Impact of Covid-19 Pandemic on the Education of B.Ed.Trainee's

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Abstract: *The chief aim of this research is to study the impact of Covid-19 on education of male and female B.Ed. trainee's during the pandemic covid-19 period with respect to online teaching/classes and microteaching/simulation in Bilaspur district. The result of the study showed that, in all the sampled institutions, there were no arrangement of physical classes, however, online or classes through the virtual mode were arranged. The study further showed that, the microteaching as well as simulation were also arranged through the virtual mode and pupil-teachers have not experienced actual teaching classroom practice.*

Key Words: *Online classes, teaching practice, B.Ed. trainee's and Covid-19 pandemic*

1. INTRODUCTION:

According to thinkers of ancient India, "Vidya" or knowledge or learning or education is the third eye of man, which gives him an insight into affairs and teaches him how to act, react and behave. Ultimately it leads to salvation, if properly assimilated in real sense. In the mundane sphere, it leads to all round progress and prosperity. The illumination given to us by 'Vidya' shatters illusions, removes difficulties and enables us to realise the true value of life. A person, who does not progress the light of education, may really be described as blind. Education has been considered as a natural process. The process of education of a child begins when he is in the womb of his mother. In that time he has a kind of environment and he has to adapt himself to another environment and he has to adapt himself to another environment as soon as he is born. This activity of adaption is a part of his education process. In order to prepare him or develop him for environment, there is need to which may continue from womb to tomb. Plato defined education as 'a lifelong process starting from the first years of childhood and lasting to very end of the life'. Education aims at imparting knowledge. Knowledge however requires a global outlook and a synthesis of various types of information and experience. This is a philosophical activity without which no education is possible. The principle underlying all educational behaviour is derived from philosophy of education. Coronavirus disease 2019 (COVID-19) is also known as the coronavirus or COVID, which is a contagious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The first case of the COVID-19 was found in Wuhan city of the China on 31st December of 2019. It was found in the report of the Wuhan Health Committee (2019), that there were 27 pneumonia cases stemming from an unknown etiology with a preminary link to Wuhan Huanan Seafood Wholesale Market. This was later determined to be a novel coronavirus (2019-nCoV). There was 295 laboratory-confirmed cases by 20th January 2020, out of which 291 were from Wuhan, China (European Centre for Disease Prevention and Control, 2020). Since these cases, there has been substantial growth across the globe. According to the World Health Organization, on 31 March 2020, there have been 6,97,244 confirmed cases with 33,257 deaths. The World Health Organization has declared COVID-19 a pandemic. The top ten countries by reported cases are viz. China, Italy, United States of America, India, Spain, Germany, Iran, France, South Korea, Switzerland, and United Kingdom.

2. REVIEW OF THE LITERATURE:

Mustafa (2020) found in his study that, due to lack of internet connectivity, information technology, educational materials and digital technology skill, there is difficulty in availing the distance learning for teachers, students, and families in developing countries. Some developing countries deliver classes through radio, television, and online platforms. However, the poorest families and students have not radio, television, and other devices to access the resources and to learn at their home. So, some developing countries provide resources such as textbooks, radios, equipment, and study guides to the poorest students. Niranjan (2020) studied the Corona Virus Pandemic Impact on Global Education: A Blessing in Disguise and found that COVID-19 impacted not only the overall economy and our

day to day life, but also emotional, mental, and physical health etc. It also losses in national and international business, poor cash flow in the market, locked national and international travelling. Apart from this, the study showed that. There was disruption of the celebration of cultural, and festive events, increased stress among the population, the closures of hotels, restaurants, religious, and entertainment places. Owusu-Fordjour et al. (2020) found in their study that, there were already inequalities before coronavirus in access to quality education between students in urban and rural areas. Further, there is also inequalities among students from families with higher and lower socioeconomic status. School closures could further increase the inequalities between students. Pujari, (2020) concluded in his study that, COVID-19 affects all over the education system, examinations, and evaluation, starting of new semester or term and it may extend the school year. UNICEF (2020) in its report stated that, there is continuous support of quality education even after the closure of the schools, colleges, and universities. The institutions are using the different distance learning strategies, assigning reading and exercises for home study, radio or television teaching of academic content etc. In addition to this, development of advanced education strategies and conducting the follow up of teachers with remote areas student. UNESCO (2020) stated that, there is negative effect on the mental and physical health of children, students, parents, and teachers in the world, especially in developing countries due to closure of schools and higher education institutions.

