective and interactive teaching-learning. Management also arranged for the training sessions for teachers and students to get acquainted with synchronous learning especially online etiquettes to be followed by students and teachers during lectures. The institution has the strong support of the ICT department therefore queries and doubts were catered on daily basis for ensuring effective use of ICT tools during lectures. Management in order to ensure effective use of technology., teachers' lectures were observed by the ICT department and were given constructive feedback to the teachers for improvement and quality enhancement. Those suggestions and strategies accepted and implemented successfully in the organization. For example, based on the suggestions from the ICT department, staff was provided with the laptops, given training on etiquettes of using an online platform, recording attendance, etc.

Thus the work from home during the lockdown period was well executed by the management by making effective preparations.

The stage of **Change** deals with managing the change. Once the changes are implemented it is very important to monitor and check continuously the effects of it. It is essential to interact with people and asking them about their outcomes adapting to the change. If any of the members finding it difficult to adapt or implement the change then providing him/her direction to resolve those problems and if any of the members implementing the strategies in the wrong manner then redirecting them with assistance and help. This way organization can keep watch and monitor the achievement of the new objectives framed to adopt the change. This way organization can motivate the people to adopt the change and guide them.

In the author's organization, teachers use to share their experiences of teaching synchronous modes and add-ons. They use to give feedback to their colleagues for improvement of the lessons and better learning outcomes. The principal was also involved in the process to check and monitor the effectiveness of the teaching-learning processes. ICT department was on its tows to create Google classrooms on-demand, ensure better internet connectivity. Students and staff are given the official e-mails as required to avail the facilities of G-suit. This ensured smooth conduct of the teaching-learning process including summative examinations.

Refreeze implies reinforcing the change. This involves the sustainability of change adapted, analyzing the status, diagnosing the gaps between the expected outcomes and actual outcomes and also providing guidance and resources to fill those gaps. Continually monitoring and checking the results of processes and immediately taking corrective measures to rectify those mistakes makes the entire model cyclic. The model initially received criticism about its rigidity in refreezing being stagnant. However, the cyclic nature of the entire system of the change model makes it possible to make need-based changes even after adopting the changes. Refreezing does not mean forgetting the earlier mode of operation. The change when becomes inevitable is advisable to ensure and retain quality. In this direction, the management has the responsibility to keep a close watch on the progress by analyzing and diagnosing the issues or hurdles to rethink, redesign the strategy that can work better.

The organization where the author works, similar precautions are being taken to ensure that work from home and study from home culture is effectively carried out. Students can avail the e-library facility without any hurdle. The Examination platforms are made available to conduct exams with complete transparency. The same practicing of synchronized online Google meet platform is being continued for proving effective learning experiences to the students. Management and Principal are continually involved in monitoring the process of taking lectures in online mode. Teachers are always openly accepting the changes which they need to bring into the processes for improvement and maximum learning outcomes. They are also involved in exploring the new add-ons and taking efforts and assure that their sessions are effective, interactive, and interesting for the students to learn in the virtual environment.

Conclusion:

In this pandemic, we all initially had to forcibly adopt the change but the system's approach that Kurt Lewin's change model has provided, paved the way to accept the inevitable change willingly

and more effectively. Wholehearted backing of the management is thus very important to make the paradigm shift of the entire educational practice equally effective and progressive in nature. As the system approach demands coordination of all aspects to achieve the quality outcome, it is necessary to look at the current critical situation with a positive mindset, empathy and also with a truly professional outlook. The support of other stakeholders thus becomes essential to management's sincere efforts. For example, if management is flexible enough to allow students to pay in easy installments, it is the responsibility of the parents to make sure that management has enough financial flow to run the show effectively. Similarly, management has to provide full support and encouragement and create an environment where the staff and other employees feel safe and satisfied. The feeling of belongingness to the institution depends on their job satisfaction which is possible when there is good coordination between the employees and the managing personnel.

The systems Approach also necessitates the entire process of education to analyze and evaluate as a whole unit in the context of the vision and the mission of the Institution as a benchmark.

Kurt Lewin's organizational Change model too can be seen through the lenses of the system's approach. The changing needs due to virtual learning need to be discussed with all the stakeholders so that the changes can be easily accepted by all. For example, there is a growing demand that the assessment of student's performance should follow the 70% formative evaluation and 30% summative evaluation that can not only make students at ease and less burdened by memory exams it also would keep teachers and other school authorities to their tows to observe the students' progress throughout the year even on distance mode. Management too can be satisfied and assures about the sincere efforts that teachers are putting in even being working from home.

Thus the trust, empathy, positive attitude and mindset and most of all trust in each other is the key to the success of the effective outcomes of the efforts that every member of the education system taking for self as well for each other.

As we all had a tough time initially with the virtual set up and not able to get directions for our practices but gradually with the proper guidance and support from the management and principal our institution had tried to give effective and interactive learning experiences to the students and trying to continue with that and adopting new ICT tools as well for expanding our goals. With this positive case note, the author would like to conclude her paper with the words of Robin Sharma, "Change is hard at first, messy at the middle and gorgeous at the end."

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COMMUNICATION - AN IMPORTANT COMPONENT OF WORK ETHICS IN TEACHING - LEARNING PROCESS

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Abstract

Studies have been conducted on the various aspects of work ethics of educators. The present paper focuses on the need of communication in teaching- learning process between teacher- student, teacher-teacher, teacher-parent and teacher-management. It's a well-known fact that teachers are front liners in the education system. Their role is not simply that of disseminating knowledge or imparting information but also to create an individual who can take the world with courage, conviction and confidence. The way teachers communicate their beliefs and attitude influences students thinking about themselves, their potential and their abilities. According to the study conducted in this article it was found that teachers are polite, loving and caring but due to stress of work, parents' possessiveness, unwanted other job requirements and their personal outlook restrains them and thus miss-out on the skills of communication required from them to fulfil the need and their obligations towards all stakeholders. But if corrected and guided properly they had shown tremendous change in their approach towards all the stakeholders, also helped them to achieve the confidence and trust of each and every student.

Keywords: *Work ethics, Communication, Stakeholders, Teaching-learning process.*

"Listen with curiosity. Speak with honesty. Act with integrity".
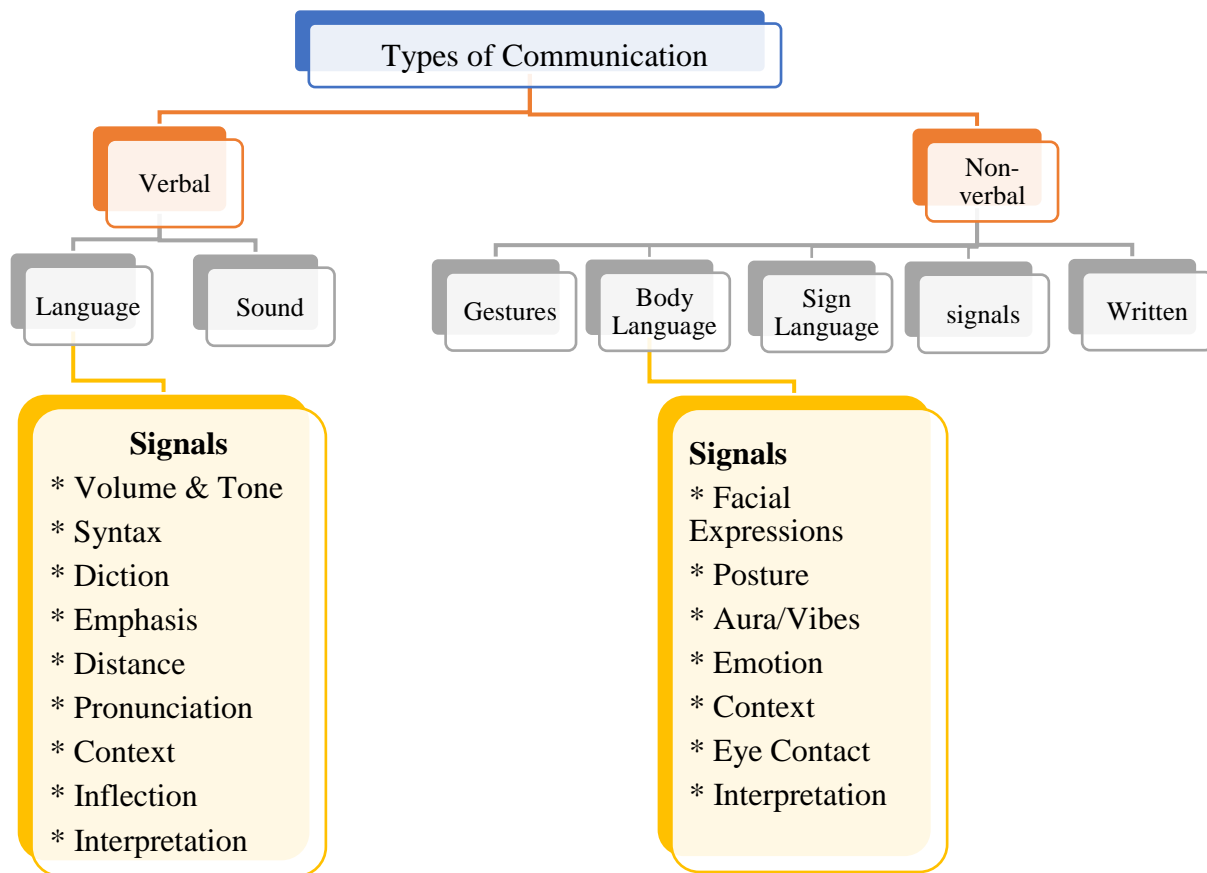
Introduction

1.1 Background of the study

It's a well-known fact that teachers play a pivotal role as front liners in every education system. Teachers are the greatest role model and students learn many values from them consciously and sub-consciously. A great teacher should be very caring and can teach not only her subject but all life skills effectively and confidently, work for holistic development of child's personality, flexible with her approach towards changes and innovatively guide all to accept the changes, help the children to develop critical thinking and scientific temper, able to guide students to learn patterns of relationships and inter-relationship that will help them become a good citizen of the society.With this great responsibility on their shoulder, teachers' need to be ethically strong and should follow all the ethical codes required in their profession. Their role is not simply that of disseminating knowledge or imparting information but also to create an individual who can take the world with courage, conviction and confidence. Teachers have many obligations towards all the stakeholders and have many work-ethics components which they have to abide with in their profession without fail(Maxwell, 2020). For this the foremost requirement is that the teacher should have good communication skills. Good communication skills of teacher are the basic need not only for the academics or professional success of students, but also for the overall personality, emotional and social development of a student(SWERISSEN, 1988). Teachers with poor communication skills can lead to a big hindrance in achieving the vision of education.It's one of the most important ethical considerations for a paradigm shift in the teaching - learning process in today's scenario.

Communication is the process where one person shares his/her views and the other accepts, reacts and adopt those views or ideas. In the teaching- learning process teacher not only communicates with students but to many others also.

If the teacher is good in her communication, then she can easily able to express herself and able to manage not only the class very well but her image, relationship and self- professional growth. Through good communication skill, she can motivate the whole lot of students toward their learning process by making a complex lesson also an interesting one. Teaching is a combination of fifty percent subject knowledge and other fifty percent interpersonal-intrapersonal skills which

involve communication skills. A teacher has to deal with a class full of different types of students with different levels of strengths and weaknesses. She has to understand and explain all so many things without losing her patience, faith, trust and has to care for the feelings of each and every child(Trybulkevych et al., 2021). A teacher with effective communication skill can do wonders and win the trust and support of all the stakeholders, especially students.Effective communication in the classroom means the act of the teacher stimulating the students to interpret an idea or a concept taught in the way conceived by the teacher. Learning can only happen when a student gets a clear-cut idea of what is being conveyed by the teacher in the class.

Types of Communication

Verbal

- Language
- Sound

Non-verbal

- Gestures
- Body Language
- Sign Language
- signals
- Written

Signals (Language)
* Volume & Tone
* Syntax
* Diction
* Emphasis
* Distance
* Pronunciation
* Context
* Inflection
* Interpretation

Signals (Body Language)
* Facial Expressions
* Posture
* Aura/Vibes
* Emotion
* Context
* Eye Contact
* Interpretation

Teachers not only communicate verbally but many times it's a non-verbal communication process also which can be interpreted in many ways. The best teacher has to be the best actor as one has to change gesture, voice modulation, hand movement, expression from time to time. A small signal or voice modulation can make a whole lot of difference and directly affect a child's psychology and impedes its holistic growth (Sutiyatno, 2018a). So, the need to assess the communication of

secondary school teachers with the different stakeholders in the education system is observed which shows its impact directly on the teaching-learning process.

1.2 Need and Rationale of the study

Working in the field of education since last 25 years, researchers have come across many students and parents who unknowingly share their experience of how a teacher has spoken to them and they felt about the same and affected their child physiologically. Even during this pandemic time when the classes and all other work in schools is going online across the world it's been observed that teacher's communication pattern is under surveillance by parents 24X7 and has created lots of problems to maintain the academic standard of the school and teachers themselves. Parents do complain about the communication pattern of teachers regularly. Sometimes staff themselves complain about each other the way they respond. Teachers have to understand that they need to have good communication skills as they are the role model for students and have to motivate students to learn good values, develop supportive relationships using reassurance, compassion and mutual understanding, making their classroom a safe and supportive learning environment.

There are many factors or reasons behind the deterioration in the standard of communication skills of a teacher and it's the need of the hour to find them out and nip them off now. For the purpose of discovering the facts the researchers intend to conduct a research to study this component of work ethics which is very important to enhance the overall experience in the teaching-learning process.

1.3 Statement of the problem

To study the attitude of secondary school teachers towards communication with the different stakeholders in the teaching- learning process.

1.4 Objective of the study

1. To assess the attitude of secondary school teachers towards communication with the different stakeholders in teaching- learning process

2. To find out the impact on their communication skill after implementation of the strategies on teachers.

1.5 Research Questions

1. What is the attitude of secondary school teachers towards Communication?

2. Do they really communicate ethically with all the stakeholders as guided by various professional code of ethics?

3. Is their desired change in the communication of teachers after regular follow up?

2. Literature Review

"Personally, I am ready to learn, so I read old literature".

