

AWARENESS OF LMS ON TRAINING OF B.ED. STUDENTS DURING PANDEMIC

Khamchand Mahawar¹, Dr. Shruti Tiwari², Dr. Sonia Kaur Bansal³¹M.EdScholar, Gyan Vihar School of Education²(Principal of Education Department), Research Supervisor Assistant Professor, Gyan Vihar School of Education, Suresh Gyan Vihar University Jaipur.

Assistant professor, Gyan Vihar School of Education, Sgvu

Corresponding Author:**Khamchand Mahawar**

M.EdScholar, Gyan Vihar School of Education

Email: khemchandchittoria@gmail.com**Received 2022 August 26, Accepted 9 October Published 2022 October 31****Abstract:**

The pandemic has closed educational institutions across the world, with the hope that social distancing suggestions from public health officials will help equitable society reducing overall mortality from disease and disease outbreaks. However, learning management LMS is the right way to promote the dedication of B.Ed. students towards the content in education. Recent research conducted during the pandemic in the area of LMS use of Examine variables that predict use of LMS by B.Ed. students during pandemic.

Awareness of LMS considered important during pandemic: LMS training of B.Ed. students has been observed and verified on the basis of LMS usage data obtained from a survey.

Keywords: Awareness of LMS, B.Ed.Students, Pandemic

Introduction

Higher education as sustainability aims to develop in students the ability to see actions, problems, solutions, and consequences in a context that includes scientific, technical, and economic aspects; however, new concepts such as social responsibility and sustainable development in virtual environments must be integrated into these new concepts. Learning as sustainability refers to the location and learning as sustainability process of students and teachers, it cannot be performed face-to-face or directly in the pandemic learning as sustainability events, which hinders instructional activities in the form of delivery of teaching materials to students. Higher Education is one of the major concern area which is recognized as an important factor, significantly contributing to the progress of an individual, social change and economic growth which leads to the holistic development of the nation. LMS has a wide range of products and services which can cater to the need of 21st century's learners and instructors. A learning Management System is a web based or cloud based software program which assist in teaching learning process and helps in effective delivery of instruction, training and development program. The Learning Management System facilitates instructors, learners and administrators to use and access of services and is beyond the restriction of time and place in teaching and learning process.

Objectives:-

- To study the Awareness of LMS on training of urban and rural B.Ed. Students during COVID-19 Pandemic.

Hypothesis

- There is no significant difference the Awareness of LMS on training of B.Ed. Urban and Rural Students during COVID-19 Pandemic.

Method of the Study

- In the present study descriptive survey method has been used.
- Surveys can be created quickly and administered easily.

Sample Method

- Sampling has been taken by random simple sampling method.

Variables

- The researcher has taken independent variable of the supporting role of LMS during pandemic in this research area.
- The researcher has taken dependent variable of the B.Ed. Students.

Hypothesis Wise Findings:-

Group	N	df	Mean	SD	t-value		Level of significance	Result
					Cal.	table		
B.Ed Rural Student	30	58	20.3	1.66	2.69	2	0.05	Hypothesis Accepted
B.Ed Urban Student	30		21.8	2.57				