3. STATEMENT OF THE PROBLEM
Impact of Covid-19 Pandemic on the Education of B.Ed.Trainee's.
3.1 OBJECTIVES OF THE STUDY
1. To study the impact of Covid-19 on education of male and female B.Ed. trainee's during the pandemic covid-19 period with respect to online teaching/classes
2. To study the impact of Covid-19 on education of male and female B.Ed. trainee's during the pandemic covid-19 period with respect to microteaching/simulation.

3.2 DELIMITATIONS OF THE STUDY
The present study was delimited to following aspects:
1. Out of the twelve districts, only the Bilaspur district was selected for the study.
2. The study was further restricted only to B.Ed. trainee's.

3.3 OPERATIONAL DEFINITIONS OF KEY TERMS:
1. **Online Classes:** This is the class of students, where the course syllabus and academic progress is conducted by the course instructor through the virtual mode/internet. In this class the students may communicate with fellow as well as their course instructor with the help of internet through various virtual medium. In this study the online classes of B.Ed. trainee's was considered.
2. **Teaching Practice:** Teaching practice is the practice of various skills as per course of B.Ed. to train the pupil- teachers for actual classroom. There are five microteaching skills and simulation in the B.Ed. In addition to this, there is mandatory part of teaching practice for B.Ed. trainees of one month in second semester and four month of teaching practice in third semester.
3. **B.Ed. Trainee's:** B.Ed. trainees are the students enrolled in Bachelor of Education (B.Ed.) in the colleges of the education in Bilaspur district of Himachal Pradesh for completing the professional degree of teaching. For this study researcher took the trainee's of 2019-21 academic session.
4. **Covid-19 pandemic**: It is a pandemic which is caused due to the Coronavirus disease. It is also known as the coronavirus or COVID-19, which is a contagious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2).

3.4   SAMPLE
In the present study, B.Ed. trainees of the Bilaspur district of Himachal Pradesh constituted the population. There are twelve districts in Himachal Pradesh and seventy five B.Ed. colleges along with the Department of Education, Himachal Pradesh University and Government of Teacher Education, Dharamshala. The researcher selected the one district i.e. Bilaspur randomly. There are three B.Ed. teacher training institute in the Bilaspur district i.e. Gurukul Bharti College of Education, Adarsh College of Education and Shiva College of Education. The researcher selected the three colleges purposively. Therefore, all the students of the three colleges constituted the population of the study. From whole of this population, subjects for the present study who were present on the day of data collection in each college were contacted and included in the sample and selected the students. The total population comprised of 350 B.Ed trainee's.

Out of 350 B.Ed. trainee's, 200 B.Ed. trainee's (40 male and 160 female) were taken as per availability of the students in colleges. This shows that 57.14 percent of the total population constituted the sample of the present study.

3.5 TOOLS USED
Questionnaire for B.Ed. trainee's was constructed and standardized by the investigator himself.

3.6 STATISTICAL TECHNIQUES USED
The following statistical technique was used for the analysis of data:
1. Frequency & Percentage
2. Content analysis for the open ended items

4.   RESULT AND INTERPRETATION
4.1.1   Impact of Covid-19 pandemic on the Education of B.Ed. trainee's in Bilaspur district of Himachal Pradesh
The responses of the male and female B.Ed. trainee's of Bilaspur district regarding the impact of Covid-19 pandemic on education of Himachal Pradesh is given as below in the Table 4.1

Table 4.1
Responses regarding Impact of Covid-19 on Education

Sr. No.	Statements	N=200		Percentage	
1.	**Impact of the Covid-19 on Education**				
i	Yes	200		100.00	
ii	No	-		-	
	If Yes, then what are the reasons?	M=40	% age	F=200	% age
	Communication with college disrupted	07	17.50	28	17.50
	No gain of real classroom Knowledge	09	22.50	25	15.62
	Not gaining actual teaching practice skills knowledge	08	20.00	29	18.13
	No actual teaching practice in schools	03	7.50	38	23.75
	All of the above	13	32.50	40	25.00
	Total	40	100.00	160	100.00
2.	**Medium of Communication by the college with students**				
	By telephonically	07	17.50	17	10.63
	By making the group of the whole classes on electronic media	19	47.50	87	54.37
	Both of the above	14	35.00	56	35.00
	Total	40	100.00	160	100.00