Teachers through teaching-learning process provide education which help in developing certain essential skills that are required in everyone's day-to-day life situations like, reading, writing, communicating, handling objects, decision making, observing and exploring things, group living, learning values(Gupta et al., 2014). Such teaching-learning can happen through effective and skilful communication system that could lead to the attainment of educational aims and objectives in the school. Various studies shows that the success of students is directly related to interactive, engaging teaching environments formed by able teachers, the way teachers communicate with students gives different lifelong experiences of school, they learn to believe in themselves and their abilities, gets motivation to thrive for the best, but sometimes it plays a negative role also and hamper the growth of a student. (Butt, 2011; Sutiyatno, 2018b). It is also observed that many times nonverbal communication takes place in a classroom which includes the expression, gestures, body language, one or two words, but it does not include the whole sentence but convey the hidden and associated meanings.All this indirect communication plays a very prominent role and leaves a vast impact on a student psychology affecting its overall performance.(Haneef et al., 2014)

3. Research Methodology

"If you torture the data long enough, it will confess."- Ronald H. Coase

3.1 Research design

The present study is a multi - method research, where researchers will be using a single group pre-test post-test. Researchers used both quantitative and qualitative approaches to analyse the data.

3.2 Sample

Sample of the study comprises 30 secondary school teachers, 3 Principals, 30 students and 10 parents. The study adopts purposive sampling design.

3.3 Tools and technique of research

In the present study, researchers used

1. Attitude scale on communication for teachers, made by researchers is used to collect the pre-test and post-test data. It contains 25 items related to communication with students, parents, colleagues and management.

2. Semi structured open interview of principals, students and parents was taken.

3. Strategies to enhance the communication skill of teachers.

3.4 Validation of Data

In the present study, to validate data collected from teachers, researchers have taken interviews of principals, parents and students. After taking the interview, validation was done by using a person triangulation method.
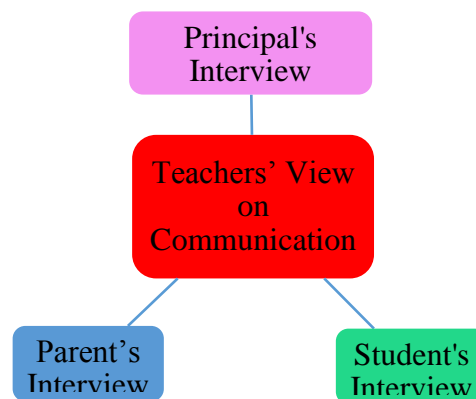
4. Analysis

"If you torture the data long enough, it will confess."- Ronald H. Coase

In the present study, the researchers have employed descriptive analysis to the attitude of secondary school teachers towards communication with the different stakeholders in the teaching-learning process and its impact on all. Data was analysed both quantitatively and qualitatively. Analysis of data was done by using Percentage analysis of data received from teachers. Semi-structured interview open ended of principals, parents and students was conducted. These interviews were conducted to check whether teachers have given right responses or not.

After analyzing all the information received from the principals, teachers and students, it was found that there is a contradiction in the attitudes of teachers and other stakeholders. It can be concluded that some teachers seriously lack the communication skill. Thus, a four days regular workshop was planned and various strategies were used to counsel them.

- Day one: - Given feedback of parent's views, student's view about their communication pattern and its impact.

- Day two: - Case studies based on communication pattern and blind listening.
- Day three: - Going down the memory lane, feel yourself and self- realisation.
- Day four: - Expert speaker on the topic: - Impact of communication

After the workshop, post test was conducted with the same attitude scale on the same set of teachers.

5. Major findings of the study:

Factor	Findings Before pre-test	Findings After post-test
Communication skill	85 % of teachers gave positive response but, as per students around 60% -70% teachers always communicate lovingly and softly. But some gets sarcastic many times. Principals added that young teachers are very jovial but sometimes lack patience and do get frustrated.	95% showed positive response. Principals have agreed that around 95% teachers have improved after the workshop. They realized the impact of addressing each and every child by their name, as it develops self-confidence and also students learn sub-consciously to respect everyone.
Equal opportunity to all to speak and share views	81% teachers feel that they give equal opportunity to all the students. Principals also said that 70% - 75% teachers give equal importance to all the students but some of them ignores slow learners as they find it time consuming process whereas as per parents 70% teachers only give equal chance to all the students and students said that some of the teachers do not reply and does not listen to us when we	There is vast improvement in the outlook of teachers. 94% teachers developed empathy towards students and understood that it's their obligation to give equal right to speak and allow everyone in the class to express their views.

	ask anything related to out of the syllabus.	
Perception of others	70% of them work on their own experience and understand child's psychology rather than listening to their colleagues. Principals also have the view that 25% do move with the perception about the child and pass their personal views. Even students say that 25% of teachers do believe what previous class teachers had told them about them.	After the workshop it's seen that 95% teachers understood that each child is unique and changes and adapts learning as per time and situations.
Conflict resolution	75% of teachers gave a positive outlook to this aspect but students believe that 25% of teachers get partial when there is conflict between girls and boys. They do favoritism and speak politely with students whom they love or like, but not with all.	There is a vast difference in the outlook of teachers above 95% who realize that a teacher should have good qualities of a judge also. They can't be biased, and should be a good listener to resolve every conflict.
Proper instruction	There is vast contradiction between the views of teachers and other stakeholders. 95% of teachers said that they definitely give proper instructions and guidance to all for any projects, group work, homework and activities conducted in school,	96% of teachers realized that they are only responsible for the proper academic development of a student.

Communication with management and seniors	whereas others think it's only 70-75% only. Parents said that they do give instructions but when our child asks them again then they get irritated. Students added that 30% aren't able to understand what teachers tell them to do. Maximum teachers communicate politely with higher up and management as they may find them responsible for giving them their job and want to be in good books. 89% said that they never criticize their fellow colleagues but principals did say that 20% - 25% of teachers do come and complain about other staff.	Here the result was as it is. Hope they have realized that instead of criticizing they can learn positive things from seniors and be a good role model for the future generations.
Communication with staff for student's holistic development	80% teachers sit together to reflect on the problems faced by them in the curriculum transaction, student handling or understanding a particular student's need. 75% of teachers do care about the progress of children with learning disabilities or behaviour problems Principals also agreed that most of them work in collaboration for the betterment teaching-learning process. But	More than 92% of teachers showed positive responses. They should have understood that it's their moral obligation as per the different codes of conduct to help, guide and provide appropriate help to CWSN. Even they should remember that the weakness of the student should not become the topic of gossip. It's the moral responsibility of the teacher to maintain the secrecy of the child and not to humiliate him/her in front of others.

	parents said that Some subject teachers do really bother and take care, but some hardly show interest in the child if our child is a slow learner.	
Communication with parents	94% teachers agreed that give positive feedback and guide parents but many parents have the same opinion that if they are not in mood or upset then their voice does change and become sarcastic. There is a contradiction in the views of teachers and students also. Students said that 30% of the teachers speak negatively and shout at us in front of our parents, which is very humiliating.	No change after post-test. Teachers should understand that parents trust teachers and school. It's the moral duty and responsibility of the teacher to provide feedback in the positive way by motivating and guiding the parents.
Feedback from parents	71% of teachers take feedback from parents Principal says that 20% senior teachers don't like it when parents come and give some suggestions. They feel it as interference. Parents said that some of the teachers do not like it and take out grudge with our child.	95% showed positive responses and realised that parents are partners in the education system today. Together they can bring out the best in students.
Nonverbal Communication	96% of teachers agreed that they take care of their gestures and	No change in response after post-test. But each teacher should have

dressing in front of students. Principals also confirmed that around 80% of staff take care of their body language and dressing and follow all the rules as defined by the institution, but students said that they do sometimes raise their eyebrows and make a frowning face. They do act funny and enact particular situations and child's speaking style. understood that nonverbal communication is the prominent part of communication where many things, feelings, expressions can be said without uttering a single word. These communications mainly go and sit back in the sub-conscious mind of students and play a very prominent role in developing liking and disliking of a teacher and the subject they teach.

6. Conclusion:

Today when education is changing its face and approach it's very important that human touch is to be maintained. In this time of pandemic and technology every teacher should understand that communication is the main source through which they can be in contact with children and they should not only teach the mind but have to teach the heart also. This can only happen when they deal with each child compassionately and treat every child as its own. Keeping this ideology, every teacher should communicate lovingly, patiently, politely and as a child. They have to bring required changes in their approach so that they can de-learning to Relearning. Teachers should know that communication is an important component of work ethics in the teaching- learning process which plays a pivotal role in the holistic development of a student. To have good communication skills is the need of time in this changing scenario and also required to fulfill their duties and obligations and to become a great teacher.

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LIBRARIES IN NEW NORMAL

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Abstract

The pandemic and subsequent lockdown to control the spread, created a sudden impact on personal and professional lives. Unlike other planned changes, this change was forced upon everybody almost overnight. This change impacted herself as a librarian and her students as users of the services provided by the library. The librarian had to cope up on two fronts. On one side preparing oneself to handle the change and on the other side preparing the students to do the same. It was a big change management effort albeit unplanned. Librarian of the college carried out certain projects for students in this difficult situation to help them tide over. These projects were aimed at making students comfortable in use of technology and give them confidence that all their needs can be fulfilled in many different ways. Librarian introduced to the students various OERs available to fulfil their needs by way of a quiz to assess their knowledge about the OERs and then conducted specific training, orientation sessions like N-List, NDLA etc. Further librarian conducted various webinars covering information literacy programs and different technologies available for their use. Librarian herself undertook a number of courses to appraise herself about different tools and technologies and in turn trained the students to participate in google class, respond to quizzes and uploaded videos on different topics of their interest. Once they were comfortable, librarian delivered them a variety of services in the new normal way of day-to-day life. Now it is almost a year and we have fully adapted to this change. Additionally, there was a change needed in the policies of the library towards the issue and return of the books as well as some constraints over the budget. This paper will describe briefly steps librarian has taken and services librarian has delivered to her students to accept this change.

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Keywords - Pandemic, Change, Lewin, OER, New Normal, Library, Librarian, Projects

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Introduction:

The ongoing corona virus disease NCovid19 has caused a tremendous impact on everybody. It was an earth-shattering crisis that stopped everybody's day to day life. A new normal was getting created and that also without providing sufficient time to adapt to the changing environment. That change demanded change in every activity and every aspect of the activity. The lockdown declared by the government and complete shutdown to college and consequently the library caused unbelievable stress to students and staff. This change was sudden, and forced on everybody. It was not at all planned where one could plan things, see the effects and revise strategy. Like everyone, students and staff of the institute was also impacted. All the students depend on the library for their studies and assignments. This is more so for the BEd students as a lot of their work depends on the services provided by the library. The librarians had to understand the challenge and work on a solution to fulfil the needs of the students and other staff members.

While all over the world everyone tried to adapt to the situation, the librarians of various colleges and institutes too did their part. This paper will discuss this situation with special reference to the college.

The college is a teacher education college having strength of 100 students i.e., first year 50 and second year 50. Students used to visit the library daily when they were in the college. For reference, use computers, reading etc. Students need help from the library for their lesson preparation, assignments, projects, book review, paper reading and all. Library of this college was fully computerized and some other useful material like Question Papers, Question Banks etc. is scanned and preserved in the computer.

As the lockdown was getting implemented, the librarian realized the need of meeting students' and teachers' requirements even when not at office. The first action that the librarian took was to identify what the students will need when not at college and took home a big bag full of books. For the students, though everything was closed, examinations were approaching, hence there was great demand of textbooks by the students. The librarian requested students to use messaging services like WhatsApp or to mail the query to request any information that they may need from the library. Accordingly, she xeroxed a few pages of books and mailed them individually as per requirement. Further, question papers, model lesson plans, grey literature (with permission of faculty members), literature related assignments were scanned and made available to the students. This gave complete relaxation to the students. To scan a copy of a full book is against copyright

act so few pages as needed were mailed to them. This helped her fulfil any basic needs that the students may have.

The librarian realized that this is a big change that the world probably has to sustain over a longer period of time even while the term new normal was being coined. She had to be prepared for this change and manage this change for the students and staff as well with regards to working for and of the library.

While looking at the situation, the librarian felt the need to structure the response to the change and Lewin's 3 stage model for change provided a handy reference on which she could base her response.

Kurt Lewin developed a change management model that involved a 3 step approach as below.

- Unfreezing- In this stage, one has to work on mental preparation to accept the change. This consists of educating people of opportunities of organizational change
- Changing- Actual changes take place in this stage and everyone in the organization decides to accept the change with positive motivation. Employees accept and adjust to the new working atmosphere.
- Refreezing- In this stage, employees adjust to the organizational change day by day. This is a slow process of adopting the new culture and atmosphere of the organizational workplace.

For Lewin, the process of change entails creating the perception that change is needed, then moving towards the new desired level of behavior and finally solidifying the new behavior as a norm.

However, the librarian also realized that it was not a planned change and hence while the model is useful, she did not have liberty of time. And while the change in her readers was needed, she needed to change herself as well.

LEWIN'S 3 STAGE MODEL FOR CHANGE

Unfreeze	Change	Refreeze
• Understand need for change in self as well as readers • Technology • Remote Working • Work on barriers to the change • Online Courses • Online assignments	• Develop strategies to adapt change • Introduce Newer Avenues like OER • How to keep ongoing engagement • Evaluation • Implement the changed way of working as new normal • Develop Content, quizzes, assignments • Expert Lectures • Hands On experience • Google Tools like forms, Classes, Videos	• Sustain the new way of working and make it part of daily life • Follow Up assignments • Quizzes

There were two aspects that needed to be worked on. One was for the librarian herself and second for the students. She had to work on removing the barriers to the change. One such barrier was to adapt to the use of technology in providing remote services. Since many stakeholders across the country were impacted, the teachers' and librarians' community rose to the challenge and several online short-term courses were being conducted for the benefit of all. These courses introduced various opensource resources like zoom, Google meet, classroom and form, Microsoft teams etc. The librarian attended many of these courses and equipped herself with the requisite knowledge. Librarian understood this limited service of scanning relevant content can't fulfill complete needs of the readers. She also realized that in the new normal, digital and remote are key ways of delivering services. Also, many online resources were available. So, using Lewin's 3 stage model all that was needed was to introduce the readers to these resources, motivate them through different means to use these resources and follow up to ensure that they continue to use them. In order to achieve these, the librarian organized webinars, lectures and videos on various online resources. Further she gave assignments/ quizzes to students on these topics so as to ensure that they do use the new avenues. Some of these initiatives/ projects are detailed below.

- **Open Educational Resources (OERs):** The librarian explained them about different OERS and asked to use them for their studies. She used technology like google class to provide content and also small assignments to ensure that students get familiar with the OERs. Additionally, she launched quiz OER in collaboration with other similar colleges. Students all over the country attempted this quiz and gained knowledge. Library is a

member of N list. Use of N list was made compulsory to every student. Library arranged training sessions for the students and gave small assignments for practice. Few databases like ebrary books Indian journals etc. Students found them very useful. After new admissions this passwords and training was given immediately and made them compulsory work. Indian Institute of Technology, Kharagpur launched a huge database named NDLI. Librarian arranged expert talk in collaboration with one other college of education for the students and made them learn new things about this database.

