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**Special Issue on  
'Pedagogy of Post-Covid World'**



VPM's K.G. Joshi College of Arts and  
N. G. Bedekar College of Commerce (Autonomous), Thane



# **Pedagogy of Post - Covid World**

- 01. Challenges in Teaching and Learning during the Pandemic**
- 02. The Transition from class room teaching to digital teaching**
- 03. Challenges of Imparting Digital Education**
- 04. Digital Education - Problems and Prospects for Students**
- 05. Establishing Connections with students on digital platforms of teaching**
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- 07. Role of Educational Institutions Post Covid Pandemic**
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- 20. Other related topics**

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**Peer Reviewed**

**Special Issue**

on

***‘Pedagogy of Post-Covid World’***

In Collaboration with



**VPM's K.G. Joshi College of Arts  
and  
N. G. Bedekar College of Commerce (Autonomous)  
Thane**

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## *Editorial*

Vidya Prasarak Mandal (VPM) was founded in the year 1935 by late Dr. V.N. Bedekar, a medical practitioner, to serve the educational needs of the people of Thane. Today, VPM group of educational institutions are catering to more than fifteen thousand students to help them achieve their educational pursuits.

K.G. Joshi & N.G. Bedekar College of Arts & Commerce, one of the premier institutes of the VPM group, was established in 1969. The College was reaccredited with 'A' grade by NAAC in the third cycle of November 2016. The College is one of the Community Colleges and was awarded as the Best College in 2011-12 by the University of Mumbai and in 2018-19 by E-CON. The college was certified with ISO 9001-2015. The Arts Faculty and MACJ Programme of the college was Ranked by India Today MDRA-2020. The college has been granted Autonomy by UGC with effect from the academic year 2020-21. The institute was bestowed with the award of Best College of Arts and Commerce with 'Innovation, Research and Academic Excellence' in Thane district by Asia Today Research and Media.

The institute upholds the importance of research in the life of academicians and students and we owe this Research Culture in the Institute to Dr Vijay Bedekar, our honourable Chairman, Vidya Prasarak Mandal. We have in the institute, a dedicated Research Committee working towards research excellence. As an initiative of the committee, the institute has published a Monograph, titled, "Higher Education in India Prospects and Retrospects", in the academic year 2019-20. When the pandemic disrupted the education system and threw up unseen challenges, we decided to explore the opportunities amidst this disruption by kindling the thoughts of educators as to how learning can embrace technology for surging ahead and keeping pace with the world. To quote Robert Heinlein, "When one teaches two learn".

The result of this though gave birth to our theme 'Pedagogy of Post-Covid World'. The imperative transformation from traditional classroom teaching to digital delivery of knowledge is viewed from different perspectives This edition is an amalgamation of such thoughts conglomerating into the ocean of opportunities in the ed-tech world. The contributors have presented a kaleidoscope of how the pandemic has impacted the education sector. The adaptation to digitised mode of education and acceptance of the same as the 'new -normal' reflects in the papers. The paper titled "A Study on Teachers' Perception Towards Online Teaching During Covid by Prof Asmita Yadav, explores the perception of teachers towards adapting digital mode of delivery of education , while Dr Babita Rana and Asst Prof Deepak Bhivgade through their papers discusses the apprehensions and challenges in adapting to digital education.

These challenges have been explored further with specific reference to higher education by Dr Megha Somani and Asst Prof Jennie Prejith through their paper Titled “A Study on Higher Education Challenges and Responses Admist Covid-19”. The same consideration is discussed with a different perspective by Asst Prof Nitin Wadwinde through his paper “E-Learning and Higher Education in India during COVID-2019: Issues and Challenges” Dr Rashmi Agnihotri has presented the larger impact Covid 19 has had on the economy by exploring its impact on the tourism sector.

Dr. Shefali Kondewar and Asst Prof Mohini Kulkarni through their paper titled “Study to understand need of skill - based courses for U.G. students of Commerce with reference to Thane city”, stresses on the need to think of some additional skills development courses to be conducted by educational institutes along with graduation. Dr. Tanvi Pokhare’s paper delves into opportunities and challenges of learning English Language, digitally post Covid 19. Dr Neelam Shaikh through her paper “ Learning via Educational Apps : its Usability and Importance among College Students – A Study” attempts to examine the usage and importance of educational applications. Asst Prof Rohit Bapat has tried to probe the attitude of students towards e learning in the new normal, while Asst Prof Avinash Waghmare has presented a holistic approach to education via his paper. Dr Shripad Joshi ,through his paper has studied the over all impact Covid 19 has had on the Indian Education Sector.

Dr Pradnya Rajebahadur through her paper “Education Sector during COVID 19: An overview of Socio Legal Challenges and Mitigation Strategies” has focused on various social factors which impacted education, the efforts of education sector itself, government and support by corporate world as a part of Corporate Social Responsibility (CSR). The pricing challenges of the Digital Platform has been explored in their paper by Asst Prof Sudam Ahirrow and Asst Prof Sheetal Chabukswar. Dr Jharna Tolani in her paper titled “Impact of COVID 19 on Learning and Pedagogy in Indian Medical Education” tries to find answer to the question whether virtual teaching bridge the gap and reduce insufficiencies in the field of medical education. Dr Usha Mishra and Asst Prof Mamata Mali have also explored the transformation to digital education and its impact in their respective papers. In all 21 quality research papers were received as contributions to Jigyasa.

A special mention has to be made about the contribution by our invitee authors, Dr. Guruprasad Murthy and Dr Vibhuti Patel. Dr. Murthy lucidly discusses the student teacher relation and connectedness’, which now faces a huge challenge due the remote learning. Dr Vibhuti Patel has given gender-based perspective of development and explored the opportunities for women post covid

Educators not only inspire students to dream big dream big and help them to achieve their goals but they also act as counselors, problem-solvers, and sometimes even social workers. A classic example is that of Ranjitsinh Disale, an elementary school teacher from Maharashtra, India, who won the Global Teacher Prize (2020), by the Varkey Foundation in partnership with UNESCO. Disale is accredited for translating all the textbooks — from grades 1-4 —into the native language and adding a Unique QR codes to each chapter that allowed students to access audio poems, video lectures, stories, and assignments, further enhancing their knowledge. Such is the power of Educators and digitization only adds on to this power.

Teaching is continuous learning. Teachers learn to face the challenges thrown at them by circumstances for the ultimate good of the students who look up to them with trust and faith. This journey of teaching and learning is enhanced though contributions of continuous research adding on to the several possibilities of delivering education. Research in education is about innovation in the methods of teaching , of exploring the unexplored panorama of learning with a vision of an intellect and a heart of an empathizer. It is about embracing the whole of learning into one’s soul. On this note let us place on record our gratitude to all the contributors to this Journal, Peer Review Expert Dr Sushma Powdwal, Librarian and Coordinator Library Science Mr Narayan Barse and his team, our Publisher, and the entire college administration for their role in this journey. In the words of Martin Buber- *“The world is not comprehensible, but it is embraceable: through the embracing of one of its beings.”*  
*Amen!!!*

***Dr. Suchitra A. Naik***  
*Principal*

# **Management Guru: Journal of Management Research**

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## **Education – Students are SOUL, Teachers are HEART**

**Dr. Guruprasad Murthy**

“One book, one pen, one child and one teacher  
can change the world.”