From the table 4.1, it is clear that, hundred percent (100) of male and female B.Ed. trainee's responded that, there is impact of Covid-19 on education of B.Ed. trainee's. 17.50 percent of male and female B.Ed. trainee's accepted that, the communication from the college interrupted due to covid-19 pandemic respectively. There was no real classroom teaching experienced by 22.50 and 15.62 percent of the male and female B.Ed. trainee 'respectively. 20.00 and 18.13 percent of male and female B.Ed. trainee' assumed that, there was no real teaching practice skills knowledge to them respectively. No actual teaching practice in schools experienced by the 7.50 and 23.75 percent male and female B.Ed. trainee' during this Covid -19 pandemic respectively. However, 32.50 and 25.00 percent of male and female B.Ed. trainee' responded all the factors mentioned in the table 4.1 are responsible for the impact of covid-19 on education.

17.50, 47.50, and 35.00, percent of male and 10.63, 54.37 and 35.00 percent of female B.Ed. trainee' responded that, the medium of the communication during the covid-19 pandemic period was through telephonically, making the group of the whole classes on electronic media and telephonically as well as making the group of the whole classes on electronic media respectively.

4.1.2 Provision of the arrangement of the classes for B.Ed. trainee' by the college administration during the Covid-19 pandemic
The male and female B.Ed. trainee's of Bilaspur district of Himachal Pradesh responses for arrangement of the teaching classes is given as below in the Table 4.2

Table 4.2
Responses by the B.Ed. trainee's regarding the college administration management

Sr. No.	Statements	N=200		Percentage	
1.	**Arrangement of the classes by College administration**	M= 40	% age	F= 160	% age
i	No arrangement of the classes	00	--	00	--
ii	Making notes and send on officially made group	08	20.00	35	21.88
iii	Making the Power point presentation and sharing on the official group	07	17.50	39	24.37
iv	Starting of the online classes	25	62.50	86	53.75
	Total	40	100.00	160	100.00
2.	**Method of teaching in online classes**				
i	Teacher gives lecture on topic through google meet	16	40.00	63	39.38
ii	Verbal knowledge along with the presentation of Power point presentation	09	22.50	46	28.75
iii	Verbal knowledge along with the presentation of handwritten notes	08	20.00	33	20.63
iv	Verbal knowledge along with the sharing the books by scanning	07	17.50	18	11.24
	Total	40	100.00	160	100.00

The table 4.2 is indicative of the fact that, there is provision of the teaching classes in the college by the administration in the entire sampled teacher training institutes of Bilaspur district. 20.00 and 21.88, percent of the male and female B.Ed. trainee's responded that, teachers makes the notes of the subject and send on the officially made group during the pandemic respectively, whereas 17.50 and 24.37 percent of male and female B.Ed. trainee's responded that, teachers share the powerpoint presentations on the official group respectively. However, 62.50 and 53.75 percent of male and female B.Ed. trainee's said that, the online classes were started by the college administration respectively.

The male (40.00 percent) and female (39.38 percent) B.Ed. trainee's reported that, teachers took the online classes on google meet whereas, 22.50 and 28.75 percent responded that the teachers took the online classes along with the sharing of powerpoint presentation respectively. However, 20.00 and 20.63 percent of male and female B.Ed. trainee's admitted that, teachers take the online classes by sharing their own handwritten notes and 17.50 and 11.24 percent reported for online classes along with sharing of books by scanning respectively.

4.1.3   Arrangement of Classes for the male and female B.Ed. trainee's during the Covid-19 pandemic
The responses of the male and female B.Ed. trainee's of Bilaspur district regarding the arrangement of classes of Himachal Pradesh is given in the Table 4.3

Table 4.3
Responses regarding the management of the Classes by the Students

Sr. No.	Statements	N=200		Percentage	
1.	**Medium used by the students for the online classes**	M= 40	% age	F= 160	% age
i	laptop	07	17.50	27	16.88
ii	Mobile phone	33	82.50	133	83.12
iii	others	--	--	--	--
	Total	40	100.00	160	100.00
2.	**Connection of online classes with the all students**				
	Yes	31	77.50	127	79.38
	No	09	22.50	33	20.62
	Total	40	100.00	160	100.00