- **Enhancing Research Capabilities:** Librarian arranged webinars for research students for enhancing their research capabilities. A 4 day webinar was arranged wherein lectures by expert librarians were arranged on topics like use of Zotero, Mendeley, Google products and importance and use of Digital Identity. Students were very satisfied with this activity.

- **Bibliotherapy:** Librarian realized the stress and mental disturbance of the students and to overcome this problem she started providing inputs to students about the effects of reading. As a researcher of bibliotherapy i.e. use of books towards personality development, she motivated students to read. She started uploading videos about particular books and she took feedback from the students with the help of a questionnaire about reading through google class.

- **Motivation to read:** To prepare students for reading, she arranged a lecture of "The Booklet Guy" to the students and that motivated students to read. That lecture was very effective as per the feedback from the students. This year VachanPrerana Din was focused on the importance of reading with the topic "Effect of reading to be good teacher". Some of our professors shared their views regarding reading and how books are helped them to become a good teacher. Librarian made full efforts to motivate reading and especially e-reading.

- **E Exhibition:** Usually librarian display posters on the walls of the library. During this pandemic situation she scanned those posters and made an online poster exhibition and displayed them on the google class. Similarly jackets of books pertaining to particular topics were displayed in the google class.

While the librarian did her best to fulfil the users' needs, she had to face a few challenges and those are the areas all the librarians will have to work on as the new normal becomes a regular practice

- Due financial constraint rebadging, replanning regarding acquisition, purchase of serial control
- Keeping in mind safety of the students change in the rules and regulations
- Change in the software and systems
- Sanitization of books
- To take care of library staff
- To motivate students for e reading – When the book is introduced in the google class and shared link to them students were eager to borrow that book instead of e reading
- Acquisition policy- Librarian has to think to develop new collection development policy for purchasing e books
- To adapt new technological advancements
- To think about library consortia ie jointly organization of online programs, jointly acquisition of the sources

Conclusion

This pandemic forced change on us and hence adaptation was fast though it required handholding. Once the pandemic is over, there would be a tendency to return to old ways of life. Some may continue with new normal. However, as a librarian, I would recommend development of a hybrid model of engagement browsing through the books as well as extensively use online resources to enhance the depth and breadth of their study. It will also be important to make available online important and expensive resources.

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REWIRING FOR THE NEW NORMAL

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Abstract

The Academic year 2020-21 will always be marked as a turbulent year when all educational institutions worldwide had to shut down. Shaken to its core, school managements had to change their learning mode with the top concerns being safety, attendance, training, and finance and learning continuity. The accelerated pace of the closure caused a paradigm shift in imparting education by school managements to equip and revamp the teaching learning processes to ensure that learning continues seamlessly. To adapt to the new normal, Managements have to be better equipped in different domains - The first is the academic domain which will need to be completely transformed in the areas of teacher training, skilling, instructional management, assessment patterns and blended teaching learning strategies The second domain is planning of resources – finance, infra, training, ICT up gradation to empower teachers to deliver quality education on the virtual platform. The third area for management is the parent factor which includes- greater engagement, collaboration, and communication – which will need to be redefined and deepened .Schools have to upscale, upgrade and display the grit and readiness to tide over these unprecedented challenges. The fourth area is Student Engagement and Motivation, which reached its lowest ebb in this crisis. The students were the worst hit and adversely impacted. Their daily routine, activity schedule, peer bonding all came to a halt. They were deprived of the various co curricular programmes like sports day, annual events and competitions. The fifth prong is centred on the Emotional Health and Social well being of all the stakeholders. It is the need of the hour for Managements to lend moral support, organise sessions on counselling, stress management, coping skills and so on. Every crisis throws open both challenges and opportunities for transformation, the onus to leverage this situation to their advantage and come out winners rests on a better equipped Management.

Introduction :

To adapt to the new normal, Managements had to be better equipped in different domains -

The first was the **academic domain** which had to be completely transformed in the areas of teacher training, skilling, instructional management, assessment patterns and blended teaching learning strategies The biggest concern was to ensure that learning continues seamlessly, teachers are empowered and trained, curriculum is curated and tailored to suit the emerging needs. Digital learning platforms had to be identified keeping in mind user interface and easy accessibility - Zoom and Microsoft Meets were the most popular choices .The second challenge was to train and empower teachers with tools , methodologies , strategies for virtual classes .There was a need for deployment of digital tools .The curriculum / content had to be reduced and revamped to suit an offline mode .Keeping in mind the screen time factor , it was imperative to cut short the duration of all classes and only transact core subject content. Assessments and evaluation structures had to shift to a virtual and paperless mode using various digital assessment tools like google docs/ on line quizzes / mcq's etc . Teachers had to unfreeze change and refreeze conventional mind sets and traditional pedagogies and start using various digital teaching learning tools and apps .

- Pedagogies – teachers had to redesign their pedagogies in the virtual scenario. The Pre-primary classes were a challenge initially, as it was difficult to ensure that the young learners most of them first timers adapted and adjusted to this new set up. Teachers had to embed their lesson plans with activity , fun and engagement tools in order to sustain the interest of students .The primary classes adapted better with passage of time and with the relentless efforts of teachers who transacted the curriculum effectively using innovative and engaging tools .The Middle school and High school academic program was the most challenging to transact keeping in mind the learning outcomes, conceptual competencies and preparedness for the next class .It was critical to design and devise methodologies and pedagogies to transact the curriculum impact fully . A lot of different tools like quizzes , kahoot , padlets etc and strategies like flip class room ,

problem based projects , research work, self study modules , support material had to be utilised to leverage the cognitive domain .

The second domain was planning of **resources , finance, infra, training, ICT up gradation** .The most critical aspect was the resource planning of the various components that were required to smoothly execute and implement virtual classes.

School Finance -The pandemic made it difficult for the management to collect fees and communicate with parents in the absence of a physical school . The financial and academic planning was thrown off gear and management had to relook and revisit resource planning , manpower recruitment , infra up gradation and reallocate budgets . The management had to take cognisance of the financial budget and rethink the investment already done to upgrade existing set up as a roll over to a normal year.

Infrastructure – impact of underutilization was tremendous and had a far reaching impact. The infra of the school had to be maintained along with various overhead costs which had to be incurred like electricity , housekeeping , security etc .This needed meticulous and detailed planning so that resources could be optimally used and invested . ICT up gradation like online platforms for teaching learning processes, evaluations, assessments, communication networks had to be set up for smooth functioning of the virtual scenario.

Training of teachers / staff .The management had to allocate funds for purchase of official teaching learning platforms , deployment of technology , training modules for the staff .Training was a major factor on which the entire curriculum execution was hinged and solely dependent .External agencies had to be hired to render appropriate and adequate training to the staff to match steps and empower teachers with tools of digitalisation and conduct of virtual classes .

The third area for management was the **parent factor** which included- greater engagement, collaboration, and communication – which needed to be redefined. School had to upscale, upgrade and display the grit and readiness to face this unprecedented crisis.

Parent Orientations – parents had to be oriented to adapt to new technology, curriculum, time schedules, online code of conduct. As equal stake holders their involvement and engagement was equally significant from procuring of devises to ensuring continuous bandwidth and connectivity .Parental expectations had to be addressed in sync with the new normal. Along with the focus on academics; parents had to be apprised of the need to cater to the the social and emotional aspect

of every child . The balance between cognitive and social and emotional well being of every student was emphasised by the school

The channel of communication with parents had to be seamless and timely to mitigate and address the fears, queries and anxiety running rife among the parent Community . The management created various interfaces for parents like erps, whats app groups , mass mailing on a regular basis to update and inform of the rapid changes on the anvil .

The fourth area was **Student Engagement and Motivation**, which reached its lowest ebb in this crisis. The students were the worst hit and adversely impacted. Their daily routine, activity schedule, peer bonding all came to a halt. They were deprived of the various co curricular programmes like sports day , annual events , competitions .

Student Engagement was kept high by including interesting elements like dress up days , talk shows , webinars , class competitions , interschool events – all on the virtual platform . The school created an online calendar of interesting events and co curricular activities to provide a platform for holistic growth .

Student bonding – to deepen student bonding the school employed strategies like Circle time , talk with counsellors , common lunch time , informal discussions , buddy time , career talks and so on . The virtual school had deprived the students of social gatherings and personal interaction which are the milestones in grooming and building life skills in students. The school ensured that teachers became mentors and shifted their role from sage on the stage to guide by the side of the students. They inspired and encouraged the students to share their fears, speak out their dilemmas and articulate their personal feelings . A common portal and instagram page was also created for students to openly share ideas and seek suggestions

Daily routine of the students was streamlined to bring in a sense of discipline and time management .The management took special care to include one fun activity or interesting component in the daily plan to ward off any monotony or boredom

Assessments , which are an integral part in evaluating learning had to be restructured and redesigned to suit the requirements of each grade . This was a challenge since students had to be trained with proper guidelines and strict proctoring had to be done. The curriculum had to be trimmed to adapt to the virtual assessments .This was tided over with ease and efficiency and the school managed to conduct all the major exams successfully by skilling teachers to handle this new evaluation pattern .

The fifth prong was centred on the emotional **health and social well** being of all the stakeholders. It was the need of the hour for the Management to lend moral support, organise sessions on counselling, stress management, coping skills and so on.

The emotional health of every student was impacted due to prolonged screen time , inability to meet friends in person , lack of any outdoor engagement like sports , games , hobby classes etc . In order to cater to the emotional and social needs of students, parents were counselled to encourage their wards in pursuing one off line activity. The school provided ample guidance to parents and supported them in suggesting skills , hobbies , innovative activities which students could learn and imbibe .

Counselling sessions were conducted by the school counsellors periodically on stress management , time management, coping skills for parents , students and teachers .

 Intensive sessions were held for high school to plan Career goals , prepare for Board exams and school arranged differentiated academic support programs catering to the needs of individual students .

Every crisis throws open both challenges and opportunities for transformation, the onus to chart a new path and leverage this situation rested completely on being prepared to embrace change , to unfreeze and refreeze adapting to a new normal .

CAPACITY BUILDING OF JUNIOR COLLEGE SCIENCE TEACHERS IN RELATION WITH CHALLENGES AND OPPORTUNITIES OFFERED BY ONLINE TEACHING IN COVID PANDEMIC

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Abstract

This conceptual paper discusses the challenges and problems faced by junior college science teachers during online teaching cropped up in covid pandemic. This paper also discusses the strategies used by the teachers for capacity building in order to tackle this situation, which was not encountered before. There are two variables in this investigation viz. 1. Challenges and problems faced by teachers, 2. Measures taken by teachers for capacity building. The researcher will analyses the problems faced by teachers during online teaching and the measures adopted by them. The results will help all the teachers in becoming aware of the different variety of real problems encountered in online teaching and understand all the ways that will help in capacity building to tackle this situation. The results will also help educational institutions to offer an online technical infrastructural support system to teachers to perform online teaching smoothly.

Key Words: Online teaching, Capacity building, Challenges / problems in online teaching, Opportunities in online teaching, Strategies

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Introduction

The World Health Organization has declared Covid-19 as a pandemic that has posed a contemporary threat to humanity. This pandemic has successfully forced global shutdown of educational activities, and this has resulted in "online learning" serving as the educational platform. Online learning is the use of internet and some other important technologies to develop

materials for educational purposes, instructional delivery and management of program (Fry, 2001). Online education (OLE) provides the flexibility and efficiency of computer-assisted instruction as well as the individual attention and support of instructor-guided instruction. It brings many new opportunities and challenges to schools, instructors, and students. The development of OLE has significant implications for traditional education. The change of communication channels and methods subsequently change the requirements for instructional skills, learning skills, administrative services, and educational facilities. Traditional schools, teachers, and students must prepare themselves with new tools and skills to meet the new challenges.

What are the advantages that can be seen in online learning/

Teaching online offers instructors more options for engaging in instructional activities. Online faculty have **more flexibility** in teaching during non-traditional class times. They can also teach anywhere they have access to the Internet. Some examples include teaching from home or while traveling to a conference. The online environment provides a more comfortable venue for shyer students to participate in course activities and discussions. This increases the pool of participants, the likelihood of varied perspectives, and the richness of course discussion. At the same time, the online environment attracts students who are self-motivated and more likely to initiate conversations, pose questions, and collaborate with their peers and instructor. And, since every student is expected to post a response to the discussion board, the instructor gets a strong sense of his/her students' understanding of course material through such **interactivity.**

In online courses, students' **engagement and learning** increases. Since all students are required to participate in discussion threads, every student needs to work through different problems and generate ideas and solutions. Students who typically don't participate in the face-to-face course are more likely to post to a discussion and interact with their peers in the learning process. Since students have more time to reflect and respond to the instructor's question, instructors get more in-depth, researched responses from students.

Instructors find increased **efficiency i**n some rote tasks. Some tools in online teaching automate processes and save instructor's time. For example, exams taken in D2L's Quiz tool drastically reduce the amount of time spent grading.

By teaching online, teachers can reach a broader student population that would not have been otherwise possible. Interacting with students from different parts of the country or the world not only **enhances the students' learning experience** but also that of teachers.

A teacher can prepare a lecture for online teaching taking into consideration the level of students as per their **comfortable pace.**

However, there are also many challenges and threats that the students and teachers face due to virtual leaning like, isolation of teacher and student (passive students), lack of motivation in online learners, technical difficulties with online teaching tools, time-consuming resources, internet connectivity, attendance, experimentation skills especially for science students etc.

As online education was thrust upon teachers without any prior intimation, most of the teaching community were caught unawares. The challenges in front of teachers to prepare and execute lectures for online teaching were many and varied like, **Neophobia** meaning the fear of learning something new without any prior notice. So far teachers were just happy and expert in using chalk and blackboard in classroom. Now because pandemic chalk and board was completely out of question teachers were forced to learn the language of new medium. Secondly, **Digital competence** that comprises of a group of skills, knowledge and attitudes are needed when using ICT and digital devices to perform responsibilities, such as problem solving, information management, collaboration with respect to effectiveness, efficiency and ethics (Ferrari, 2012). Not all teachers are good in handling the computer,mobiles, educational platforms like zoom, google meet, Microsoft teams etc. hence It is required for a teacher to know this medium well in order to execute the lecture properly.