- **Malala Yousafzai**

### **Teaching A Noble Profession:**

Teaching is a noble profession (in fact, it is regarded as the noblest profession) and plays an important role in shaping and moulding the future of the human assets of a country and hence the future of the world. When the human resources enter the portals of academic institutions – schools, colleges and centres of higher learning, there are great expectations from teachers that they will enable and empower students to facilitate realisation of dreams, students have visioned for themselves. Thus, teachers are expected to bring about, or cause, a change in behaviour of students to motivate them to realise their dreams.

Students are provided with education and training, in the course of their learning processes, which include, interalia, aptitude, skills, knowledge, attitude and even exploration of various adventurous and experiential exploits, including sports and fine arts, to catalyse and energise them (students) into action intellectually and physically. The said inputs help students to enact themselves in society by generating outcomes which help society, at large, to reap huge demographic dividends to facilitate the '*onward march of human progress*' in all spheres of learning and life.

**Education:** The action or process of educating or being educated.

**Training:** Act, process or method of one that trains, skill, knowledge, or experience acquired by one that trains. The state of being trained.

**Aptitude:** Acquired or natural ability (usually measurable with aptitude tests), for learning and proficiency in a specific area or discipline. Aptitude is expressed in interest and is reflected in current performance which is expected to improve over time with training.

**Skill:** The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost and speed.

**Knowledge:** Knowledge includes human faculty resulting from interpreted information; understanding that germinates from combination of data, information, experience and individual interpretation.

**Attitude:** '*A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation.*' Attitude influences an individual's choice of action and responses to challenges, incentives, and rewards (together called stimuli).

**SOURCE: Competing through Talent – A DR VNBRIMS Publication, 16<sup>th</sup> February 2013.**

**Teachers' Qualifications:**

At entry point, into the teaching profession, every person has to possess certain modicum qualifications by way of prescribed eligibility conditions which usually includes a first class Master's degree, a M.Phil or NET / SET and a PET which qualifies them to apply for the degree of Doctorate of Philosophy. However, at entry point, for an Assistant Professor, a Doctorate degree may not be necessary. Nevertheless, it depends on the competition in the specific sector or area of knowledge and of course individual institution's policy.

**Ambitious Teachers:**

Teachers are and have to be ambitious to acquire higher and higher academic and other professional credentials – lateral, vertical or any other, in the course of their career, on a continuous basis. Ambitions are contagious and such a quality in teachers helps students, peers and other stakeholders to shape their attitudes accordingly. It was said by James Lowell that '*Low Aim and Not Failure is a Crime*'.

Additional professional qualifications identify the teachers as specialists and make them eligible to assume certain special tasks. Such professional qualifications include, inter-alia, ICMA<sup>i</sup>, CFA<sup>1</sup>, CIMA<sup>1</sup> (UK), and other similar qualifications in the area of quality, risk management, special certifications for assessors in different areas of excellence in business. These qualifications are illustrative rather than exhaustive and different faculties have different specialised qualifications. Today, a global search for opportunities can easily be made through google search in a few seconds.

Throughout history, and more so now in the 21<sup>st</sup> century, learning is a continuous process for self-development and enlightenment of society at large which displays very conspicuously the energy, enthusiasm and enterprise of teachers. It also indicates a strong, powerful and infectious achievement motivation – the gusto, gumption and the go, to keep the learning momentum on and also cause spread effects across any network.

**Attributes of Teachers:**

As a teacher, the following attributes need to be noted as expectations of society at large:

- respecting knowledge acquisition, development, transmission and sharing process;
- perceiving knowledge seeking as a virtuous cycle of knowledge management and enacting accordingly;
- possessing the passion, a love as it were and an emotion to be ahead of the learning curve by making learning (L) always greater than or equal to change (C) – thus,  $L \geq C$ ;
- converting acquired know-how into:
  - explicit knowledge rather than leave it as implicit knowledge; and
  - different products, services and solutions to suit the fascination and genius of teachers and needs of end users;

- evolving and developing different products, services and solutions in the domain knowledge of the teachers' basic discipline/s by:
  - acquiring specialised knowledge of some academic area / discipline through professional qualifications including a Ph.D.  
and incremental knowledge through special professional proficiency; and
  - accessing implicit / explicit knowledge of industry practices either through hands-on experience or research and consultancy assignments, students' projects and accessibility to relevant knowledge for use, transmission and above all sharing with peers, students and society at large for discussions between stakeholders inter-se.

#### **Teachers' Mode of Operation:**

The mode of operation, of teachers, includes:

- using basic knowledge of the area of study shared through regular interactions within the college / institute or outside;
- accepting specialised knowledge as a means to new learning. In fact, a Ph.D. or related professional qualifications become the beginning of sharing of new learning and novel contributions to knowledge. Thus, learning is a continuous process of knowledge rejuvenation and renewal and necessarily includes unlearning, particularly in the context of information and technological revolution, as a prelude for re-learning to follow suit in quick succession or decreasing response time; and
- understanding that Ph.D. is a professional qualification and an investment of time, effort and money by individuals, institutions, entire administrative and academic machinery, guides' efforts – physical and intellectual energy. This cannot end with a sigh of relief on successful completion of the doctoral degree programme. Ongoing sharing, learning and rejuvenation of knowledge is an expected outcome of any Ph.D.

#### **Ph.D. A Standalone Product:**

- Ph.D. is a standalone composite product with several possible outcomes like:
  - **products** – books, quality research papers and communication with common man through newspaper articles – taking professional scientific knowledge to dispersed, individual level;
  - **services** – in depth research seminars (single or multiple platforms), MDPs and special customised presentations; and
  - **solutions** – advisory, high conceptual consultancy services to society at large – PAN – India or PAN Globe.



The above thoughts are not a figment of imagination but TRUTH. And Truth is greater than FICTION as can be seen from the historic performance of leading departments of Indian Universities.

It is expected, however, that knowledge acquired through Ph.D. should get converted into wisdom, albeit slowly

The contributions cited in favour of a Ph.D. leads to name and fame for the individual and the institution, inspiration to peers and students and last but not the least the chain of positive events with positive impact on monetary aspects too. In some cases, if the Ph.D. outcomes are very positive it may lead to lucrative sponsorships, consultancy assignments and retainerships.

However, if Ph.D. is undertaken and successfully finished only to improve Academic Performance Indicators (API's) like getting the next grade or the latest pay commission's salary or reserving the chances to move ahead in the organisation then the 'Vision' of the teachers with respect to their Ph.D. is rather myopic. This is a tragic feature of the endemic attitude of a noble fraternity which eventually turns out to be the nemesis of education. Nevertheless, it is the teachers' way of looking at things driven, of course, by their attitudinal disposition. It is a free society after all.

### **Basic Functions of Teachers**

Teaching – teachers have to possess the skills like effective and focussed communication, presentation skills, an interesting student centric approach, and interaction and awareness of day-to-day happenings and developments in the subjects / topics being discussed in the class or society at large.

Students should enjoy the teaching process – every lecture and every bit of every lecture. In other words, the teaching should acquire a branded experience of its own and students ought to enjoy the branded experience. Thus, teachers' interaction with students will then be pleasant, optimistic enjoyable and in all, once again, a branded experience.