	If not connected, then the reason behind this				
i	No android phone or laptop on which classes will be operated	02	22.22	03	13.04
ii	Internet connection problem	04	44.44	13	39.39
ii	No proper internet data	02	22.22	09	27.26
iii	Only one phone in the home for which other members are also using for the classes	01	11.12	12	36.35
	Total	09	100.00	33	100.00

From the above table 4.3, it is clear that, 17.50 and 16.88 percent of male and female B.Ed. trainee's used the laptop for the online classes, whereas 82.50 and 83.12 percent used the mobile phone as the medium for studying the online classes. There was 77.50 and 79.38 percent of responded B.Ed. male and female trainee's has the good internet connection during the online classes, whereas 22.50 and 20.62 percent showed the internet connection problem respectively. From the responses of the B.Ed. male and female trainee's it inferred that 22.22 and 13.04 percent has no laptop or mobile phone for attending the online classes, 44.44 and 39.39 percent faced the internet connection. 22.22 percent of male and 27.26 percent of female have no proper internet data, whereas 11.12 and 36.35 percent responded that they have only one mobile phone in the home which was also using by their sibling respectively.

4.1.4 Arrangement of the classes by male and female B.Ed. trainee's in absence of electronic media during the covid-19 pandemic

The table 4.4 showed the responses of male and female B.Ed. trainee's regarding the arrangement of the classes in absence of electronic media

Table 4.4
Responses regarding the management of the Classes in the absence of electronic media

Sr. No.	Statements	N=200		Percentage	
1.	**Management of online classes in the absence of phone or only one phone in the home**	M= 02	% age	F= 15	% age
i	Phone taken from neighbour on the rent	01	50.00	06	40.00
ii	Bought the new phone	01	50.00	09	60.00
iii	Not connected	00	--	00	--
	Total	02	100.00	15	100.00
2.	**Management of Phone/Laptop during the sharing with sibling**	M= 01	% age	F= 12	% age
i	Attend the class on alternate day	00	--	02	16.67
ii	Change of timing of class	00	--	03	25.00
iii	Study through the online notes sent by the teacher	01	100.00	07	58.33
	Total	01	100.00	07	100.00
	Good and healthy interaction with teachers during online classes	M= 40	% age	F= 160	% age
	Yes	31	77.50	137	85.63
	No	09	22.50	23	14.37
	If not, then give the reasons?	M= 09	% age	F= 23	% age
i	Poor voice quality	02	22.22	05	21.74
ii	Internet/signal problem	02	22.22	07	30.43
iii	Only one can talk at a time	02	22.22	01	4.35
iv	Al l of the above	03	33.34	10	43.48
	Total	09	100.00	23	100.00

From the above table 4.4, out of 40 male and 139 female, only two and fifteen of trainees' has managed the electronic media to attend the classes. It may be said that, out of two, one i.e. 50.00 percent of the male and six i.e. 40.00 percent out of fifteen female B.Ed. trainee's used the mobile phone of their neighbours. One (50.00 percent)

and eight (80.00 percent) of the male and female B.Ed. trainee's bought the new mobile phone during this pandemic period respectively. Further one male B.Ed trainee's studied through the notes sent by the teachers and seven (58.33 percent) out of the seven female trainee's studied through the notes. Two (16.67 percent) and three (25.00 percent) of the female trainees' out of the fifteen managed their classes by attending on the alternate days and change of the timing respectively.

Further, it is cleared from the table 4.4, 77.50 percent of male and 85.63 percent of female B.Ed. trainee's responded for good interaction with the teachers during the online classes, whereas 22.50 and 14.37 percent have no good interaction with the teachers during the online classes. Further, 22.22 percent of male B.Ed. trainee's responded of each of the factor i.e. for poor voice quality, internet/signal problem and only a single person may talk on one time connection during the interaction with the teachers, while 33.34 percent responded for all of these factors. In case of the female B.Ed. trainee's 21.74 percent responded for the poor voice quality, 30.43 percent for internet/signal problem, 4.35 percent for only one may talk on one time and 43.48 percent for all the factors.