After instructional delivery here comes **assessment** where instructors measure learning activities to ascertain the instructional objectives through test, quiz and examination. In online learning, assessments are often carried online whereby instructors are limited to proxy supervision of learners making it impossible to regulate and control cheating (Arkorful&Abaidoo, 2015). There are several students testing formats that are applicable with e-learning and according to Osterlind (2002), such ICT-enhanced testing formats include constructed-response, performance-based formats, sentence-completion or short-answer, matching, true-false and cloze-procedure.

Further,**the compatibility** of online learning with social science and humanities has been proved effective while researchers have also contested its compatibility with sports sciences, engineering and medical sciences where hands-on practical experiences are required as part of instructional activities (Leszczyński et al., 2018). Remote laboratories are used as alternative laboratories in online learning and such virtual laboratories offered by online learning can only fill the theory-to-practice hole (Iqbal et al., 2015).

Another v important challenge is a**ttitudinal change** faced by a teacher who is so well versed in offline i.e. face to face teaching is that the students are not visible and still he / she has to stand or sit in front of the mobile or laptop and imagine that students are there and deliver a lecture requires an attitudinal change on the part of teacher.

6. **Developing experimental skills online** is another challenge for the science teacher. Demonstrating the experiments to students using virtual labs or they themselves are going to the laboratory, actually conducting the experiment and asking their colleague to video shoot it on a mobile and then circulating it to students online are some of the essential activities that need capacity building of teachers.

There is a need for **instructional technologists** most especially researchers in distance education to also take advantage of the sudden increase in participants of online learning as opportunities for research advancement in order to provide novel innovations to meet latest challenges of online learning. These research advancements should cover the models to accommodate the contemporary changes in online learning, reviewing of the process of digital transformation of institutions, designing of more scalable and personalized online learning models, designing of online learning model that will reduce the workload on the teachers and redesign the learning process.

Following strategies can help the teacher to address the aforesaid challenges.

1. Increasing digital competence Teacher should get a strong understanding of how the learning management system and other Web technologies function which will enable them to leverage instruction in pedagogically sound ways. Teachers should take advantage of opportunities for training and workshops, speak with colleagues who are currently teaching online, and request consultations with an instructional designer.

2. Redesigning course content and assessment methodology Going online with a course requires course redesign which can be especially successful when started well in advance of the course start date and in consultation with an instructional designer. In many cases, goals, activities, and assessments that work well in the face-to-face class can fall flat in the online environment. This happens when little consideration is made for the unique features of an online course, such as its asynchronous nature, the lack of visual and verbal cues, etc.

3. Building a community of learners. Recognize the need to keep in frequent contact with students and understand that various kinds of dialogue accomplish different goals. For example,

setting up content-specific discussions provides students with opportunities to problem-solve and demonstrate their growing proficiency in course outcomes. Equally important is designating areas for practical questions because it decreases frustration, gives students an opportunity to help each other trouble-shoot logistical and technical issues while also letting the instructor clarify his or her design intentions. And, setting up discussions that provide a social outlet for students fosters a learning community by creating cohesion among learners.

4. Facilitating discussions. Facilitating discussions online is not as easy as it may seem. Posting a question and expecting learners to generate responses that resemble an integrated, face-to-face dialogue rarely happens. Setting expectations for how discussions should proceed is the first step in generating in-depth, integrated responses and meaningful exchanges. In any setting, content-specific dialogue can generate disagreements or require clarifications. In a face-to-face class, instructors interject if a discussion is heading in the wrong direction or praise and emphasize well-thought out responses. The online facilitator should expect to do the same. Students need to feel comfortable in challenging each other's discussion contributions in tactful, constructive ways or asking for their peers to support their claims with research. As facilitators, teachers need to demonstrate how this can happen in the online environment.

5. Staying connected with students. In an online classroom, much of the learning is completed asynchronously and students often feel disconnected from their instructor, as well as their peers. It can be difficult for instructors to teach online when they struggle to gauge how students are comprehending course content, and whether they are participating in learning experiences.

Feedback loops are key to building strong connections with learners in an online environment. When students complete a task, they get feedback and make adjustments accordingly. Feedback is meant to be non-evaluative and focused on a specific course learning objective. To give effective commentary, instructors must explain why a student is receiving the feedback, and suggest how they can improve in the future. This process also encourages students to reflect on that feedback, thus creating an iterative loop focused on individual progress and improvement over the course of a semester.

6. Encouraging collaboration. Interaction among students is one of the single most important elements of successful online education. Collaborative engagement motivates learning and promotes a deeper and more critically aware approach to the subject matter. Unfortunately,

collaboration is one of the most difficult things to achieve when students are not physically present together.

Problem-based learning is a collaborative learning strategy that gives students the opportunity to apply course material to real-world case studies in small groups. This method, whether used in group learning or individually, helps students build upon their creativity and critical thinking skills. Students are invited to analyze, synthesize and then critique the information presented. By drawing on one another's expertise and through seeking out online resources and tools, students who use problem-based learning can reach their course's learning objectives in collaborative, meaningful ways.

Capacity building in developing the required skills through proper training is the need for the teachers who face the challenges of Dfreezingas the first of three phase model of change propagated by the Kurt Lewin. These may be rigidity to paradigm shift, conventional attitude to say earlier one was the best option.

Capacity building is the process by which individuals and organizations obtain, improve, and retain the skills, knowledge, tools, equipment, and other resources needed to do their jobs competently. Building capacity in online teaching for teachers is a fundamental first step as teachers will be playing an active role in helping students integrate into the new digitized learning environment that is the second phase of Change model called change.How would one after training know that the teacher has developed the capacity? A teacher showing positive attitude towards new changes, interest in earning and is able to design different strategies from their usual methods of teaching for an online environment the stage of unfreezing is successfully accomplish and such teacher would be now in a position to implement the change that is required for distance learning like, demonstrations, virtual experimentations etc.At this stage,theteachers should be able to foster an engaging online learning environment to "promote learner-to-learner interaction, engage learners in regular activities, and cultivate a sense of self-directedness in students" (Mallinson & Krull, 2013) in order to retain attention and engagement from students in an online classroom. Such capacity building of teachers will help them facilitate change on a personal, classroom and school-level. By combining theory with practice, teachers can develop education strategies to address the changing landscape of teaching and learning, and apply innovative approaches to new contexts. There are two approaches suggested by Mallinson and Krull (2013)of capacity building that would help in refreezing and sustaining the practices adopted as a ppart of change on the virtual set-up.

A staged approach, which uses incremental steps to match readiness levels of the teachers – exposing them to a less risky journey moving online, and meeting the varying needs of different schools.

A peer support and mentoring focused approach, which establishes a staff community focused around educational technology to provide opportunities for staff to share experiences, ideas, and reflections – minimising an over-reliance on outside experts as sources of knowledge, resources, and solutions to community-specific issues. These approaches can be used in conjunction to ensure an efficient, adaptable, and sustainable implementation as the refreezing stage of the change model. This would ensure teachers feeling less overloaded with new information and motivated. It can also help creating a staff community to empower to take control of their own professional developments in sustaining, renewing, and transforming teaching and learning online.

Thus, building capacity for teachers for online teaching is a necessity. A fundamental first step in helping teachers frame their professional competences around integrating knowledge and skills to support the digital literacy of students in an increasingly digital world, foster an engaging learning environment in an online classroom, as well as supporting and protecting the emotional well-being of students. Building capacity for teachers is essential to ensure the success and long-term sustainability of implementing online teaching and learning.

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CHANGE FROM PHYSICAL LIBRARY TO ONLINE LIBRARY

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Abstract

The Covid-19 pandemic has affected each and everyone's life and every sector. The year 2020-2021 has been an unprecedented academic year in every student's life as well as in the life of teachers and Librarians.The face of the library too has changed drastically which unlike other areas of education has proved to be a daunting task. The present paper attempts to showcase the paradigm shift of the library system of the Institution where the author is working as a Librarian.The library related activities of the institution are not limited to basic jobs like issuing,referencing of the learning resources.It also strives to facilitate learning through the library by carrying out activities like virtual games, virtual quizzes, orientation of OER. Hence it was a challenge for the librarian to convert these activities which were in the form of F-to-F to make it virtual. The Paper would reflect on such challenges and also how these challenges could be overcome to make it possible to convert the library into an e-library.

Keywords   - e-Library, Open Educational Resources (OER), online library, F-to-F, Learning through the Library, Pandemic, Change

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Introduction

The outbreak of Covid-19 left its impact on each and every sector. The education sector is one of the most impacted sectors due to this pandemic. The education system has changed from Classroom teaching-learning to Online teaching-learning. This change was a big change in the life of students, teachers, and librarians too. Change is inevitable. The organization which accepts change will flourish but the one which will not accept would disrupt. This change can be analyzed in the context of Kurt Lewin's Change Model.

Kurt Lewin's Model:-

In 1947 Kurt Lewin has given his change model. This model is known as a three-stage model. These three stages are Unfreeze – Change – Refreeze. According to Lewin, these three stages are essential to make change successful.

Unfreeze	⟹	Change (Transition)	⟹	Freeze (Refreeze)
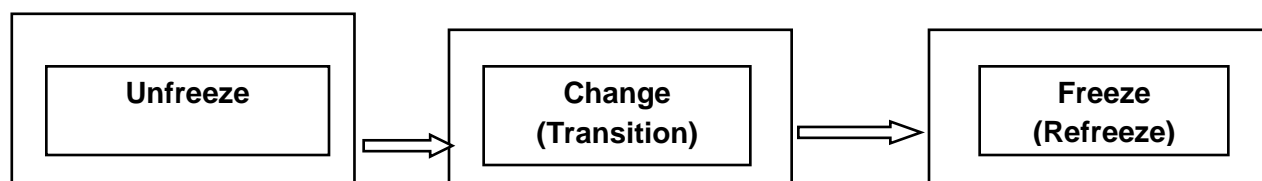
Stage 1- Unfreezing-

UNFREEZING is the first stage of the model and this is the most crucial stage. At this stage, one has to get ready to change, understand the importance of change, and come out of the routine that is a comfort zone. Thus It involves:-

✔ Understanding why change is necessary

✔ Be ready to move away from the current phase of comfort and accept the challenge.

✔ Self-preparation as well as prepare others before the change.

Due to the pandemic, institutes and libraries were closed down, students were facing the problems they couldn't access reading materials from the library. The author being the

Librarian of a B.Ed. The institution worked on setting up an online library for the students and staff to access the reference material.

Before beginning the paradigm shift, Librarian got acquainted with the technology of virtual set-up by attending various webinars, exploring different sites thereby understanding different techniques. The Librarian had created a 'National level quiz to create awareness on Open educational Resources'. Near about 377 participants were attempted this quiz. The unfreezing process was thus carried out by the writer. Even the students were oriented with the new set-up and had been provided the training on online mode of e-library.

Stage2- Change or Transition:-

CHANGE or TRANSITION is the second stage of the model. During this stage, people are in the 'Defrosted' phase and moving towards a new phase. The actual implementation of change is being taken place, in this phase. This second stage occurs when one implements the change.

Effective communication and encouraging the involvement of individuals in making the change is necessary at this stage. It is believed that this stage of transition is difficult due to the uncertainties or people are frightened of the negative effects of adopting a change process. It involves:-

● Careful planning,

● Articulating and sharing the influence, effects, benefits of transformation

● Assign task work role

● Redirect resources

● Refocus on culture/objectives

The author at this stage had created Google site as well Google classroom and also new virtual activities   were introduced some of them are as follows:

Orientation of different OER's and uploaded direct links for the same

Librarian oriented students about different online educational resources and uploaded direct links of different online educational resources (OER's) like:-

- **NDLI** : National digital libraries where users can access various resources in text, video, image, audio, presentation forms.

- **NCERT's ePathshala**: - On this portal, educational material, various study materials in text, audio, video form are available. Users can access Standard I to Standard XIIth CBSE textbooks in PDF form. Different e- Journals like 'Journal of Indian Education, Voice of Teachers and Teacher Educators, Prathamik shikshak, Indian Educational Review' are also available on this portal.

- **MHRD's ePGpathshala:-** On this portal e-contents of near about seventy subjects are available. These e-contents are of high quality, curriculum-based and interactive.

- **NCTE:-** NCTE has shared many OER's. Direct links of the same were provided in Google classroom.

- **Egyankosh:** It is OER of Indira Gandhi Open University which provides reading materials for many courses.

- **ERIC:-** This is an online digital library of Education Research and Information. ERIC provides access to various bibliographic records of journals and non-journals literature.

- **eBalbharti:**- The Maharashtra board textbooks from Standard one to Standard twelve are available on this portal.

All these resources were made available to the students which were equally effective as compared to the F-2-F library.

Paraphrasing of Newspaper articles:- Librarian gave some topic and asked to search news on a particular topic and paraphrase the news, the direct links of the different online newspapers were given in the Google classroom.

Journal Reviews: Under this activity, links for the journals in education and different pedagogy subjects were provided in Google classroom. Students were asked to read the research paper and review it. Format for the same was shared by the librarian and students made a PowerPoint presentation and presented the reviews.

Quizzes: The librarian had organized different e-quizzes on the occasion of Gandhi Jayanti, Shivaji Jayanti, Women's Day Etc. Also, on the third or fourth Saturday of every month, the theme-based quiz was prepared to improve the general knowledge of the students.

National Level Quiz:- The Librarian of the Lord's Universal College of Education in collaboration with Gandhi Shikshan Bhavan's Surajba College of Education organized a national level quiz on OER awareness. The main aim of preparing this quiz was to make awareness of OER among teachers and students all over India. Total 377 people attempted this quiz.

Conversational English resources: To improve conversational English, every year on the F-2-F platform The Lord's Universal College of Education organizes 30 Hours conversational English course. This time it was done on the online platform using Google classroom. To conduct this course various reading materials were needed like short storybooks like Panchatantra, audiobooks, comics, short videos. Librarian had uploaded the links for the same and oriented the students about it.

Resources that are helpful in Practice teaching:- Practice teaching is one of the main parts of B.Ed. course. In online set up various sources for the same were shared by the librarian. Some examples are given below.

For making a presentation- Along with PowerPoint presentation many apps were introduced like, Zoho app, Jamboard, emaze

For making an online mind map Mindmup, Miro, Mindmeister were considered. Whereas, for making **Short videos** Renderforest, Inshot, and for preparing quizzes many links were shared by the librarian like Kahoot, Flippity, Quizlet.com, Nearpod. Many free games are available on net links for the same were shared with students. (provided in the reference)

Links for the eBooks too were shared with the students. Also links for the textbooks of the Maharashtra board, CBSE board were shared links of which are given in the reference.

Thus at this stage librarian had absorbed the change and started using the online platform effectively.