*“A branded experience is an all-round delightful gratification level which a user experiences, with respect to products, services, solutions and identifies the said ‘delightful gratification’ as a modicum benchmark for all future experiences with products, services or solutions originating from a particular teacher or teachers.”*

In the case of teachers, a branded experience depends on the traits of a teacher viz. visible love for teaching, subject mastery, knowhow of best practices in the domain knowledge, effective flow of thought bereft of unwanted interruption or diversion. The teacher has to enhance the learners' learning, which in turn should arouse love, in the minds and hearts of students, that makes learning, a value adding, serious, proposition. A mutual society between students, teachers and the subjects 'taught and learnt' is a synergistic mutual society. Such symbiotic academic action would make it conspicuous that there is a change in the levels of proficiency in skills as well as behaviour of students. If this happens, teaching is effective and so is the teacher.

If there is consistent performance of teachers the interpersonal dynamics between teachers and students become student centric, warm and affectionate and also open, accessible and predictable. There is also a respectful fiduciary bondage, perhaps for life, that gets developed.

### **Research Again:**

Research is to be placed on a continuum, whether it is pre-Ph.D or post Ph.D. There has to be a continuous effort at contributing to knowledge. In fact, the word '*research*' can also mean the following:

R – Retain, E – Enroot, S – Search, E – Enigma,

A – Articulate, R – res-Gestae (admissible evidence) and H – Herald

Thus, research means making known an existing thing or elicit facts out of known things. The Oxford Dictionary defines research as “systematic investigation into and study of materials and sources in order to establish facts and reach new conclusion”. Again, Websters Dictionary says, that research means “*inquiry, delving, inquest, inquisition, investigation, probe, quest*”.

Research can be of different types. Be that as it may be, research requires a different temperament, aptitude, attitude, skill, perseverance, relentless effort, patience, ambitions and precise long-term goals to be achieved through sustained and enthused achievement motivation.

Once again, research output in terms of research papers, monographs and other forms of quality benchmark publications will have to result in positive outcomes capable of conversion into a variety of products, services and solutions as discussed earlier. A glimpse of the different types, illustrative though, of research is presented in Exhibit 1.

### **Future Credentials' Profile of Academia**

Scopus: Citations 309 of 19 papers published in the Scopus database

Google Scholar: Citations 1390, h-index 19, i10-index 26

Research Gate: Citations 879, Research Papers/Reports 128, Reads 12908

**Courtesy: Mr. Mahesh Bhanushali, Assistant Professor, DR VN BRIMS, Key Research Dimension, Journal Club Presentation - March, 2020.**

### **Teaching – A Medium for Behavioural Changes:**

Teaching is a process for learning by motivating behavioural change in the student. Such a change depends on how the message is communicated by teachers to students. This, in turn, depends on the communication skills as well as the pedagogy of teachers.

Teachers create knowledge and an awareness of need for changes in society. In addition, a teacher creates feelings in the taught which can help to achieve the intended objective of inducing the behavioural change as well as a mutual feeling between the teachers – nay facilitators and students.

To achieve the purpose of behavioural change teachers should be well prepared with no communication barrier - offering clear, accurate, specific, brief and laconic messages. Yet, it should be sufficiently simple for the students to understand. Of course, teachers also, undoubtedly, learn while teaching. Teachers and taught are partners, in fact peer resources in the process of learning and creating

knowledge – co-learners, co-creators and co-contributors to knowledge society. For teachers, continuous practice is inevitable and that too incessant practice – say reading, writing and recitation (the ancient 3R's), so that certain levels or milestones of achievements are visible through apparent internalisation i.e. absorption and retention of knowledge for retrieval. This would eventually lead to automatism through continuous internalisation thus developing the potential for branded experiences to emerge.

Thus, through continuous teaching, teachers' affective domain is enriched with knowledge and well supported by a positive attitude – so very necessary for students' progress, perception and feeling of an incessant branded experience. Continuous internalisation process results in knowledge assimilation and eventual automation which makes teachers' command over the domain knowledge apparent, visible and also tangible. Thus, teachers successfully meet the acid or litmus test of difficult benchmarks of effective teaching viz. preparedness, good quality content, optimum quantity, sequence, relevance and above all learner centric with focus towards students and their aspirations and ambitions. If the teachers respond successfully to benchmarks of excellence with respect to conceptual clarity and integrity an ideal teaching process evolves, on its own, as a natural outcome. The students feel well inducted into the 'knowledge gaining process' and posit their readiness to receive with rapt attention and reception. Students would then positively respond to discussions without inhibition or fear and also look for experiential exposures to apply, what they learnt, in practice through case studies, presentations, internships et al. This process helps in reinforcement of class room learning and becomes a pleasant revision of, at least, the important aspects of 'knowledge gained' in the classroom and its viability and veracity for application in practice. Students, also as peer resources, go through the teachers' experiences and hopefully vice-versa.

All stakeholders in education should note that the teachers teach not the blackboard or the power point slides. However, the important rider is that students should experience learning and feel the change in them making it a value added proposition – a lifelong learning.

Education is all about imbibing lasting enduring values for lifetime. However, in order to make this happen, teachers require to have a deep and abiding commitment towards continuous improvement of students and themselves. It is well said that “good teachers are not born but made. No matter how effective a teacher is he/she can be a better teacher.”

#### **Effectiveness of Teachers:**

An effective teacher is one who facilitates learning by students. The specific, sterling qualities characteristics of teachers should include, inter-alia, interface the students a personal touch, compassion, humour orientation, ambitious expectations from students. Exhibit 2 provides an illustrative list of the sterling qualities expected of teachers (facilitators).

Teachers must exude, on a continuum, an enthusiasm which makes interaction always a happy experience. In addition, to enthusiasm, teachers need to be respected for their competence with respect to content and their ability to relate to students emotionally by transferring feelings along with

knowledge. In turn, teachers should perceive learning as a continuous process for self-development and enlightenment resulting in sustained enthuse.

Students expect, and so do parents, that teachers take ownership and responsibility for the future of students that is to say posterity development. Thus, teachers become the determining factor for the well-being of society and also the demographic dividends of the millennial class.

Great students and inspiring and competent teachers in turn are a source of inspiration to society at large. However, unless teachers command (rather than demand) respect and is acceptable to the students for their Gurus' skill, motivation and ambition, the teaching process is rendered defunct. The teaching learning process should motivate students to believe and in fact strongly so, that so long as, a student, has 'a great aim', acquires knowledge, works hard and perseveres, then '*nothing is impossible*' (Dr. Abdul Kalam Azad).

### **Teachers – Challenges / Opportunities of 21<sup>st</sup> Century:**

Teachers of the twenty first century have to address and live with the changes in the global scene, for quite sometime now, as presented in EXHIBIT 3 alongwith other changes.

Given the present scenario, Industry 4.0<sup>ii</sup> and now the pandemic a new approach to education, across all sectors of education (primary, secondary and tertiary) is urgently required. Thus, the approach to teaching has undergone a great change and virtual classroom has become a reality and will increase its tentacles further. The challenges of the twenty first century include new thoughts viz.