4.1.5 Arrangement of the classes of male and female B.Ed. trainee's by the college administration during the Covid-19 pandemic

The table 4.5 showed the responses of the male and female B.Ed. trainee's regarding the arrangement of the classes of male and female B.Ed. trainee's by the college administration during the Covid-19 pandemic

Table 4.5
Reponses regarding the management of online classes by the college administration

Sr. No.	Statements	N=200		Percentage	
1.	**College administration cover all the subjects during online classes**	M= 40	% age	F= 160	% age
	Yes	25	62.50	129	80.63
	No	15	37.50	31	19.37
2.	**Other home work during online classes**				
	Yes	07	17.50	76	47.50
	No	33	82.50	84	52.50
3.	**Faced the problems regarding the online classes in the initial stage**				
	Yes	29	72.50	97	60.63
	No	11	27.50	63	39.37
4.	**Which is more effective teaching-learning process?**				
	Online teaching	12	30.00	44	27.50
	Offline teaching	28	70.00	116	72.50

The table 4.5 showed that, 62.50 percent of the male and 80.63 percent of the female B.Ed. trainee's responded for the covering all the subjects, where as 37.50 and 19.37 percent of male and female responded for the not covering the subjects during the online classes. Further, it is clear from the table 4.5 that, 17.50 and 48.20 percent of the male and female B.Ed trainee's were also engaged for their other home works during the online classes and 82.50 and 51.80 percent responded that, there was no other work during the online classes. At the initial stage of the online classes, 72.50 and 47.50 percent of the male and female B.Ed trainee's faced the problems for online classes and 27.50 and 39.37 percent of male and female B.Ed trainee's did not faced any problem respectively. Further, it is clear from the table 4.5 that, 30.00 and 27.50 percent of male and female B.Ed trainee's assumed that the online teaching is more effective, whether 70.00 and 72.50 percent of male and female B.Ed trainee's favoured for offline or traditional teaching.

4.2   Impact of Covid-19 pandemic on the Micro-teaching and simulation
4.2.1   Impact of Covid-19 pandemic on the Micro-teaching and simulation of B.Ed. trainee's in Bilaspur district of Himachal Pradesh

The table 4.6 showed the responses of the male and female B.Ed. trainee's regarding the impact of Covid-19 pandemic on microteaching and simulation

Table 4.6
Responses regarding the Impact of Covid-19 on Micro-teaching and simulation

Sr. No.	Statements	N=200		Percentage	
1.	**Impact of Covid-19 on micro-teaching and simulation**	M= 40	% age	F= 160	% age
	Yes	40	100.00	160	100.00
	No	00	--	00	--
	If Yes, then what are the reasons?				
i	No microteaching/simulation done during this period	00	--	00	--
ii	No offline microteaching/simulation	40	100.00	160	100.00
iii	Microteaching/Simulation done in virtually mode	40	100.00	160	100.00
2.	**Provision for the Microteaching/Simulation during this Covid-19 period by the College administration**				
i	Started through online/virtual mode by dividing the students in small groups and allotted a supervisor to each group	40	100.00	160	100.00
ii	Delivered all the lesson plans through online/virtual mode	40	100.00	160	100.00

From the table 4.6, it is clear that, hundred percent of male and female B.Ed. trainee's responded that there was impact of covid-19 on microteaching and simulation. The table 4.6 further stated that, there was no offline or physical microteaching and simulation during this period, however, the microteaching and simulation was done in virtual/online mode. Hundred percent of male and female B.Ed. trainee's accepted that the classes of microteaching and simulation was done virtually or online mode by dividing the trainee's into small groups with allotment of a supervisor and hundred percent of trainee's delivered their lesson plans through online or virtual mode as per guidelines of the college.

4.2.2   Problems faced by the B.Ed trainee's regarding to microteaching/simulation during the online/virtual mode

The responses of the male and female B.Ed. trainee's problems related to micro-teaching and simulation during the online or virtual mode is given in the table 4.7

Table 4.7
Responses regarding the problems faced by the B.Ed trainee's related to microteaching/simulation during the online/virtual mode

Sr. No.	Statements	N= 200		Percentage	
1.	**Faced problems during the online mode/virtual mode.**	M= 40	% age	F= 160	% age
	Yes	40	100.00	160	100.00
	No	00	--	00	--
	If Yes, then what are the reasons?				
i	Due to lack of the internet signal unable to deliver the lesson plan	02	5.00	23	14.38
ii	Black board not used properly	23	57.50	53	33.12
iii	The voice is not clear during delivering of lesson plan	02	5.00	32	20.00
iv	The voice is not clear during the feedback of the supervisor	13	32.50	52	32.50
2.	**Feedback by the supervisor**				
	Yes	40	100.00	160	100.00
	No	00	--	00	--