Stage 3- Refreeze:

The third stage is refreezing which takes place after the new change is successfully accepted and resulting in a new culture and practices in an organization. A lot of time requires to reach this stage. High flexibility is necessary to make this change.

- Flexibility of modification

- Diagnosis of gap

- Fill up the gap

- Monitoring result & if necessary take corrective measure

- Bringing the system to new desire state of equilibrium

- feedback has been taken

- Celebrate the success

The Librarian and the library have accepted the change and the outcome was very positive, and students were accepting it wholeheartedly.

Refreezing could happen successfully as students experienced ease in handling and developed an interest in using online resources of e-library. They could avail everything in one place. Subject-wise references are available well in time. They can use or access the resources from anywhere and anytime. Most importantly, direct contact with each and every student can be established with ease.

There were certain challenges faced by the librarian. Doing work from home was not easy if proper resources were not available. Librarian didn't have her own laptop. The Principal and the management of The Lord's College had provided a laptop to the librarian that helped her to develop an online library. Due to the poor network, connecting students was difficult sometimes. Some students were not tech-savvy –They were reluctant learning through the online resources. All these issues could be resolved gradually with permanent solutions like remedial teaching on ICT know-how and constant mentoring that kept them motivated. Gradually, they too got Tech friendly.

Hence Kurt Lewin's cyclic model was systematically applied and it helped the author as a librarian to carry out her responsibility effectively by keeping the e-library fully functional.

The Pandemic forced all Institutions to use online resources, the government also shared various links, those links students were using, exploring and effectively learning and as a Librarian, the author as a librarian also contributed at hr level to help the students with all types of resource material to carry out their academic and co-curricular activities effectively.

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INFLUENCING PEOPLE FOR CHANGE

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Abstract

The 21st century has seen turmoil due to technological, economic, political, and social changes. Sometimes the degree of change is so rapid that the institutes have no choice but to either change or perish. The education institute's progress depends on its ability to manage widespread changes commendably. One recent significant policy change introduced in teacher education is a four-year integrated programme at the graduation level. Each subsystem of education needs to respond to this change to make it effective. Change management is a complex process, and one needs to think about all the aspects involved and work systematically with an effective plan to manage the change efficiently. Leader's leadership style, Institute's culture, infrastructure, teachers' teaching-learning strategies need to change to strengthen new processes and practices. Various models of change management are available for adopting. One needs to decide whether to use a particular model individually or use a combination of models depending on their situation. The Influence Model is appreciated for its simplicity and comprehensiveness. The model discusses four phases of change: Fostering understanding and conviction, Reinforcing with formal mechanisms, Developing talents and skills, and Role modelling. This paper examines the use of the influence model of change in managing the change.

Keywords : Change management, Leadership style, Fostering understanding, Reinforcing

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Introduction:

The 21st century has seen turmoil due to technological, economic, political, and social changes. Sometimes the degree of change is so rapid that the institutes have no choice but to either change or perish. Recently many changes are introduced in the Indian educational system like autonomy,

new courses, new course structures, and many more to come in the light of National Education Policy 2020. If the institutes have to survive, they need to manage the change and stand tall. If the Indian education system has to keep operating, each of the system's parts, i.e., the educational institutes, needs to function effectively to contribute to the overall effective functioning.

Change management is a complex process, and one needs to think about all the aspects involved and work systematically with an effective plan to manage the change efficiently. Let's consider any smallest part of the education system, i.e., a single unit or individual educational institution. Each subunit has to respond to the change accordingly to make it effective. Leader's leadership styles, institute's culture, infrastructure, teachers' teaching-learning strategies need to change to strengthen new processes and practices. All the people at different levels of the institute need to be involved if they wish to achieve meaningful transformation. The education institute's progress depends on its ability to manage widespread changes commendably. The education sector has been adopting concepts and ideas from management discipline to make process control easier. However, the effect of education is far-reaching on future generations, so this adoption needs to be careful and systematically planned. McKinsey and company (2016) note that most transformations continue to fail due to the ever-dynamic environment, which adds an extra level of urgency and complexity. Many of the change models coming from management discipline fail in the education field if applied in totality; at the initial phase due to poor planning, lack of anticipation of implementation problems, too ambitious plan, inadequate support and resources, change of leader during the process, lack of review and feedback.

Higher education is facing various changes due to the pressure of bringing in institutional autonomy, policy changes made at the national level, and proposed implementation of National Education Policy 2020. One recent significant policy change introduced in teacher education is a four-year integrated course at the graduation level. The teacher education institutes conducting two years B.Ed. Programme, would have to begin the integrated course independently or jointly with other higher education institutes running degree courses. The process of curriculum construction has already started. However, many unanswered questions boggle their minds, like whether they will get students for this course, what should be the weightage of content from the discipline of education, and other streams of education such as arts, commerce, and science.

While dealing with these uncertainties, one needs to review the process of introducing this programme into the existing system. The way the changes are introduced in the system makes it

effective or redundant. There are various models and theories of change management available for guiding the induction and process of change like Kurt Lewin Model (1947), Kotter's Theory of Managing Change (2012, 1996), Scott/Jaffe's Theory of Personal Change (1988), Kirkpatrick's Theory of Managing Change (2001, 1985) and many more. Among these models, the influence model of change talks about two important aspects, i.e., the importance of psychological aspects and role modelling. It also provides an opportunity to people at the receiving end to provide inputs in the process of change. Hence the author suggests the use of the influence Model to manage this change effectively.

Source: Tessa Basford & Bill Schaninger, The four building blocks of change,
      McKinsey Quarterly 2016

The model discusses four phases of change: Fostering understanding and conviction, Reinforcing with formal mechanisms, Developing talents and skills, and Role modelling. These phases and their implementation in the context of the four-year B. Ed. programme are discussed below.

Fostering understanding and conviction: People often resist change due to habits, insecurity, comfort level, or fear of uncertainty. In the case of organizations, it is more complex. Hence understanding 'Why' behind every change is a must for the people involved, especially those implementing that change; knowing the reason inspires people to change their behaviour. In the top-down approach, the leaders assume that people are aware of the new phenomena, which is not

always true. Therefore, the message is not conveyed effectively, and the communication of 'why' remains ignored.

For introducing the integrated B.Ed. Programme, people need to understand why this programme is better than the current two-year programme? Why and how this programme will contribute towards effective teacher education and help make better teachers. The stories conveyed by the leader are the effective means of communicating the reason behind the change and makes it clear what to expect in the new situation. The teachers need to know what to expect, expected changes in the structure of the institute, composition of the teachers as per changed requirements, their role in the new format. The questions like how many teacher educators would be required, what courses they will be teaching, what courses will be taught by the teachers from other disciplines, and so on need to be answered. Once the purpose is made clear to the people involved, it will reduce anxiety. It will create a feeling of belongingness and motivate them to work towards making the change successful.

Reinforcing with formal mechanism: Psychologists have proved that reinforcement affects behaviour. Reinforcement may be a conscious offering of incentives for hard work. Despite being aware of the importance of reinforcement, leaders fail to use it effectively. If the reinforcement is not in alignment with the desired behaviour, people might neglect the reinforcement provided. Teachers working in higher education are often rewarded by their research initiatives, whereas the community expects them to be good teachers. The research proves that if there are only monetary incentives for reinforcement, over time, people will experience the law of diminishing returns wherein happiness or feeling of well-being is no more associated with the reinforcement. Money is not the only motivator and does not motivate all people. Also, if the reinforcement is predictable, it does not work for many people. Therefore, neutralize the effect of reinforcement in monetary incentives so that anxiety and the feeling of being mistreated if the distribution of incentives to be unequal will reduce. Instead, the attention needs to be on what drives the performance, like collaboration, purpose, and belongingness.

Though there are serious efforts to change, the existing incentive system might be rewarding people in the same old fashion and encourage them to continue working in old ways instead of learning new ways. The new programme will require the existing people to be motivated enough for effective implementation of the same. If the system continues to provide incentives for research projects and administrative portfolios, then the teaching-learning process, which is the base of

successful learning, might be ignored. Instead, the system could reward new teaching-learning methodologies involving multidisciplinary perspectives. The type of incentives offered will also have an impact on the teachers' motivation. If we consider the permanent faculty members, incentives in the form of monetary benefits will not suffice. Along with monetary incentives like performance-linked rewards, the other forms of incentives could be implemented effectively, such as recognition, an effective monitoring system with consequences for poor performance, and prospects for career progression and professional development.

Developing talent and skills: Though people can learn new skills at any age, many people are oblivious of what they need to know and learn in a new situation. Due to their bias, people can be overconfident and turn blind towards their lack of knowledge. Sometimes even if they do not have this bias, they may be doubting their capacities to learn anything new. People who believe that learning new skills will not change anything for them are likely to be passive. After the previous experience of multiple rejections, people stop offering new ideas. When there is a sense of competence instilled among the employees, they will be motivated to perform. It helps manage any change when the people involved feel the trust in their capacity to learn new skills that inspire them to achieve their goals.

How much so ever expert the teacher educators are in the current system, there is no doubt that they will have to learn new skills. The teachers from different disciplines working in isolation will be working together towards a common goal of creating better teachers using a multidisciplinary approach. There would be many practical issues viz. the combination of disciplines, weightage assigned to each domain, hierarchy (if any) to be maintained, the status of various teachers, and so on. The teachers would need to learn collaboration skills, implement comprehensive practices, introduce and execute innovations in teams, and develop a multidisciplinary knowledge base. No one can afford to stick to the old ways of operating in a new unpredictable structure. Efficient operating in a transformed situation would demand a new skill set.

Roll modelling: Consciously or unconsciously, people keep on following the role model they appreciate. Sometimes to feel good, align with their thoughts and way of thinking, and sometimes just fit in. It is natural to happen to people with power. Leaders need to adapt the leadership style that will facilitate change. Collaborative and consultative leadership style is more desirable as against directive or coercive since it will ensure significant participation from employees and help

them set goals related to their area of expertise. Leaders are not always the only role models, and there could be other people enjoying social power due to their expertise, experience, personality traits, working style, etc. The institutes need to identify these other leaders who are influencers, appreciated, and mimicked by others. These influencers may not always be individuals but could be a high-performing group of people. The psychologists prove the social impact on individual judgment.

In the current scenario, the major lacuna is, having a role model for this four-year integrated course. Few centres that are running this course are facing issues like lack of admissions. This situation creates doubt in others' minds about various challenges that they may eventually face in the course of time, like admissions, students' decision-making ability to join teaching as a consciously chosen career path, acceptance of the programme, and many more. There is no single example of an institute running the integrated course successfully. In the absence of a successful role model, the field is doubtful about this new transformation. The system will have to create its own model. The Management members, Principals will indeed have to guide people for anticipated change. The experienced teachers could be the influencers for other people and lead the change in their own capacity. We can try out different combinations to create role models. A combination of new enthusiastic teachers and experienced teachers who know the rules of the game and have been playing an efficient role might be helpful. Another combination could be teachers from different disciplines coming together. These combinations/ collaborations may help in creating exemplary models for others to follow.

The Influence Model is appreciated for its simplicity and comprehensiveness. Though the steps of the model seem to be straightforward, there is a possibility that the leaders may miss out on a few of them amidst all the chaos caused by such a huge change in the system. Various models of change management are available for adopting. One needs to decide whether to use a particular model individually or use a combination of models depending on the merits of the situation. Along with the selected model, it is essential that the leaders create an open and positive environment, involve all the stakeholders by developing a positive attitude, invest sufficient time for developing skills necessary for change, and celebrate small successes to encourage acceptance of the change. All these steps, when implemented together, will significantly bring exemplary change management.

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CHANGE MANAGEMENT THROUGH THE LENSES OF PARENTS

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Abstract

The Covid-19 pandemic emerged as a major challenge for parents, who have had and are still having to struggle to help their children adapt to the "new normal". All of a sudden and more so than ever before, parents had to take up the exclusive and critical responsibilities of talking to children about the disease, setting aside one-on-one time with a child, doing activities together, playing, and ensuring children are safe from online risks. Online learning is continuously praised for its ability to reflect individual needs and reproduce a conducive environment at a personal level. In the changed procedure, parents have an important role to play; they control the environment of a child. Like in traditional learning environments, a parent's role and impact on student success are both critical and apparent during online learning. Parents are responsible for supporting and setting the pace, building a physical space intended for learning, and continue to encourage in the absence of daily F-to-F interaction. The researcher conducted an online survey to collect the parent's perspectives and the challenges they faced in the process of a change that is needed, then moving toward the new, desired level of behavior and finally, solidifying that new behavior as the norm. This survey result would also serve as valuable inputs for future researchers to take steps to make the change easier and acceptable for parents.

Keywords: Covid-19, Pandemic, One-to-One, F-to-F, Solidifying, Conducive environment.

Introduction:

The effect of Covid-19 is multifaceted and has not stopped at national boundaries and negatively affected the entire world in many fields. It has severely damaged the economy in many aspects which the world has not even thought of. Coronavirus has shown people different phases of

Lockdown like complete lockdown, partial lockdown, night curfew, few hours of lockdown in the daytime, etc. It has completely changed the living style of the general public, who have never even heard about the word lockdown before the arrival of this undesirable coronavirus. As discussed, it has affected every realm of manufacturing to a service industry. The education sector is not exempted from the lockdown and it has also forced schools and colleges to operate from home. School children attend their online classes from home. In a 21st-century learning atmosphere, digital electronic transmission technology is the key factor. The potential to use new media to enhance teaching learning is undeniable and digital environments hold promise for meeting the learning needs of teachers. Technology provides access to expertise for teachers in schools and communities. The digital world offers both promise and threat. The challenges in the advent of Pandemic should not result in increasing the problematic approach and inappropriate reproduction of the vast array of information and act as a threat to modernization. Rather the virtual mode of digital information structure in the form of resources should be of extraordinary ease of access.

Education has been severely hit because of the outbreak of the corona pandemic with a large number of students renounced at home gazing at the laptop/computer/tablet or Mobile screen and accepting guidance passively With most of the schools shut down during pandemic, education has moved to online mode, thereby putting additional weight on parents all over the world. Online classes are a sort of distance learning that by and large refers to any course of study that is refined solely through the Internet .

The COVID-19 pandemic has caused the biggest respite of education systems in history, influencing almost 1.6 billion students in over 190 nations. Cessation of school and colleges have affected 94% of the world's student population. Schools and colleges these days are seen to be busy in online classes. According to the perception of the parents regarding virtual learning, though mostly the parents found it difficult to accept the new mode of learning few parents believe that there is improvement in the quality of students learning through e-learning, for example, encouraging progressed learning opening, career success adaptable and versatile nature, etc. these highlights have lurched the development of e-adapting massively and renovated traditional teaching methods over the earlier decades.