- Students should know that while the landscape of the territory to be navigated has, and continues to do so, undergone an unprecedented change, the values governing education and educational institutions should hopefully so, remain unabridged;
- Students have to be viewed as peer co-operant resources in the process of producing and transmitting knowledge – a point re-emphasised;
- Students are viewed as digital native producers of digital products and services and therefore have to be allowed to be creative and innovative;
- Students are computer savvy and are great at use of new computing devices which makes possible the use of state-of-the-art technology and knowledge through virtual classrooms;
- Students connect through '*Social Media*', they follow each other, increase their net work, ask questions and discuss making learning experiences, pleasant, enjoyable and also value added through meaningful mutual society and thus facilitation between different stakeholders inter-se;
- Students' social networking has facilitated playing 'on-line' games using tools or gadgets like mobiles phones, pods and other related gadgets as presented in Exhibit 4. Modern tools of computing, content and communication through their ultra-blend, of tools, have made it possible to learn at the discretion of the learner, make learning and customer centricity drilled

to the individual with the ICT prowess of possible interaction with anyone, anytime, anywhere on a '24 x 7' basis;

- Students can cut across cultural segments thus narrowing down the differentials between culture groups and make universal learning, understanding and cross-cultural materialisation a reality though on a virtual basis; and
- Students (even kids) and teachers world over, are active in using modern platforms and gadgets, tools and methods indicated in EXHIBIT 4.

From the above role of ICT in education, we can say that if the right technological conditions, along with computing devices and contents are available then today's students will be the product of an educational process that meets what Albert Einstein said "*I never teach my pupils. I only attempt to provide the conditions in which they can learn.*"

#### **EDU-FUTURE:**

Teachers were never before expected to alter and adjust their mode of operation to suit an unimagined and unprecedented situation demanding a '*de novo*' approach to perform their typical tasks of the three '**R**'s viz. reading, writing and recitation to be delivered through new platforms alongwith use of gadgets as presented in EXHIBIT 4.

In the first place, educational institutions need to possess an infrastructure which is a cutting edge technology to drive instructional systems which empower institutions to deliver remote education and also facilitate students to successfully migrate to the new order of '*education delivery mechanisms*'. Centres of learning need to have sophisticated digital teaching resources which include the paraphernalia presented in Exhibit 4 and more. The options which education institutions and learning centres are exploring include:

- residential programmes which make it easy for courses to be run with students on campus. Of course social distancing and health concerns have to be taken care of, and is increasingly a '*conditio sin qua non*' (condition without qualification) in the post pandemic era;
- distance learning models which include virtual classroom along with multiple platforms and a variety of gadgets shown in EXHIBIT 4; and
- hybrid model which includes distance learning model, live class and virtual contact sessions and students' centric interactive learning through the platforms and gadgets again shown in EXHIBIT 4.

If the new order has to be facilitated, effectively, efficiently and quickly management development approaches have to be rejuvenated by providers of education (vide EXHIBIT 5) to be scalable, and viable entities which also take into account societal interests and inclusiveness. Sustainability of enterprises is a key challenge during and after the pandemic pan-Globe. A great, in fact, arduous task indeed. Never before perhaps have education providers required to balance profit motivation with

societal interests and inclusiveness thus making education a creative, innovative and social enterprise – education providers as ‘*social entrepreneurs*’.

In all the above options, class / campus contact, live class contact, online classes, videos, audio lecture and classroom discussions, along with assessments, would be part of the delivery mechanism. This is thus the Learning Management Systems (LMS). However, many Universities / Educational Institutions are exploring the choice of the options listed above, perhaps in various possible, viable, scalable and suitable combinations.

### **Teachers – Inelastic and Inflexible Values - Integrity and Honesty:**

In addition to all the qualities of teachers discussed earlier, a key feature, may be the most important, for successful teachers is being ethical in their behaviour, actions, assessments and practice of fairness and objectivity, in all that they do. Teachers have to practice Dharma defined as a combination of ‘*rectitude and righteousness*’.

Rectitude means conformity to code of conduct, moral conduct, uprightness and virtue. It also means correctness of opinion or judgement when they are assayed against acceptable norms of behaviour and decision making. A teacher has also to be righteous which means behaviour that is morally justifiable or right in accordance with acceptable standards as prescribed. Thus, a teacher has to adhere to prescribed code of conduct or behaviour which is impeccable and unimpeachable, in thought, word and deed and it should be perceived accordingly.

Insofar as teachers are concerned they have to maintain, as part of their personality, at all times, two facets viz. integrity and honesty as their inflexible and inelastic values. Honesty means ‘*moral character*’ with positive and virtuous attributes like trustworthiness, sincerity, loyalty and truthfulness. Integrity means kindness, honesty, fairness as part of character. In fact, teachers should propagate by practice, rather than precept only, certain social values. Teachers’ exemplary behaviour should be dedicated to students, nay the alma mater, to enable them (students) to grow into responsible value centric citizens.

### **Conclusion: Sans Education Leads to Sans Civilisation:**

Education is futuristic in nature and is motivated to bring about a positive change both in teachers as well as students. Through education, a person is created anew with respect to the basket of competencies viz. aptitude, skills, knowledge and above all attitudes. These competencies lay the foundation of the horizons of education and is limited by the genius of individuals to decide the limits of their respective destinations. Education is thus a holistic contribution to the development of the whole human being and through that process, development of societies and sustenance of civilisations.

The horizons of development of different individuals get extended to ethereal heights through thoughtful and reflective dispositions and also the wonders and curiosities aroused through education.



The wonders of science and other branches of learning owe their success to education. Yet, the immutable contributions of prodigious individuals, have their own role and cannot be forgotten.

It is not without reason that a World Bank research has found that economic development is functionally related to differences in total factor productivity rather than differences in natural resources. Thus, total factor productivity (including human assets productivity) is greatly influenced, in fact exclusively determined, by the levels of education in society.