	If Yes, then discuss the procedure?				
i	By making the pdf of the lesson plan and send this to supervisor.	04	10.00	39	24.37
ii	By approaching the home of the supervisor	03	7.50	19	11.87
iii	By approaching the college when it opens as per directions of concerned department	04	10.00	17	10.63
iv	Got the feedback after the online/virtual teaching-learning process	29	72.50	85	53.13

From the Table 4.7, it is clear that, hundred percent of the male and female B.Ed. trainee's faced the problems during the online or virtual mode of microteaching and simulation. Further, 5.00 and 14.38 percent of male and female B.Ed. trainees' were unable to deliver the lesson through online or virtual mode due to lack of internet signal services. Apart from this, 57.50 of male and 33.12 percent of female trainee's unable to use blackboard, 5.00 of male and 20.00 percent of female trainees' responded for voice problems and 32.50 of male and 41.01 percent of female complained for voice problems during the feedback of the supervisor.

It is further cleared from the table 4.7 that, hundred percent of male and female B.Ed. trainees' got the feedback properly from the supervisor during the delivering of the lesson plan. 10.00 and 24.37 percent of the male and female B.Ed. trainees' showed that they make the pdf of the lesson plan sent to the supervisor, then they got the feedback. In the other procedure of feedback 7.50 of male and 11.87 percent of female trainee's got the feedback by approaching to the home of the supervisors, 10.00 of male and 10.63 percent of female approaches the college, when it opens as per guidelines of the Govt. of Himachal Pradesh and 72.50 of male and 53.13 percent of female admitted that they got the feedback during the online or virtual classes.

4.2.3   Proper use of the microteaching skills and simulation during the online or virtual mode of the classes
The table 4.8 showed the responses of the male and female B.Ed. trainee's regarding the use of microteaching skills and simulation of Covid-19 pandemic on microteaching and simulation

Table 4.8
Responses regarding the use of microteaching skills and simulation of the trainee's

Sr. No.	Statements	N=200		Percentage	
1.	**Have you used all the components of the skills?**	M=40	%age	F=160	%age
	Yes	31	77.50	126	78.75
	No	09	22.50	34	21.25
2.	**Which is more effective way of delivering the lesson plan in microteaching/simulation**				
	Offline/Physical mode	40	100.0	160	100.00
	Online/Virtual mode	00	--	00	--
3.	**Is the online or virtual mode of microteaching/simulation replace the offline/physical teaching practice skills in future?**				
	Yes	11	27.50	64	40.00
	No	29	72.50	96	60.00

From the table 4.8 it is clear that, 77.50 and 78.75 percent of male and female B.Ed. trainee's used all the components of microteaching skills and simulation, whereas 22.50 and 21.25 percent denied respectively. Hundred percent of male and female B.Ed. trainee's responded that offline or physical mode of microteaching and simulation is most effective way of practice. 27.50 and 40.00 percent of male and female B.Ed. trainee's stated that online or virtual mode of microteaching and simulation will replace the offline or virtual practice of microteaching and simulation respectively. However, 72.50 and 60.00 percent of male and female B.Ed. trainee's favoured that online or virtual mode of microteaching and simulation will not replace the offline or virtual practice of microteaching and simulation in future.

4.3 CONCLUSIONS:
On the basis of the analysis and interpretation of the data, following are the conclusions may be drawn from the present study:

- Hundred percent of male and female B.Ed. trainee' responded that there is impact of Covid-19 pandemic on education. Most of the male and female B.Ed. trainee' responded that, the factors responsible for the impact of covid-19 pandemic on education were communication with the college disrupted, no real classroom knowledge, no gain of actual teaching practice skills knowledge and no actual teaching practice in schools. However, The male and female B.Ed. trainee' admitted that, they communicated with the college by telephonically. The college made the group of the whole classes on electronic media and telephonically as well as making the group of the whole classes on electronic media respectively for the communication during the pandemic.