(Borup. Et. Al., 2013) conducted a survey on 50 parents about online classes regarding the amount of time spent them interacting with the students and instructor regarding the online classes. Parents

announced spending a normal of 86 minutes interacting with their children every week about the course, and 9 minutes connecting with the online teacher every week.

According to Soykan (2015), parents underline the expected danger to academic performance by access to the use of technology. Inability to perceive parental concern had deterred the advancement of the use of ICT on a worldwide scale in schools. Their mentalities and points of view are important to be perceived for a piece of comprehensive information on the internet education. The pandemic has forced an additional chore on the guardians: that of being a supervising to their children while they go to the classes, particularly at basic and primary level.

Hale, Troxel, and Buysse (2020) inferred that parents feel disappointing at assisting their kids in directing and joining the classes virtually.

These reviews give a fairly good idea that parents' role is significant in the life of their children. Modelling a motivating character can be of great importance to the child's development and implementation of the same will be executed by the child. A parent needs to spend valuable time with the child to understand their problems and assure them to solve the issues with their involvement in it. The extra job that parents are forced to do in the pandemic is an opportunity for them to spend time with their families and guide their children for better performance. The use of the internet by the child can be controlled by minimizing the use of the same by the parent and spending time together playing games or learning new things.

For the present study, the investigator thought of the following objectives

1. To identify various experiences faced by parents regarding the online teaching-learning process.

2. To identify the challenges faced by the parents during the paradigm shift of F-2-F to virtual teaching.

3. To assess the readiness of parents regarding the online teaching-learning process.

The study was on a smaller scale, hence, mostly **quantitative** research was planned. But also some open-ended questions were included in the questionnaire.

The **sample** consisted of 30 parents across Mumbai having children between the age group 5 and 20 years as shown in the pie charts below.

The 1st figure (graph 1.1) indicates the distribution of parents based on their status and the 2nd figure (graph 1.2) indicates the age group to which the child belongs.
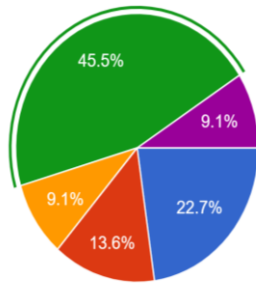
Graph 1.1
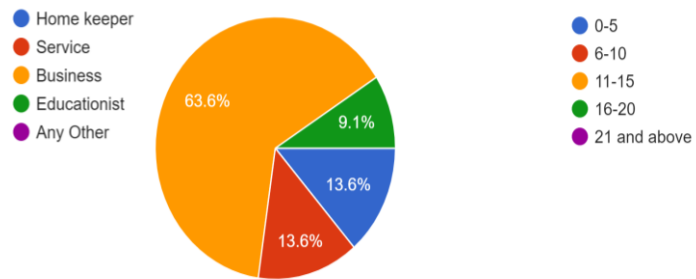
Graph 1.2

A survey questionnaire **tool** with a total of 20 items was used as the main instrument in the study to analyze the perspective of parents regarding the virtual teaching-learning experience of their wards in Mumbai.

After validating the tool through content validity and pilot run, the final version was sent to the target group. The 20 test items in the questionnaire were categorized into MCQ and open-ended questions.

Once the respondent parents submitted their form, the data were **analysed through an automated mechanism available in the** Google Form based on which the outcomes were interpreted and discussed.

The questionnaire consisted of questions addressing the planned objectives to be tested. The interpretation of the analysis of this questionnaire as follows.

Objective 1 of the study: *To identify various experiences faced by parents regarding the online teaching-learning process.*

Under this objective, there were 6 questions. The first question had 5 parameters for parents to respond to according to their experience during the lockdown.

➢ **Parents were asked to rate the following parameters**

Parameter 1. How do you feel overall about online education?

Parameter 2. Rate your experience of new normal' so far related to online learning.

Parameter 3. How do you rate the communication between teacher and students?

Parameter 4. Academic work takes most of a child's enjoyable physical activities time in virtual learning. How would you rate it?

Parameter 5. Frequent online examinations are affecting a child's performance. What is your rating for the statement?


Rate the following parameters.
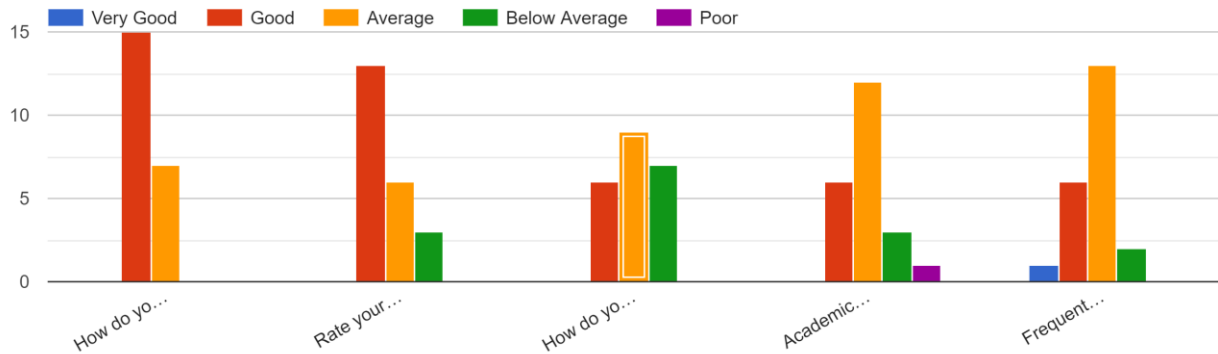
<div style="text-align:center">Graph 1.3</div>

From Graph 1.3 It can be concluded that in response to the above questions /parameters parents' perspective is varied. But the above parameters were rated mostly on a good and average scale. This shows that though parents were not ready to accept the change and had to face many challenges ultimately as per Kurt Lewin's Model they have accepted the change and are ready for the process to continue.

➢ **Do you find any improvement in your child's performance during online learning?**
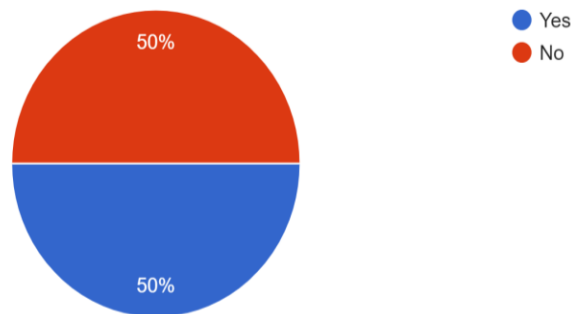
<div style="text-align:center">Graph 1.4</div>

From Graph 1.4 it is concluded that in response to the above question 50% per cent of the parents have witnessed improvement in their child's performance, while 50% of parents feel that there is no improvement in their child.

Few open-ended questions were asked to find the parents experiences during the pandemic.

➢ **How your child has engaged with, and responded to the shift to virtual learning?**

Parents' have found most of their children were not ready to adjust at the beginning of the virtual school, but slowly and gradually they started enjoying the set-up at home. While few parents feel that it was easy and interesting for their children in the beginning and now it has become boring and they miss their friends and the F-2-F teaching-learning process.

➢ **The educational/teaching practices that you think have worked well and those that have not worked so well during the period of distance learning.**

Parents answered their questions in an interesting yet varied way. While few felt that there is a lot of scope in online teaching as lots of sessions with the experts in different areas could be easily arranged. While few parents said that they faced the challenge of their ward as they lacked the self-motivation to attend online classes. Examination and assessment procedures are not working well as children can easily use unfair means.

A parent very well stated the pros and cons of online teaching learning.

According to her, Pros - Now parents are more involved as they too are in sync regularly with what is happening in online classes and keep an eye on how their wards reacting and responding to the interactive sessions.

Cons- Children getting ideal and losing interest in other activities and less interaction with their classmates making them more self-centred.

The above answers given by the parent shows the readiness of the parent to the paradigm shift with positivity.

➢ **The important school and teaching practices that were lost or not well-supported in the online/distance environment.**

To the above question of the researcher, few common aspects were found in the answers of the respondents. Most of the parents found the teacher-student connect missing in the online teaching-learning process. Sports and physical activities found to be missing that is not helping in the holistic development of the child . Practical lectures of different subjects were totally lost .Few parents felt the lack of doubt solving lectures are also lost.

> **What is your experience regarding the digital/internet/mobile access of your child?**

The parents unanimously answered this question as the worst experience during COVID 19. While 3 parents with a positive attitude said that the children learned a lot in digital technology and several applications that they would have never explored otherwise.

Objective 2 of the study: *To identify the challenges faced by the parents during the paradigm shift of F-2-F to virtual teaching.*

Under this objective, there were 2 questions

> **What are the challenges you have faced during the Covid-19 Pandemic paradigm shift from offline to online learning of your child?**

A few of the challenges that were commonly stated by the parents are overexposure to gadgets resulting in increased screen time, extreme laziness, hyperactivity disorder, stress, anxiety, obesity, technical glitches, loss of reading and writing skill, social distancing has resulted in the least communication, ignorance and negligence in virtual learning mode.

All the above-mentioned challenges seem to be varied and it shows the need for the change in the home setup and child's mind so as that there is intrinsic motivation to learn in a new manner and adapt to the changes.

How did you overcome the challenges?

To the question that how overcomes the challenges, the parents give answers about their innovative ways as to how they have tried to overcome the challenges. Few of them consider that they are yet to overcome the challenges. While few parents have start counselling and their wards and they have tried to solve every query of their child to keep them away from stress and anxiety. Most of the parents said that spending time with the child and getting involved in certain activities made the child happy to develop a sense of responsibility to the activities assigned to them when they did share the responsibilities with the parents. Medication and yoga practices together with the family members have helped to inculcate a habit of exercise and imbibe calmness and patience in the child. Setting a time limit for internet usage and monitoring all the activities that the child conducts in social media, helping the child to complete his projects and assignments, and motivating the child for learning in a new platform are the various ways by which parents have overcome the challenge of the shift from offline to online education.

Objective 3 of the study: *To assess the readiness of parents regarding the online teaching-learning process.*

Under this objective, there were 5 questions

➢ **Do you want online learning to continue?**
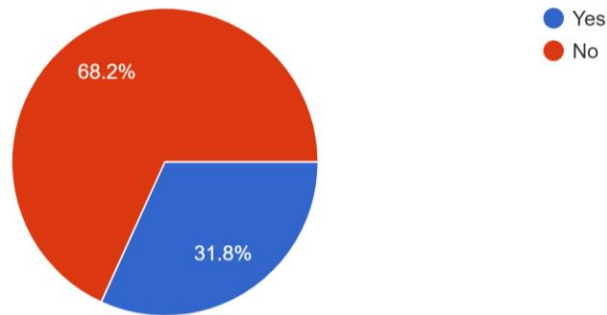
Graph 1.5

From Graph 1.5 it can be seen that 66.6% of parents do not want their child to study through online learning further, while 31.8% of parents want online teaching learning to continue.

➢ **Whether your perspectives of schools, learning, or teachers have changed over the lockdown period**
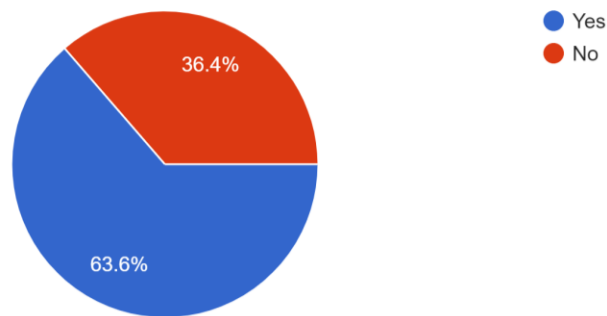
Graph 1.6

From Graph 1.6 It can be concluded that in response to the above question 63.3% of parents feel negative about the new normal. Their perspective has changed regarding the teaching-learning process, while 36.6% of parents still hold the same perspective they had related to school, teachers, and the teaching-learning process.

➢ **Will you hesitate in sending your child to school/college?**
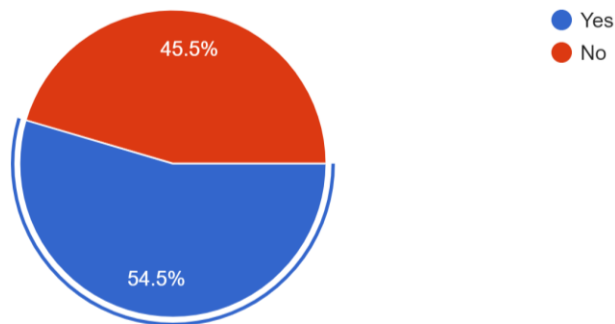
Graph 1.7

From Graph 1.7 we can see that 54.5% of parents are unwilling to send their child to school, while 45.5% of the parents are ready to send their child. The graph signifies that the majority of the parents have accepted the shift of education from offline to online.

➢ **What are the positive things you have noticed in the child during Covid-19?**

For this question, most of the parents said that the positive aspect of a pandemic is the quality of time with their child and that the children have started taking ownership of their work. Few parents have rightly mentioned that the absence of school, social gathering and friends have made children realise the importance of the presence of social relationships.

➢ **Give your suggestions as a parent to the education system and its improvements.**

For this question, few interesting answers were like this:

- I feel going forward a blended method of teaching should be adopted. Online teaching has its plus points and this area should be positively explored and not stopped completely. Having said that, I strongly also believe that physical interaction with friends and teachers is what school life is all about.. This can never be replaced by online teaching.
- Parents need to be equal stakeholders in the Education of their children. School parents partnership is the need of the hour.
- Education catering to the individual needs of every student.
- More efforts are required for teacher Student connect.
- A fair balance between online and offline studies

Parents' suggestions for better education in virtual setup extend from blended learning to individualized attention to cater to individual differences in the classroom.

The overall **interpretation** of the answers given by the respondents gives a successful following of Kurt Lewin's Change model. The experiences that have been identified in the survey were from varied areas and the challenges seemed to be difficult to work upon. But the change management that had taken place under the lenses of the parents significantly shows their readiness to change and adapt to the new normal.