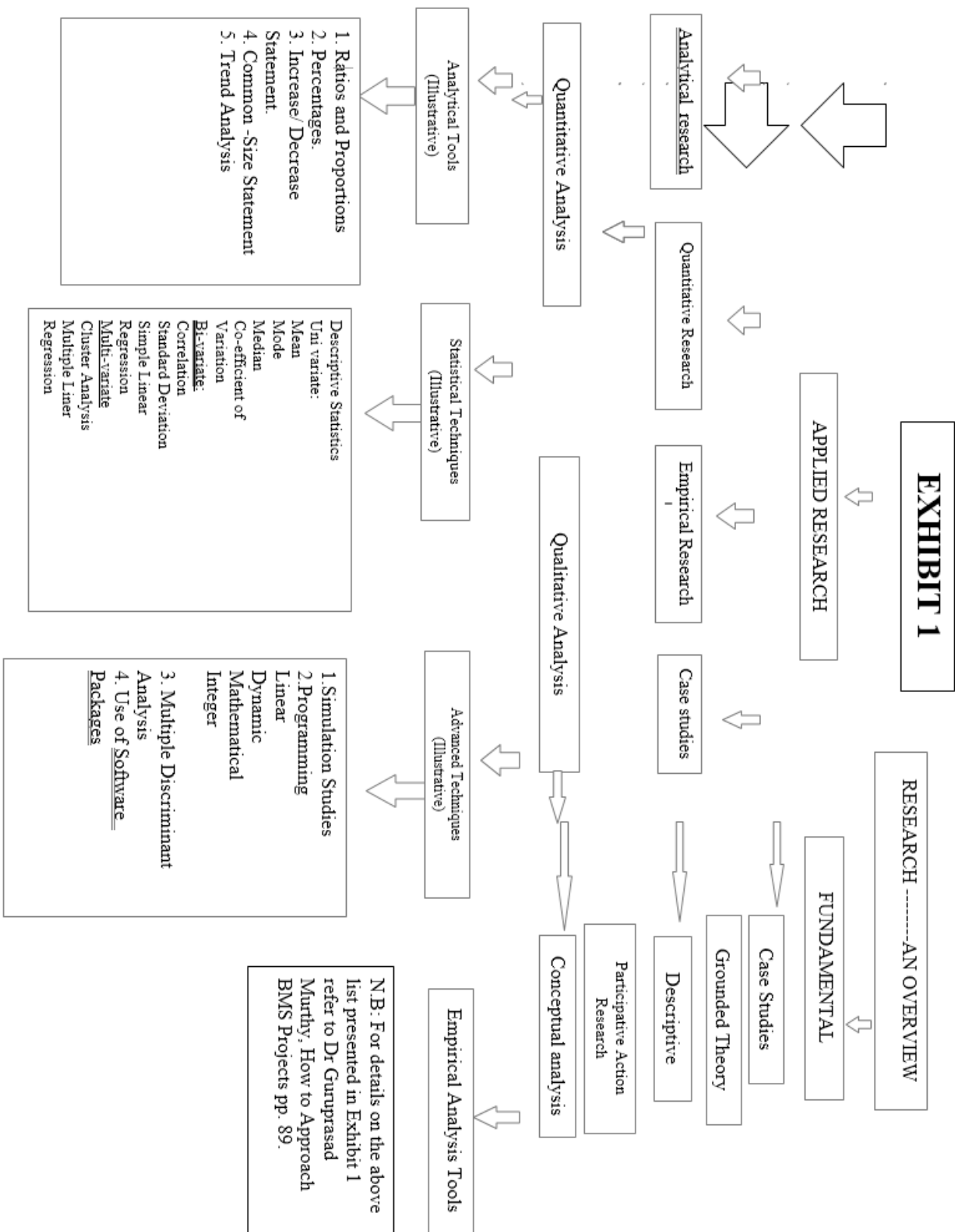
The extended horizons of development, so visualised, provide opportunities for creativity and innovation which improves and enhances the values, beliefs and practices which in turn enhances cultural levels to higher planes of existence. Holistic education then paves the way for effective social enactment, thus making it possible to facilitate '*authentic liberation*', develop a humane approach and also confront the struggles of mankind with character and courage.

Changes in the life of people caused by education alongwith the infectious positive spread effects of education, among masses, through the educated, helps '*public good*' '(probono publico)'. Such public good, further, helps to bring about paradigm shifts from one wave and new window of thought to another thus giving birth to a new pattern or model of existence for society as a whole. New approaches to new issues hovering around the new wave helps to develop new solutions to new puzzles or more effective solutions to old puzzles of earlier waves still lingering in society.

Thus, education helps survival and progress of civilisations. Conversely without education civilisations crumble. Education thus provides harmony to one and all with all existence, and its presence provide societies with an innate 'Superiority' and its absence a serious 'Shortcoming'. Thus, 'Sans Education Leads to Sans Civilisation'.

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**EXHIBIT 2**

**Ideal Teachers – STERLING QUALITIES**

▪ Effective Communication	▪ Presentation Skills
▪ Creative and Innovative Pedagogy	▪ Student Centric Approach – respects students
▪ Focussed	▪ Fair, Objective and Very Positive
▪ Skills of getting things done from others (Leadership)	▪ Confidentiality of Information
▪ Above partisan approach and party politics	▪ Not Revengeful
▪ Integrity and Honesty	▪ Regularity and Punctuality
▪ Dharma - Rectitude and Righteousness – Code of Ethics	▪ Self-control
▪ Cleanliness	▪ Entrepreneurial Skills
▪ Spirit of Adventure	▪ Industriousness
▪ Sense of Duty – always prepared	▪ Responsibility
▪ Desire to Serve	▪ Respect towards Women
▪ Sensitivity to Social Values	▪ Sensitivity towards Ecology and Environmental Peace
▪ Democratic Temper	▪ Ability to work under pressure
▪ Harmony and Tolerance. Never Admonishes Students in the open	▪ Dedication
▪ Secularism and National Integration	▪ Interesting Pedagogy Mix
▪ Public Relations	▪ Skilful Motivation
▪ Learner first Facilitator later – always part of the class	

N.B: The qualities required of teachers are so varied and complex to be found in one person that appropriate management development programs (See Exhibit 5) need to be rolled out to sensitise teachers.

### **EXHIBIT THREE**

#### **Twelve Themes of New Economy**

1. **Theme 1: Knowledge**-The new economy is knowledge economy. In the new economy, the key assets of the organisation are INTELLECTUAL ASSETS. and they focus on KNOWELDGE WORKER.
2. **Theme 2: Digitisation** -In this new economy electronic signals Os and is can be used to represent almost anything from TEXT, AUDIO, and VIDEO and anything else you care to imagine.
3. **Theme 3: Virtualisation**- As information shifts from analogue to digital, physical things can become virtual.
4. **Theme 4: Molecularisation** -The new economy is a molecular economy. The old corporation is being disaggregated, replaced by dynamic molecules and clusters of individuals and entities that form the basis of economic activity.
5. **Theme 5: Integration and Intranetworking** -The new economy is a molecular economy, integrating molecules into clusters that network with others for the creation of wealth.
6. **Theme 6: Disintegration**- Middleman's functions between producers and customers are being eliminated through digital netwroks. Middle business, functions, and people need to move up and create values or risk being eliminated.
7. **Theme 7: Convergence**- In the new economy, the dominant sector is being created by three converging industries that, in turn, provide the infrastructure for wealth creation by all sectors. The three are:
  - Computing
  - Communications
  - Content industries
8. **Theme 8: Innovation**-The new economy is an innovation based economy.

## **Perspective for Development of Indian Youth in the Post-COVID19 World: A Gender Lens**

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### **Introduction**

In India, the lockdown of more than a month has also forced adolescent girls to bear the burden of unpaid care work, both, in terms of housework, home-schooling of children and enhanced care burden of sick, children and elderly and unprecedented domestic violence. The National and State Commissions of Women has already received over 1 lakh desperate calls on their helplines in the last 30 days from women and children. Helpline for Children has received 10 times more distress calls. Under COVID19 induced lockdown forced marriages of under-age girls have been reported with Childline, a Helpline managed by the Ministry of Women and Child Development govt intervened to stop over 5584 child marriage-during 4 months lockdown from April to July 2020 (UNICEF 2020) The newspapers are reporting incidents of rape and child sexual abuse in the places of forced confinement of women and girls who tried to go back to their native places. ABP News Bureau (2020) reports, "Women with no financial security and the ones who are dependent on their partners for support are subject to more abuse. Women from low-income households are worst hit with their partners now out of job due to the outbreak would resort to abuse to take out their pent-up frustration. Many new cases have come up too, people with no traces of abuse in the past are now reporting violent episodes."

### **Gender Responsive Participatory Budgets (GRP)**

GRP recognises that the Budget is a powerful tool that can reduce the vulnerability of youth and transform their situation by state support to reduce gender gap in education, economic opportunity, economic participation, social security and social protection programmes funded by the state. GRP ensures that overall policy/programme planning, budgeting; implementation and auditing continuum are gender responsive. Thus, gender commitments of the nation state get translated into government's budgetary commitments (Patel, 2017).

### **Gender Based Violence**

The youth organisations in India emphasised demand of budgetary allocation for combatting gender based violence and financial support to transgender community, persons with disability, survivors of rape, domestic violence and child sexual abuse after gang rape of a young woman, named by the media as Nirbhaya (i.e. fearless) in a moving bus in Delhi on 16<sup>th</sup> December 2012. From 2013, the union government of India allocates Rs. 1000/- crore Nirbhaya Fund to combat varied forms of gender-based violence.