- There was arrangement of classes in hundred percent of the sampled colleges. The responses of the male and female B.Ed. trainee's showed that most of the teachers started the online classes, however, some of them share the handwritten notes as well as powerpoint presentation on the official group of the college. The most of teachers took the classes on the google meet app verbally, however some of them also share the powerpoint presentation to students. Apart from this, teachers also took the classes by sharing the handwritten notes as well as sharing of the books to trainee's.

- Most of male and female B.Ed. trainee's of used the mobile phone for attending the online classes. However, some of the male and female B.Ed. trainee's has also used the laptop for the online classes. As per response of the male and female B.Ed. trainee's they are well connected for the online classes, whereas some of them have the problem in connecting the classes. However, the reasons for the male and female B.Ed. trainee's who responded for no connection for the classes were lack of android mobile or laptop, no proper internet data and only one mobile phone in the home which is also using by their sibling.

- There were only a few B.Ed. trainee's out of the whole sampled B.Ed. trainee's among the male and female who have managed the online classes in absence of the mobile phone and only one phone at home by taking phone on rent and bought the new phone.A very few of the B.Ed trainee's managed their online classes by attending the classes on alternate days, change of the timing of classes and studied through the online notes sent by the teachers. Most of the male and female B.Ed. trainee's assumed that, there was good interaction with the teachers during the online classes, whereas some of them responded for the factors responsible for not good interaction i.e. poor voice quality, internet/signal quality and only one may talk on one time etc.

- Most of the male and female B.Ed trainee's assumed that, the college covers all the subjects during the online classes, whereas some of them denied.The male and female B.Ed trainee's said that, there were not engaged for other home work during the online classes and most of them faced the problems to start the online classes at the initial stage. Most of the male and female B.Ed trainee's favored for the offline or physical classes is the best method or effective way of conversation or classes rather than the online conversation or classes.

- Micro teaching and simulation was organized by online or virtual mode and no offline or physical practice was done during this pandemic due to closure of the institution. All the male and female B.Ed. trainee's did the practice of microteaching and simulation through virtual or online mode during this covid-19 pandemic as per arrangement by the college. Further, all the trainee's delivered their lesson plans through online or virtual mode as per guidelines of the college.

- Hundred percent of male and female B.Ed. trainee's faced the problems related to the use of microteaching skills and simulation   during the online or virtual mode. The main problems they have faced during the online or virtual classes were lack of internet services, no proper use of blackboard and voice clarity during the deliverance of lesson plan as well as feedback of the supervisor. Hundred percent of the male and female B.Ed. trainee's got the feedback from their supervisors during the deliverance of the lesson plan. They got the feedback by sending the lesson to supervisor by making pdf, approaching supervisor's home and approaching the college as when opens as per guidelines of Govt of Himachal Pradesh. However, most of them have good network as well internet services and that's why got the feedback during the deliverance of lesson plan through online or virtual mode.

- Most of the male and female B.Ed. trainee's used all the components of microteaching skills and simulation. Hundred percent of the male and female B.Ed. trainee's favoured offline or physical mode is the effective way of practice of microteaching skills and simulation. Majority of the male and female B.Ed. trainee's responded that online or virtual mode of microteaching skills and simulation will not replace the offline or physical mode of practice in near future.

4.4   EDUCATIONAL IMPLICATIONS
In the light of the findings of the present study, the following educational implications can be laid down:

- It may revealed from the present study that, face to face interaction along with the sharing of power point slides was the best method of the teaching-learning process during this Covid-19 pandemic period.
- The teaching practice should be offline or in the traditional way, because most of trainee's were unable to learn the basic skills of the teaching practice.
- There should be provision of online books so that trainee's may also be form the notes as well as the self study during this pandemic period.
- The final examination as well as teaching practice should be within the time period, so that their academic session may not too late.

4.5   SUGGESTION FOR THE FURTHER RESEARCH

On the basis of experience and insight acquired from conducting the present study, the following suggestions are offered for the prospective researchers:

- Research may be undertaken with large sample covering other teacher education institutes of Himachal Pradesh University, Shimla.
- The present study was conducted on the B.Ed. trainee's only, it may further extended to the faculty and administration of the colleges.
- A similar study may be undertaken to investigate the impact of Cocvid-19 pandemic among other professional stream students such as medical sciences, engineering, business studies and legal studies.
- Similar study can be undertaken on school level students and teachers.

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