Conclusion:

Covid–19 Pandemic has brought us all in an emergency. Kurt Lewin's Change Model of unfreezing, change and refreezing helps in understanding the confused state of parents towards the sudden change in the education system to slowly understanding the importance of change with the readiness to change, accepting challenges and moving away from comfort zone towards the actual implementation of change with total involvement in the learning process making the home environment suitable for virtual learning, bringing in certain modifications and obtaining a new desired state of equilibrium. Parents have the home environmental control and practice the routines. They will have to be informed and trained about the mindful approaches in keeping their children from unwanted activities like overuse of the internet. Parents can motivate the child to engage in productive activities and insist on disciplinary practices. This study is taken to understand the perception of parents about online teaching during a pandemic. The researcher was a part of a panel discussion in the webinar on Kurt Lewin's Change Model and there was an interactive session on parents perspective towards the virtual mode of teaching-learning. In the discussion, various educationists who are parents agreed to the challenges and the sudden changes in the home environment, the readiness towards the change and the acceptance of the new normal. It is evident that few of the parents are satisfied by this method of teaching and their perception is positive about online teaching. However, they strongly opined that these teachers are more comfortable and trained for classroom teaching and no or less trained using online mode. Parents play a significant role in formulating and moulding their children's physical activity and sedentary behaviours, extremely in the earlier years of life. Findings suggest that parents' encouragement and support can help the children to adapt to the new normal and emerge successfully from the present situation. Finally, education should be seen as collaborative community exertion among teachers

and parents to expand the potentiality of education and learning techniques that have been adversary influenced and guarantee that students should not fall behind.

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Appendix: Questionnaire

Survey Research Questionnaire
A Parent's Perspective

Personal details

Name :

Occupation :

Relationship to the child:

The number of children you have :

The age group of child

Responses and valuable feedback, Parent's Perspective

1. Rate the following parameters. (Very good, good, below average, average. Poor)

a. How do you feel overall about online education?

b. Rate your experience of new normal' so far related to online learning.

c. How do you rate the communication between teacher and students?

d. Academic work takes most of a child's enjoyable physical activities time in virtual learning. Rate your experience.

e. Frequent online examinations are affecting a child's performance. Rate this.

Yes/No Type

2. Do you find any improvement in your child's performance during online learning? (Yes/No)

3. Do you want online learning to continue? (Yes/No)

4. Will you hesitate in sending your child to school/college? (Yes/No)

Open-ended Type

5. How your child has engaged with and responded to the shift to distance and online learning

6. The educational/teaching practices that you think have worked well and those that have not worked so well during the period of distance learning.

7. The important school and teaching practices that were lost or not well-supported in the online/distance environment.

8. What is your experience regarding the digital/internet/mobile access of your child?

9. Whether your perspectives of schools, learning, or teachers have changed over the lockdown period?

10. The lessons learned, changes to practice, or new ideas that have emerged over the lockdown period that you are keen to continue when schools return to "normal"

11. "Obesity, stress, anxiety and aggression are amongst the few burning issues mostly every child faced due to the lockdown." Justify the statement from your perspective.

12. What are the positive things you have noticed in the child during Covid-19?

13. What are the challenges you have faced during the Covid-19 Pandemic paradigm shift from offline to online learning of your child?

14. How did you overcome the challenges?

15. Give your suggestions as a parent to the education system and its improvements.

STUDENT PERCEPTION TOWARDS ONLINE RESOURCES MIDST OF PANDEMIC IN VIEW OF KURT LEWIN'S MODEL: SPECIAL REFERENCE TO N-LIST AND NDL

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Abstract

The effect of this pandemic is very closely visible to all over the world. It has many socio-economic, psychological, and political repercussions globally. Library organization is one of the organizations that has been affected a lot due to the COVID - 19 pandemic. The inculcation of usage of online resources for research and study among undergraduate students was the greatest challenge for academic librarians. Considering this pragmatic change of the environment of teaching and learning, the present study was conducted to study student's perception towards online resources with special reference to N-list and National digital library of India (NDLI). The study was built on Kurt Lewin's popular change management model; with three stages of model Unfreezing – Change process – Refreezing. The study was carried out in two phases - the first phase was training undergraduate students for N-list and NDLI. The data were collected through a structured questionnaire regarding student perception towards online resources. The finding have shown a positive attitude and acceptance of students towards online resources midst of the pandemic.

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Keywords: Online Resources, N-list, NDL, Students Perception, Pandemic

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1. Introduction

For the growth and development of any organization, change is an inevitable and important aspect of management. It could be any type of change, maybe in leadership style, in policies and strategies, behavioral, technological, or in the services offered. Several models and theories are available for change management or to implement the change in the organization. However, it is very important that change should be communicated very clearly and effectively to the concerned people. Covid 19 outbreak is one of such kinds of situations that force to change the lifestyle of the people all over the world. We were forced to be in the lockdown, which we never experienced. The work from home concept came into existence and applied to all the sectors of society.

The effect of this pandemic is very closely visible all over the world. It has many socio-economic, psychological, and political repercussions globally. All the industries nationally and globally are affected by this virus. Lots of changes occurred in the social, professional, and personal life of the people. The education sector is one of the most impacted sectors of the pandemic. Sudden change in the existing system, going online from the offline, was very much challenging for both students and teachers. Library organization is one of the organizations that affected a lot due to the COVID - 19 pandemic. The inculcation of usage of online resources for research and study among undergraduate students was the greatest challenge for academic librarians.

Thus considering this pragmatic change of the environment of teaching and learning, the present study was conducted to study student's perception towards online resources with special reference to N-list and National digital library of India (NDLI). The present study will assist academic librarians to understand undergraduate student's perception towards online resources in general and regarding N-list and NDLI in specific. The study was built on Kurt Lewin's popular change management model. He is widely considered the founding father of change management, with his three-stage model Unfreezing – Change process – Refreezing (Cummings, Bridgman, Brown 2016, Kaminski, J. 2011).

About St. Andrew's College

St. Andrew's College of Arts Science and Commerce is situated in the suburb of Mumbai, Bandra. It offers degrees in BA/ B.COM and seven self finance courses viz BBI, BMS, BAMM, BAF, BSc. IT., Bsc. Hosp. and M.com. We encourage our students to use general and reference books for study instead of textbooks. Students majorly used library books to satisfy their academic

information needs. Therefore it was a great challenge to change their mindset and convince them to use online resources for studies like N-list and NDLI.

About NDLI

National Digital Library of India (NDLI) is a virtual repository of learning resources. It is sponsored and mentored by the Ministry of Education, Government of India, through its National Mission on Education through Information and Communication Technology (NMEICT). It is developed, operated, and maintained by Indian Institute of Technology Kharagpur. NDLI provides user group-specific services such as Examination Preparatory for School and College students, researchers, job aspirants, lifelong learners, and also differently-abled learners. The best feature of NDLI is filtered and federated searching to facilitate focused searching so that learners can find the right resource with the least effort and in minimum time. NDLI is designed to hold content of any language and provides interface support for 10 most widely used Indian languages (https://ndl.iitkgp.ac.in/).

About N-List

The Project entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", being jointly executed by the e-ShodhSindhu Consortium, INFLIBNET Centre, and the INDEST-AICTE Consortium IIT Delhi. The N-LIST project provides access to e-resources (e-books and e-journals) to students, researchers, and faculty from colleges and other beneficiary institutions through server(s) installed at the INFLIBNET Centre (https://nlist.inflibnet.ac.in/).

2. Objectives of the Study

The study was undertaken with the following objectives:

1. To find out awareness about N-list and NDLI among the third year arts students.
2. To find out student perception towards N-list And NDLI.
3. To assess usability of N-list and NDLI by undergraduate students amidst a pandemic.

3. Scope of the Study

The present study included the students studying at the undergraduate level at St. Andrew's College. The Arts faculty students were considered as samples for the study. The study undertook the perception of students towards NDLI and the N-list program.

4. Literature Review

COVID–19 pandemic situation added value to the online classes and online resources. Acceptance of this drastic change was not easy for teachers as well as students. In order to understand whether this change is accepted by the students and their perceptions towards online resources and classes existing literature were reviewed. The literature review covered primary as well as secondary scholarly resources.

Burnes (2004) re-appraised Lewin's work and challenged the criticism received for Lewin's change management model in the contemporary era. The further author examined his commitment to resolving social conflict and planned approach to change. The article concluded by arguing that Lewin's approach is still relevant to the modern world. According to Kamila (2009), technological, social, political, and economic changes require an appropriate managerial change in libraries and information centers. Change management was the only solution to survive and overcome all the difficulties created by an ever-changing environment in the online era. The further author mentioned that with the new change certain functions have to carry out, viz adoption of the latest technology, usage of modern tools and techniques, updating professional skills, etc. Further, Cassidy, Britsch, Manolovitz, and Turney (2011) examined student usage, preferences, and lessons for library services in higher education and emerging technologies. The findings indicated the local relevance of technology in librarianship literature and informed decisions regarding library service development. Student's ownership of electronic devices and their usage of technology were also investigated. The study found that students did not wish to experience overwhelming library presence on the social networking sites, while most did wish to have basic library services easily accessible through a few of the most popular social networking and internet sites. In another study, Gyamfi and Gyaase (2015) investigated students' perception of the blended learning environment of the University of Education. The blended learning environment was designed on a Moodle platform, and a practical inquiry model was used to study students' perceptions. The study used a formative experiment with 75 first-year university students and found positive perceptions of students in the blended learning environment. However, the problem of slow internet connectivity and lack of internet access for some of the students outside the university campus hindered the effectiveness of the blended learning environment. Next, Plessis and Mabunda (2016) examined how technological change was managed in decentralized academic libraries in the higher education institutions in South Africa. A case study design with semi-

structured interviews was used to analyze the perception and experience of academic librarians and real-life events. The findings of the study emphasized that effective communication was the important aspect of change management in order to achieve low resistance to change from the library staff. Further, Omeluzor, Akibu, and Abiodun (2016) investigated students' perception, use, and challenges of electronic information resources. The findings of the study revealed that electronic information resources were used at different levels by the respondents. E-journal, e-database, web OPAC and repositories recording were mentioned in high usage. The study also reported that lack of awareness and training, unreliable internet connectivity, insufficient e-resources in various study areas, unavailability of e-resources on 24/7, and difficulty of identifying relevant information to meet users' needs were some of the challenges faced by library users. The study emphasized that users' perception influences usage of electronic resources therefore librarians should have acquired more electronic resources that covered various study areas of users' interest. Tamrakar and Garg (2016) examined library user perception towards E-resources and services of IIT-Guwahati Library. The findings indicated that e-journals were more popular than print journals among library users. Users' feedback about information resources constraints was invited regularly by the library and thus continues evaluation of library services was done for quality management. Most of the library users were aware of e-resources like e-journals, databases, and eBooks available in their respective subject areas. Jović, Kostic, & Neskovic, (2017) explored the factors that influence students' attitude towards e-learning. The study identified three factors using principal component analysis i.e. e-learning usefulness, ease of use, and content design. Regression analysis was conducted to determine the strength of the factors influencing attitudes towards e-learning. The study found that all factors had a significant influence on attitude towards e-learning. Usefulness of e-learning had the strongest impact on students' e-learning intention. Davenpor (2018) studied students' perceptions of a flipped classroom in a computer programming course. The "flipped classroom" pedagogical approach was used for a combined undergraduate and graduate computer programming course in meteorology. Qualitative analysis of students' feedback was done. The findings indicated that the availability of resources, including the textbook and online videos was the key component of students' success in flipped classrooms. Maximum students found flipped classrooms effective for their learning. Further, it was found that flipped classrooms had improved their critical thinking skills and gave them the confidence to apply computer programming analysis tools outside of the classroom although there were many

challenges for the students. Hass and Mathew (2018) investigated students' perceptions of online vs traditional mode of teaching offered at the business school of a liberal arts University in the southwest USA. The study compared students' approaches to online as well as face-to-face teaching. Further, Kaur (2018) discussed how change management was an important aspect for the growth and development of 21st-century libraries. According to the author managing change effectively in the technological era was the key to the survival of the librarianship. In the present study, four areas of change highlighted i.e. task, technology, users, and structure of the organization. The author confirmed that through this, the users' satisfaction level would also increase. The study also discussed the obstacles that librarians face and solutions to those problems while implementing new change. Pasha and Jarupla (2019) studied students' perceptions towards the online V/S traditional education system. A study found that most of the students were comfortable with online teaching and learning and a very handful number of students preferred the traditional way of education.

Kulal and Nayak (2020) studied students' and teachers' perception towards online classes. A study reported that students were comfortable with the online classes but at the same time, they believe that online classes would not replace traditional classroom teaching. The findings indicated that technological issues were the major hurdle for the effectiveness of the online classes. Mohalik, and Sahoo (2020) assessed student teachers' e-readiness and perception towards online learning during COVID – 19 pandemic. The study found that maximum student-teachers had e-readiness with digital devices and financial support but internet connectivity, adequate electric supply, and personal space at home were some of the hindrances. It was reported that student-teacher interaction was lost because of online classes and a significant percentage of student-teacher felt stressed, poor confident, and isolated in an online platform. At the same time, majority of student-teacher accepted that online teaching was a better choice during the pandemic but could not replace the traditional mode of teaching. Dhuri and Lobo (2021) explored the usage of e-resources provided by N-LIST in the form of e-journals and e-books among the students, research scholars, and the faculty of the academic colleges across Goa. The study found that due to the online availability of vast N-LIST e-resources library users were easily satisfied with their academic information needs in the Covid-19 pandemic era. Bordoloi, Das, and Das, (2021) used an academic analytics approach to study the perceptions of the teachers and learners in different Indian universities and colleges about online/blended services. Google form and Google analytic were

used for data collection and analysis of data. A study found that blended learning could be the solution for providing education in the context of 21st century India. Further, it found that the use of open educational resources, massive open online courses, social media, and meeting apps during the Covid-19 lockdown, has opened up the minds of the knowledge-hungry people, further enabling them to receive the necessary educational inputs, training, and skills even during the pandemic situation. The study emphasized the need for the adoption of a learning management system and capacity building of teachers in the Covid -19 pandemic.

The extensive review of the literature revealed that various studies have been conducted to identify and assess the perception & attitude of the library users/ students towards e-learning and online resources. However, no study could be found where the perceptions of undergraduate students towards online resources in the COVID – 19 pandemics with special reference to NDLI and N-List is taken into account. Also, no study found that would report the change management process based on Kurt Lewin's model in the library services during a pandemic. Therefore in order to fill that gap researcher selected the present topic for the study.

5. Research Methodology

The study was carried out in two phases. In the first phase, third-year art students were introduced to the N-list and NDLI e-resources. Then they were trained to search for information in these two resources. The second phase was a survey through a structured questionnaire created in the Google form for third–year art students of St. Andrew's College. A simple random sampling technique was used to select the sample. The questionnaire was sent to 207 students through email. Total 38 complete responses received from the students. Multiple reminders were sent to students in order to increase the response rate. Therefore the sample size remains limited to 38 responses, as many students did not respond to the questionnaire. The reasons cited for these responses were technical issues and absenteeism of students from the class. Data collected through the questionnaire was analyzed quantitatively as well as qualitatively. Descriptive statistical analyses used for data analysis.