The corpus of Rs 3,000 crores under the Nirbhaya Fund has largely remained unutilised. The proposed scheme under the 'Nirbhaya Fund' envisages setting up of a National Emergency Response System with a control room under the overall control of Ministry of Home Affairs, which will receive alerts from distressed women and act on it.

On March 8, 2016, the Union Budget 2015-16 had allocated Rs 653 for Scheme for Safety of Women in Public Road Transport, with an objective to ensure safety of women and girls in public transport by monitoring location of public road transport vehicles to provide immediate assistance in minimum response time to the victims in distress. Under the scheme for giving grants to States for setting up driving schools, preference is given to proposals for driving school for women.

Similarly, '*Beti Padhao, Beti Bachao*' (i.e. Save Daughters and Educate Daughters) Scheme was announced with the goal of improving efficiency in delivery services for women. This scheme, in the 2019 Budget received Rs 280 crore compared to the Rs 200 crore in the previous Budget (Misra, 2020). The current financial year (2020 Budget) has Rs 28,600 crore for women-specific schemes. Currently, the Ministry of Women and Child Development lists 14 central government schemes directly aimed at benefitting women. These include schemes such as *Beti Bachao, Beti Padhao*, costs towards running the women's helpline 181, the *Swadhar Greh* (homes for women in difficult circumstances) Scheme for economic self-sufficiency of women in difficult situations, the Nirbhaya Fund dedicated to women (Shivakumar, 2020).

Young women are increasingly taking decision making roles in the local governance as they are eligible to contest election after completion of 18 years of age. With 50 % of reserved seats for women in the Village Councils, District Councils and Municipal councils and Municipal Corporations, the women elected representatives are executing gender responsive participatory budgets that can reduce gender gap in 5 crucial areas- educational opportunities, public health services, economic opportunity, economic services and political participation through capacity building workshops and training Programmes (Patel, 2017).

### **Safe Road and Rail Transport for Young Women**

There has been continuous increase in women commuters as girls and women travel long distances for education as well as for income earning. Most of the working girls/women in the age group of 15-30, urban and rural areas travel in overcrowded buses and trains. In the transport sector, top priority needs to be given for women special buses, trains in all cities and stations equipped with functioning toilets. Young women of urban India have initiated a Right to Pee campaign. For women street-vendors, seat-less buses and special luggage compartments in trains need to be provided (Patel, 2017).



### **Ecological Crisis and Destiny of Young Girls and Women**

The negative changes in ecological conditions likewise affect the relationship between women and communities. A tribal grassroots organization has recently established a link between the revival of witch-hunting practices and local deforestation (PLD India 2015). Extensive forest loss has resulted in the disappearance of various medicinal herbs, plants, and roots, which has led to increased disease and mortality. This in turn is being attributed to the practice of witchcraft by women, especially widows and deserted wives, and campaigns to hunt and kill such women are currently under way (EPW, 2020).

### **Energy Expenditure of Girls and Women**

Reproductive work and domestic duties demand major time and energy of girls and young women from the marginalised section of urban and rural India. In the rural and tribal areas, collection of fuel, fodder, water, looking after the livestock, kitchen gardening demand great deal of time and energy from women and girls. The Eleventh Five Year Plan document had acknowledged the fact, but in reality, nothing significant was done in terms of priority given to alternatives to bio-fuels that causes smoke-related illnesses, availability of safe drinking water; child care facilities and adequate public transport for women that would reduce their drudgery (CBGA, 2008).

After abolition of the Planning Commission after the 12<sup>th</sup> Plan in 2015, the budgetary provisions are made by Ministry of Finance and *Niti Ayog* (Policy Commission of GoI) aims at identifying transformative financing for gender equity (Rudra, 2018). Gender economists have asked *Niti Ayog* to provide a rationale and objective behind each scheme, programme and institution reported in the Gender Budget Statement (GBS) of the Union Government and ensure that the monitoring focuses on the expected outcomes of the scheme/ programme, track expenditure across schemes and ministries and identify causes for low spending/ utilisation, Involve the Centres for Women's Studies in the Indian Universities and the state supported research organizations in developing and testing appropriate indicators to strengthen gender analysis, as well as in monitoring and evaluating the implementation of the SDG goals, create a task force for continuous capacity building and taking the process of GRB forward; create a technical group to hand-hold organisations in states for GRB, expand the scope of monitoring beyond quantitative indicators to include qualitative feedback from the 'affected groups'/ 'beneficiaries' on the ground, by using a participatory process and begin implementation of gender audits as part of the mainstream audit processes, accompanied by strict measures for non-compliance (Patel, 2017).

### **Social Security for Women in Informal Sector:**

Unorganised Workers' Social Security Act, 2008 has hardly made any difference in the lives of millions of poor women in the unorganised sector due to non-implementation of the Act. In the labour market, bizarre scenario is created where girl children are trafficked for sex trade, domestic work and slave

labour is employed in occupationally-hazardous condition (Hiraway, 2009). Sexploitation and self-exploitation have become the norm in the informal labour markets, domestic work/ servitude go unchallenged; young women workers in Special Economic Zone are hired and fired as per the whims of employers and are paid miserable wages (Gothoskar, 2013). Condition of young migrant workers, of which 30% are young women, is precarious and deplorable (Jha, M. and Kumar P, 2016).

### **Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)**

MGNAREGS is the flagship scheme to address unemployment problem in India for the rural poor. In 2017, women accounted for 56 per cent of the MGNREGA workers (WIRE, 2017), but they are assigned the most unskilled and low-paying tasks. Trade unions and women's rights organisations from MP, Punjab and Bihar have repeatedly conveyed that even under MGNREGS, pay disparities are reported by women. Development economists and feminists have demanded that NAREGS be turned into an 'Earn-While-You-Learn Plan' through Public Private Partnership (PPP) model that creates an on-the-job training module aimed at upgradation of skills of young women working at the sites (CBGA, 2020). The National Skill Development Mission (NSDM) plans to add 1 crore workers to the non-agricultural sector through skill training. It must ensure 30 per cent women component of the total employment opportunities thus created. Human (here, Men, Women, and transgender) capital formation is a must for value-addition among them. The Central Employment Guarantee Council, that is supposed to be an independent watchdog for NAREGA, needs to be made accountable for gender sensitive implementation of NREGS (CBGA 2020).

### **Self Help Groups (SHGs)**

Provision of loans at 4 per cent interest rate is implemented only in AP Federations of SHGs for women. are pressurising other state governments also to provide loans at differential rate of interest (Patel 2017). There is an urgent need for a paradigm shift from micro-credit to livelihood finance, comprising a comprehensive package of support services including insurance for life, health, crops and livestock: infrastructure finance for roads, power, market, telecom etc. and investment in human development; agriculture and business development services including productivity enhancement, local value addition, alternate market linkages etc. and institutional development services such as forming and strengthening various producers' organisations, such as SHGs, water user associations, forest protection committees, credit and commodity cooperatives, empowering local self-government councils through capacity building and knowledge centres etc.(CBGA 2020).