Degree of Freedom (df) $N_1 + N_2 - 2$

$30 + 30 - 2$

58

Value of **t** at 0.05 level = 2

Value of **t** at 0.01 level = 2.66

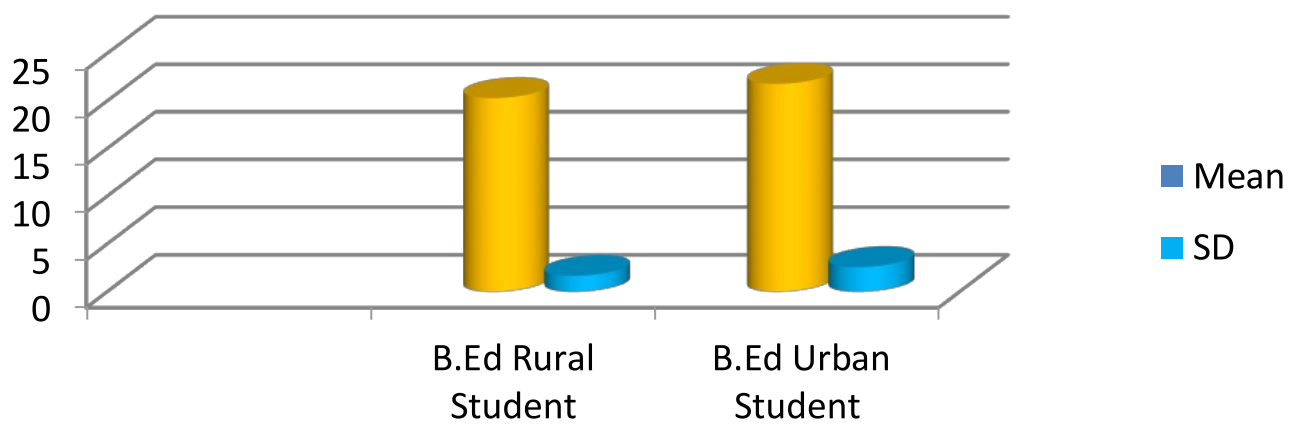
Interpretation

In this study, t-test was performed to find out the significant mean different between in supporting role of LMS on training of B.Ed. Urban and Rural Students during COVID-19 Pandemic. This table shows t-test was done to examine whether there was a no significant difference in urban B.Ed students and Rural B.Ed students of LMS training. urban B.Ed. students and Rural B.Ed. students of LMS training was treated as variables as significant disparities were not found between these demographics variable (LMS training practice) These two variables have found to be t - test significance value which is greater than .05. The rural B.Ed. students mean value obtained through statistics is 20.3 and the urban B.Ed. students means is 21.8 based on the result approximate equal of 0.01 level, the significant value is excepted and it is near the significant value accept null hypothesis.

Discussion

The statistical analysis has revealed that the current investigation has been very essential in responding to various significant queries extended from this research. The study has positive relationship with urban B.Ed students and Rural B.Ed students of LMS training. B.Ed students are following LMS practice depending in term of conditions and LMS learning environment. Results of this study revealed the similarities in training for using LMS practice usage in learning activities. The implication was that students who acquired more knowledge were found to have higher levels of urban B.Ed students and thus acquired skills about following LMS exercises and using LMS in learning environments based on LMS training. Did Urban B.Ed Students and Rural B.Ed Students of LMS Training. B.Ed students based on LMS learning experience with different use of working in learning environment.

It is not found that there is a significant difference in the urban B.Ed students and Rural B.Ed students of LMS training based on the locale.



Findings

- Students who acquired more knowledge were found to have higher levels of urban B.Ed students and thus acquired skills about following LMS exercises and using LMS in learning environments based on LMS training. Did Urban B.Ed Students and Rural B.Ed Students of LMS Training B.Ed. students based on LMS learning experience with different use of working in learning environment.
- It is not found that there is a significant difference in the urban B.Ed students and Rural B.Ed students of LMS training based on the locale.
- Online discussion forums were used in LMS, which is more accountable than ordinary class room discussions used in conventional class rooms.
- The students in LMS based classroom were motivated to participate in computer based discussions in which attendance was considered important.
- LMS helps students identify group activities organized within the classroom such as class blocks, wiki editing and discussion discussions.
- The study done by the B.Ed. students provides guidelines to the investigator. Also supports student initiatives in helping B.Ed students start learning LMS.

Suggestions

- Attitudes of teachers, students and parents towards LMS can be studied.
- Research shall be conducted on the usage of LMS among students of Arts & Science, Medical and Business institutions.
- Academic achievements of students after using LMS may be studied.
- A part from the mentioned features in this study, usage of the new emerging features of LMS, and the payable plugins shall be included in the study.
- This study can be conducted in different geographical area so that the findings of the present study can be compared with other regions.

Conclusion

On the basis of the conclusion of this research, it can be said that LMS has proved to be a very important medium in any kind of education process during the current pandemic situation. So that the number of students can be easily assessed, regular study of students, assessment of attendance in class room and weekly, monthly and annual examinations of students can be done easily. And students can be techno friendly and make maximum use of online education in their life.

References

01. World Health Organization, (2020). [Online]. Available: <https://who.int/>.
02. Markus Deli GirikAllo. (2020). Is the online learning good in the midst of Covid-19 Pandemic? The case of EFL learners. *Journal Sinesthesia*, 10(1): 1-10. Retrieved from.
03. Muhammad Arshad, Shakeel Ahmad, Farhan Ahmad Siddiqui, (2018). Social Media Technologies and their Benefits in Higher Education Institution: A Survey of Jazan University. *Information Technologies and Learning Tools*, 65(3): 91- 102.<https://doi.org/10.33407/itlt.v65i3.2098>
04. Ali, W, (2019). The Efficacy of Evolving Technology in Conceptualizing Pedagogy and Practice in Higher Education. *Journal of Higher Education Studies*, 9(2), 81-95.<https://doi.org/10.5539/hes.v9n2p81>
05. N. Sarkar, N., Ford, W., & Manzo, C. (2017). Engaging digital natives through social learning. *Systemics, Cybernetics and Informatics*, 15(2), 1-4