6. Data Analysis and Findings

This paradigm shift has changed the students' attitude and perception towards online resources. In order to assess this change, the data was collected through Google form and analyzed qualitatively and quantitatively.

6.1 Training program usefulness

Training for search strategies was given to all third-year Art's students; inquiry was made to check the usefulness of these programs to the students. Findings indicated that more than fifty percent (55.3) of students found training programs useful for doing reference from NDLI and N-list whereas, 44.7% did not find the training useful. Findings indicated that there is a need to assess reasons, why these students did not find the training useful.

6.2 Use of similar resources before

Students were asked to mention that whether they have used or referred to similar resources like NDLI and N-list before, more than fifty percent (52%) students said no, they have not used them, remaining said they have used similar resources before. Findings indicated that many students were not using similar resources like NDLI and N-list. Hence, it can be concluded that the training conducted for students regarding NDLI and N-list was useful to create awareness among these students. Also, the findings of this section corroborate the findings of section 6.1, figure no 1presents data.

Figure 1
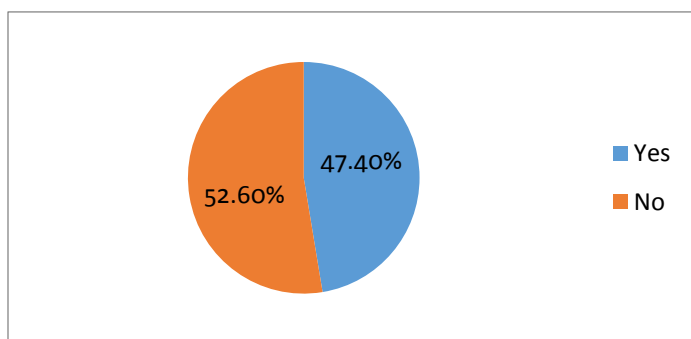
Use of similar resources before

6.3 Perception of Students towards NDLI and N-list Program

When assessed students' perception regarding NDLI and N-list programs, maximum respondents (84.2%) said that the interface of both the resources was user-friendly and the content layout was useful for research work. 76.3% of respondents mentioned the language and navigation of these resources was easy to understand. Further, 68.4% mentioned that it requires lots of time for browsing in these resources. 36.8% said the material available in these resources was not interesting and resources did not have clarity of information.

Result of this section indicated that maximum students have positive perception towards NDLI and N-list program as far as usability and content is a concern. It shows that maximum students used these programs for their research work and they are satisfied with the resources listed in these programs. It also indicates that somewhere it is accepted by the students of this changing teaching-learning environment. Using online resources instead of print resources for study and research becomes normal and routine for them. Data presented in table 1. This enumerates the third stage of Lewin's model - refreezing.

Table 1

Perception of Students towards NDLI and N-list Program

Statement	1		2		3	
	Frq.	%	Frq.	%	Frq.	%
The interface of NDL and N-list is user-friendly.	32	84.2	5	13	1	2.6
The layout of the content of N-list and NDL are useful for research work.	32	84.2	5	13	1	2.6
The navigation and language of these resources are easy to understand.	29	76.3	8	21	1	2.6
The material available in these resources are not sufficiently interesting	14	36.8	12	31.5	12	31.5
It requires lots of time for surfing and browsing in these resources.	26	68.4	6	15.7	6	15.7
These resources do not have Clarity of information	12	31.5	14	36.8	12	31.5

Note: Agree-1, Undecided – 2, Disagree – 3

6.4 Contribution of N-list and NDLI to students research work

Regarding the contribution of NDLI and N-list resources to the students' research, it was found that 84.2% of respondents became familiar with the resources listed in these two programs. 78.9% mentioned, it helped them to learn the kind of studies already done in their research area, also the effective way of searching information in these two resources and it has contributed to enhancing their confidence to carry out research effectively. 73.6% said they found these resources convenient for use, 71% said they were stimulated to critically examine the existing literature.

Whereas 65.7% gained the confidence to work in an online environment and their interest in research area was increased (Table 2)

Findings indicated the significant contribution of these two resources to the student's research work. This pandemic taught them to use online resources in the fullest manner. This brought a major change in the students' perception of online resources. Convincing undergraduate students to make use of online resources during this pandemic was a real challenge. Findings confirm the result of the earlier section.

Table 2

Contribution of N-list and NDLI to students research work

Statements	1		2		3	
	Frq.	%	Frq.	%	Frq.	%
I learned what kind of studies have been carried out in my research topic	30	78.9	7	18.4	1	2.6
I learned the ways in which I can search resources in these resources quickly.	30	78.9	6	15.7	2	5.2
My interest in research in this area was increased	25	65.7	11	28.9	2	5.2
I am stimulated to critically analyzed existing literature	27	71	11	28.9	0	0
I became familiar with the resources listed in NDL and N-list.	32	84.2	4	10.5	2	5.2
I was introduced to carry out my research confidently	30	78.9	8	21	0	0
I learn best in online environment	25	65.7	12	31.5	1	2.6
I found these resources very convenient to use	28	73.6	8	21	2	5.2

Note: Agree-1, Undecided – 2, Disagree – 3

6.5 Difference between N-list and NDLI according to respondents

Respondents were asked to mention the difference between these two resources, 39.4% of respondents mentioned that they did not notice any significant difference in both the resources as far as resource material was concerned. They said both the resources have a large variety of resources that were helpful for research purposes. And both the resources were easy to navigate and understand. Further, 31.5% students mentioned that they found the N-list program more suitable to satisfy their academic information needs. They indicated that N-list has more resources

and it was more convenient and fast in retrieving results. Participants also mentioned that the interface of the N-list was more user-friendly. 10% of students did not use both the resources and 2.6% said they found NDLI more convenient to use.

The findings indicated that although training was provided for the use of both the resources, a significant number of students found N-list more appropriate to satisfy their academic information needs. The reason behind these findings could be the number of ebooks and e-journals available in the N-list program. Many participants did not find any difference in both the resources while they used them for their research works. Very few students mentioned NDLI. The findings highlighted the need to motivate students to use NDLI more, to satisfy their academic information needs.

About NDLI and N-list from respondents' perspective

In order to know the students' perceptions towards the NDLI and N-List program, participants were asked to mention the best things as well as the things they did not like about these two resources while they referred to them.

Things appreciated by students about NDLI

When asked about the best thing about NDLI maximum students responded that NDLI was easily accessible and all types of learning resources in various formats could be available at one click. Further, they mentioned that the interface of NDLI was student (user) friendly. It has good scholarly content, and it provided access to quality video lectures and various research articles and books.

Things appreciated by students about N-List program

The majority of students mentioned that the N-list program was a good source of information. It has everything that they require for their study purpose. A significant number of students found JSTOR best in the N-list program to access articles and book chapters. Some of the respondents mentioned that although it was a vast database ,it was convenient to search in N-list. Further, they added that one could easily understand how to search books and e-journals in the N-list program.

Things students did not like about NDLI

Very few students mentioned that data was overloaded on the NDLI screen. It took a long time to load the screen, also require more time for downloading the content, and searching in NDLI was time-consuming. This could be because of the bad internet connectivity at students' side.

**Things students did not like about N-list**

A small number of students mentioned that the searching in N-list was time-consuming and downloading content required more time. Further, they said the n-list team should work on the topic filtering system as it will save time to get what they were specifically looking for. Also, it was a little bit confusing in the beginning and challenging to navigate. It was mentioned by the handful number of students that account creation and activation was the big task in the N-list program.

6.6 Suggestion of these resources to friends and siblings

When inquiring, whether respondents would recommend NDLI and N-list programs for use to their friends and siblings, It was found that more than fifty percent (65.8%) of students said 'yes, and 34.2% said 'no' (**Figure 2**). The findings indicated that maximum students have changed their perception regarding N-list and NDLI programs and they have started using it amid the COVID – 19 pandemic. It is indeed appreciable that at the undergraduate level students understand the usage and importance of online resources for study and research. This would definitely help them for their further academic and professional studies. Those who have said 'No' probably require more training sessions to understand the importance of these resources.

Figure 2

**Suggestion of N-list and NDLI to friends and siblings**
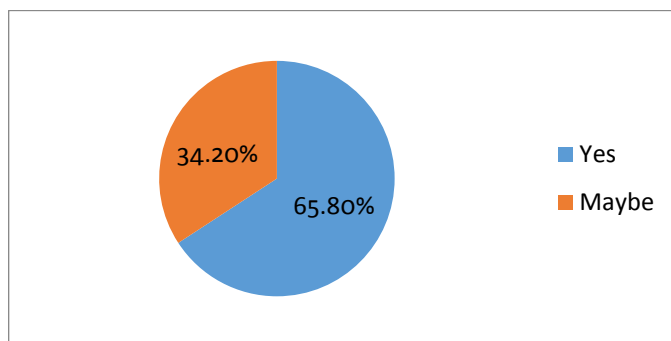
6.7 Preference of choices to use online or print resources

When investigated students' preferences of choices to use online or print resources it was found that more than fifty percent (52.6%) gave their choices for both, whereas 28.9% mentioned online resources and 18.4% mentioned print resources (**Figure 3**). It was very much visible from the findings that most of the respondents gave preferences for online and both the resources. The reason behind these findings could be the current pandemic situation, which forces stakeholders

of the education system of all levels to implement and accept online environments for the teaching-learning process. Libraries are the main force in the process of teaching-learning and therefore assessing students' preferences for resources were the topmost requirements specified in this pandemic situation. In the light of these findings, it can be concluded that our students have reached the third level of Kurt Lewin's change management model i.e. stage of Refreezing.

Figure 3

Preference of choices to use online or print resources
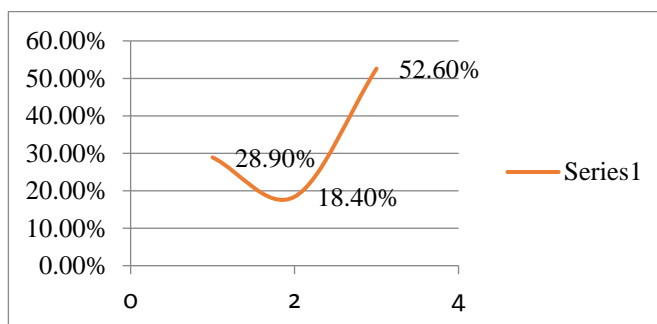
### 7. Suggestions and recommendations

- Implementation of online library services is crucial during the outbreak of COVID – 19, all academic librarians should think about this. It is very much required to provide training to students to refer and use authentic online resources.
- Libraries should have backup plans to face such kind of adverse situations. Capacity building of library staff is a must to tackle the situations like pandemics.
- Collection development of e-resources and dissemination of these resources is essential. Advance technological assistance should be provided in order to provide effective online library services.
- Coordination with subject teachers is essential to provide fruitful library services in an online era.
- Research conducted on a state and national level to study student perceptions towards online resources would have a major impact on online library services and also on students' attitude towards online resources.

8. Conclusion

Pandemic created big pressure on the academic library community in terms of offering library services and provision of library resources in time. The major challenge faced by academic libraries was changing undergraduate students' mindsets and convincing them to use online resources instead of print resources. This was the stage of Unfreezing.In the second stage i.e. change process multiple online training programs were conducted explaining the importance of online resources to satisfy their academic information needs and to make students comfortable with the usage of online resources. They were asked to make use of these resources for research and notes making. Eventually students became confident about these resources and they started using these resources for their reference, this was the stage of Refreezing. At this stage, students are making maximum utilization of these resources. And they are more confident to use these resources and elicit their opinion regarding the usability of these resources in academics. Online resources are boon for students and teachers if provided qualitatively. It is the responsibility of academic librarians to evaluate and filter these resources according to the academic information needs of library users. In addition, the availability of information and communication technology helps librarians to achieve the goal of users' centric library services. Therefore studying students' perception and plan accordingly online library services and resources becomes crucial.

At the end of the study the change management model in the academic library is derived on the basis of stages given by Kurt Lewin is presented below.

Change Management Model in library Services based on Kurt Lewin's, Model
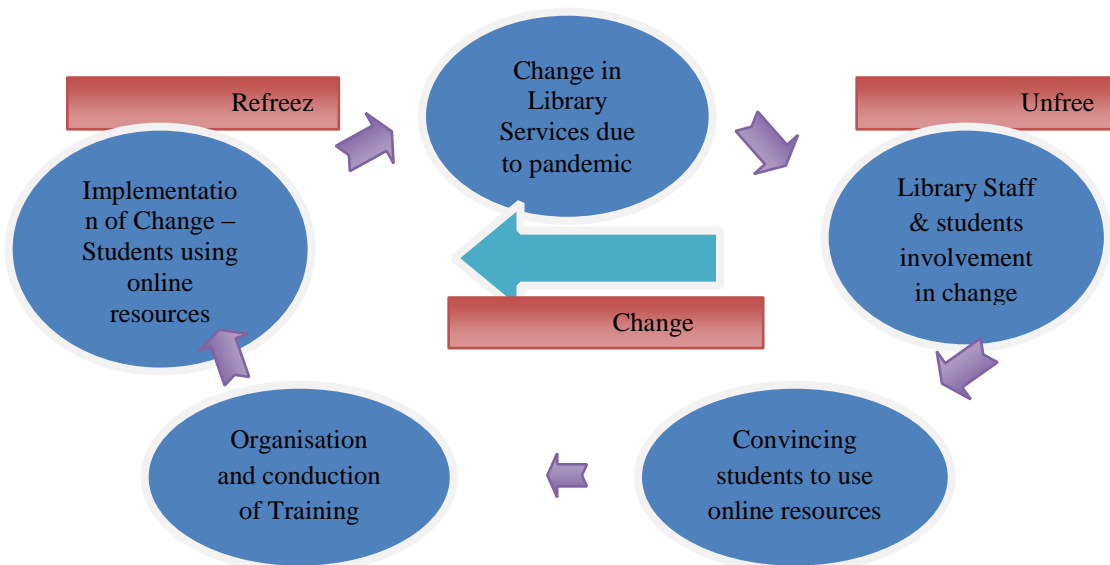
9. Implications of the Study

Due to Covid - 19 outbreak education system implemented online classes at all levels, in this scenario academic librarians also need to formulate and modify library services according to the changing online environment.Today's users are more techno-savvy and therefore it is more essential to teach them to referred authentic sources of information that are available online. Small training sessions for specific resources could change students' perceptions of online resources. Thus the study will help librarians to understand undergraduate students' perceptions towards online resources and can be used as a foundation to plan library services in the online environment.

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