A network of capacity building institutions need to be set up to strengthen and develop SHGs to undertake the various functions into which they are expanding, including Training of Trainers (ToT), and to nurture and mentor them during the process. Milk cooperative need to be run and managed by

women. The local authorities need to facilitate meeting of SHGs of women with the bank managers, lead bank officers and National Bank for Agriculture and rural Development (NABARD) officers (ministry of Finance, 2018). There ought to be reservation of 10 per cent of authorised shopping areas for SHGs of women. Women's SHGs with primitive accumulation of capital ought to charge 2% to below 2 % of interest. The SHGs that manage to acquire Swarna Jayanti Gram Swarojgar Yojana (SGSY) for self-employed person, loans ought to reduce the rate of interest to 1.5 per cent for young women head of households, who are single, divorced, deserted and widows and from the marginalised sections, should get special consideration while granting loans (Patel 2008).

**Budgetary allocation for 2019-20 for Education** sector is ₹94,854 crore, an increase of nearly ₹10,000 crore of what 2018-19 **budget** estimates had pegged for the sector .It needs to specify women's component of 30% in all educated related schemes from pre-primary to Ph.D. Moreover, the allocation of funds for education of girls, women and transgender community must be utilised as per the budget heads (CBGA 2020)

#### **Young Women's Representation in Governance**

It is encouraging to note that more than 16 States in India have allocated 50per cent reserved seats for women in PRIs. But Fund flow to PRIs has not been streamlined even after separating budgetary allocation for PRIs made in the current budget. How many States have provided women's component in Panchayat funds in 2018-19? Is it utilised judiciously for women's practical and strategic needs? (CBGA 2020)

All State governments need to be made to work towards fulfilment of longstanding demands of the women's groups that provisions be made in the composite programmes under education, health and rural development sectors to target them specifically at girls/women as the principal beneficiaries. They have reiterated that the total fund needs to be disaggregated within the total allocation and restrictions need to be placed on their re-appropriation for other purposes (Patel 2017). Youth must come forward and support these demands.

The Indian youth must join the women's movement to press for the long-standing demand of 33 per cent reservation of seats for women in the State legislative Assemblies and the parliament of India.

#### **Conclusion**

In the post-COVID19 world, the efforts of the state and non-state actors must be directed to provide structures, mechanisms, funds, and functionaries for gender equality. The development agenda of the Indian youth is to ensure:

- State supported education for girls, women, and sexual minorities at all levels, from KG to PG (from Kindergarten to post graduate level).
  - Nutrition security of the youth by strengthening public distribution system (PDS) and nutritious mid-day meals at schools and community kitchens started after COVID19 pandemic.
  - Health rights of the youth by abolition of user fees for Below Poverty Line (BPL) population, one stop crisis centres in public hospital for women/girls' survivors of violence linked with shelter homes
  - Hostels for working youth, night shelters for homeless women, crèches, cheap eating facilities, public toilets. Women friendly and safe public transport- local trains, metro, buses.
  - Massive exodus of young migrant men and women from the urban and peri-urban centres after COVID19 pandemic induced lockdown due to inability to pay house-rent has also brought the agenda of the state managed urban housing at low rent under the heavily funded 'smart city' projects of the Ministry of Urban Development of Government of India.
  - The state supported subsidized housing for the socially excluded single/ deserted/ divorced/ widowed women and transgender persons. Skill training centres for women and tailor-made courses. Safe, efficient, and cheap public Transport-bus, train, metro.
  - Scientific methods of Waste Management with technological upgradation, Occupational health & safety of recycling and sanitation workers, large majority of whom are the Dalit youth from weaker economic strata.
  - Proper electrification in the slum communities where predominantly the migrant youth, backbone of the urban economy, are forced to reside due to economic hardship.
  - Safety and security for girls and young women in the family, community, workplaces, and public life as they are the minimum necessary conditions for channelization of creative energy of the youth of all genders.
  - Gender parity in decision-making bodies of schools, colleges, workplaces, and political bodies.
- The Convention to Eliminate All Forms of Discrimination against Women (CEDAW) provides a useful international mechanism to hold countries accountable for meeting SDG 5. The SDG5 campaign offers an opportunity to attend to the unfinished business of the gender responsive youth development by fulfilling the promises made by world leaders to reduce poverty, end hunger, improve health, eliminate illiteracy, freedom from gender-based violence and gender parity in decision making bodies. Gender inequality is not a zero-sum game, but it is a win-win formula for all stake holders- individuals, families, communities, society, nation, and the global economy. Thus, gender equality and the empowerment of women can secure sustainable future.

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## **A Study on Teachers' Perception Towards Online Teaching During Covid**

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### **ABSTRACT**

*Technology is growing tremendously not only in few sectors but all-over sectors, it has played an important role during the time of covid pandemic. In the sectors of trade and commerce, banking services, online medication delivery websites, online food delivery application we had online services available as a part development of the economy to save time and cost, but due to pandemic online education, online doctors services also took a step forward. Our Indian economy always had a comfort zone in offline teaching due to the situation of pandemic it has become a necessity to impart online education to the students.so I have taken interest to research on the perception of teachers towards online teaching, to know what kind of application were used by teachers, how much time it took for them to understand the application, what are the disadvantages and advantages of online teaching, what are the reasons for low strength in the class, the quality of internet connection during online classes, to know whether institute supported teacher's to take online classes by providing internet facility and systems.*

**Key words:** Online teaching, Applications, Webinar, Technological developments, Impact of Covid, Pandemic etc.,

### **INTRODUCTION:**

Online teaching is the process of educating others via the internet. Various methods can be used, such as one-on-one video calls, group video calls, and webinars. Due to the pandemic online teaching got a greater impact as social meetings should be avoided. Online teaching was the only platform to take classes to the students. Many applications and technological development took place like zoom, jio meet, Google meet, Microsoft team and so on. As we follow traditional methods of teaching there was a little hesitation to start the classes online as we are habituated to classroom teaching. As Teachers were not using online applications it took some time to understand the application. Even it was difficult for students to sit hours together in front of the screen to listen to classes.

Offline teaching is traditional teaching and very convenient teaching as students come to the educational institute and listen to the class by sitting in a room. This teaching helps teachers to reach out students' doubts and can have effective teaching whereas in online classes there are many issues like network problems, no surety whether students are listening or not.

#### **LITERATURE REVIEW:**

- Anna sun and xiufang chen, online education and its effective practice: a research review, journal of information technology education, volume 15, 2006. This paper focuses on online teaching, attention on the relationships between cognitive and teaching presences to determine desirable practices and strategies for online pedagogy.
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- Zahoor ahmad lone, impact of online education in indian, international journal of engineering science and computing, volume 7, issue no 7, 2017.this research has focused on rural areas and digital learning and future of digital learning.
- Dianne conrad, university instructors' reflections ontheir first online teaching experiences, journal of asynchronous learning networks, volume 8, issue 2, 2004.this research has focused on technological issues, pedagogical issues and management issues.

#### **RESEARCH METHODOLOGY:**

##### **NEED OF THE STUDY:**

The need of the study is to know the perception of teachers towards online teaching, their preferences, their experiences and their issues.

##### **OBJECTIVES:**

- To know the experience of online teachings and the application used by teachers.
- To bring out the teachers' perception towards online teaching and their salary status during covid.
- To know the internet connection quality and the facilities provided by the institute during covid situations to conduct classes.
- To bring the pros and cons of online teaching and offline teaching.

##### **SCOPE OF THE STUDY:**

1. Scope of the study consists of 50 respondents who teach at school, intermediate, under graduate and post graduation level.
2. As the data has been collected through Google forms so the respondents are netizens.
3. Primary data collected has been analysed using percentage method.

#### **SOURCES OF DATA COLLECTION:**

The data collected for the study includes primary and secondary data.

##### **PRIMARY DATA:**

The primary data for the study was obtained by collecting the data from the teachers by a structured questionnaire with the help of Google form.

Google form questionnaire:

<https://forms.gle/6EfrnQ3djaPWx3rw6>

Sample size: The sample size is 50 responses collected from the teachers.

#### SECONDARY DATA:

The secondary data for the study was obtained from

- Websites

#### TOOLS USED FOR ANALYSIS:

- Percentage analysis
- 

#### LIMITATIONS:

- The study includes the perception of 50 respondents.
- The study has been conducted within the time period of 45 days.

#### FINDINGS:

1. 46% of respondents belong to the 30-40 age group, 30% belong to 40-50, 22% belong to 25-30 and remaining belong to the 50-60 age group.
2. 82% of respondents are female and remaining 18% are male.
3. 90% of respondents are from south India, 8% are from north India and 2% are from gulf.
4. 52% (26) of respondents are teaching at undergraduate level, 22% (11) are at post graduate, 20% (10) are at intermediate and remaining 6% (3) are at school level.
5. 68% of respondents are masters, 26% are doctorates and remaining are graduate (B.Ed)
6. 66% of respondents say their institutions are technologically strong, 34% of respondents deny it.
7. 72% of respondents accept their institution is providing the infrastructure to take classes from institutes like internet facilities and systems, 28% deny it. Out of denied respondents 37% say their institute is reimbursing the data charges and remaining 64% are not getting the reimbursement.
8. 73% respondents say the internet quality is good, 16% say best and 10% say better.
9. 38% of respondents say the internet is very slow and there is disturbance during the classes.
10. 70% of respondents say offline teaching is better, 28% opines both and remaining 2% opines online teaching
11. 82% of the respondents used a zoom application to teach, 12% used google meet and the remaining 6% used Microsoft team.
12. 98% respondents accepted as the applications were user friendly and the remaining 2% denied it.
13. 92% of respondents have taken one week to get used to the application, remaining respondents have taken two weeks of time.
14. In view of drawbacks/ disadvantages of online teaching 90% of respondents say there is no satisfaction, no interaction in online teaching, 30% of respondents say students cannot afford the data packages and few don't have mobiles, 2% say students are not attentive, 2% say there is no proper network in villages.
15. In respect to advantages of online teaching 86% said can avoid covid from spreading, 44% said can work from anywhere and 28% said can record the class.
16. 42% of respondents say on average 20-30% of strength attends classes, 32% said 30-50%, 18% said 50-70%, 8% said 70-90% and the remaining 2% said 100%.



17. The reasons for low strength 58% respondents said it is not comfortable to listen to classes on mobile, 30% respondents said poor internet connection, 34% students do not have personal mobiles, and 32% of respondents said students are not interested.
18. 70% of respondents are well versed in conducting examinations using Google forms whereas 20% are not and remaining 10% say they have technicians in their institute to help.
19. 62% respondents are sharing pictures and sharing screens to explain the practical papers, 20% using the board, 14% saying they take theory subjects.
20. 48% of respondents got full salary during covid ,44% got half pay and the remaining 8% did not get any pay.
21. 26% respondents are the only earners in the family and the remaining 74% are not the only earners in their family.
22. 80% of respondents say they have not faced any financial problem while lockdown (covid) remaining 20% faced it.

#### **Opinions on online teaching by respondents:**

- Good to connect internationally, different types of pedagogy.
- Teaching and learning process should be flipped and blended classroom so that all of them can have access to different types of information resources.
- During the situations when students or teachers cannot make it to an institution online education is an advantage to do the duty from anywhere and to reach the students personally offline education is the best.
- For students who come from village, through online education, they can avoid the cost of hostel but when it comes to practical subject they have to come to college.
- Students of post graduation generally do not come to college regularly as they are committed to jobs and their work so online would be helpful to them. But when it comes to quality teaching it is not found online as practical subjects need more focus.
- Online teaching is easy to attend from anywhere whereas offline teaching will be effective to the students
- Could facilitate work from home. Online Education is only alternative measure to sustain Education system.

#### **Opinions on Offline teaching by respondents:**

- Offline teaching is effective.
- Interaction with students and 'connect' between students and teachers is better. We can pay individual attention to the students according to their needs.
- Good to reach the students personally in case of any queries.
- Practical contents are taught effectively in offline teaching.
- When it comes to unaffordable students it is injustice to continue classes online as they can not avail the opportunity to attend classes.
- As students are new to intermediate subject like commerce, economics, and mathematics in detail offline will be effective and cost free
- Lack of emotions attached in physical learning

#### **Suggestions of respondents to make online teaching effective:**

- Students should interact more so that teachers can understand, whether they understand or not, Students should take online classes seriously.

- Proper planning is required. Good internet facilities should be there for both faculty and students.
- Online teaching applications should be user friendly, provide a good platform for faculty improvement.
- Technology should fill the gaps between online and offline education by making it more lively, easy to send notes using Pdf, Ppt, etc. Special software for practical subjects to be shared by technologies.
- Awareness of many techniques is to be taught to many teachers to attract students to listen to online classes.
- Technically each and every institution must be strong to deal with such situations.
- It can be improved by training teachers for virtual classrooms.
- Make online teachings more effective with different features in the apps which will give full satisfaction to the students.
- Online teaching courses have to be given to teachers to make the best use of the applications to reach out to students with full satisfaction.
- Students should turn on their video and sit with a notebook such that imp points can be noted by them and teachers should use the best and best methodology in teaching to make the subject more interesting.
- Online teaching can be effective only with upgradation of application to teaching fraternity.
- Telangana Government should give a free data package for teachers and students and hike the teachers' salaries and give free medical insurance in corporate hospitals.
- Improve the apps for practical subjects.

**Conclusion:**

According to the needs of the economy and covid situation we have a great change and impact in all the fields, the globalization has given way to the digitalization and now we see everything being done on one click, it is a very great achievement and a development made but when it comes to imparting education or going to doctor for health check up online is uncomfortable and offline is effective and reliable. When it comes to online educational apps the apps must have more features to explain practical subjects easily and they should grab the attention of the students.

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## **All Round and Holistic Development of Students Post Covid Pandemic**

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### **Abstract**

*The COVID-19 pandemic has revealed vulnerabilities due to Anthropocentrism. What is the opposite of anthropocentrism? It is Eco-centrism. In this world education of a student is one part of life and development is another part of life. Where education is the investment of all things and development is the earning of all things. Where parents-teachers-professors-instructors-guru are the mediators in student's life. Pedagogy of post covid world of education must be changed and reshaped to all round and holistic development of students. Before planning and developing future of education, teachers have to build empathy between the students (humanities) and nature (covid-19). Pedagogy is the method of teaching theory and practice of the academic subjects. Pedagogy is developed by the teacher considering the understanding of the students, background, interest, and so on. The aim of pedagogy is to develop students' knowledge of the subject, awareness and skills to implement in their education, work, and life. A teacher can go on analyzing the subject and students using various methods like, communication, discussion, examples, and so on. Due to COVID-19 pandemic the earlier method of teaching cannot be followed. The pedagogy of education will remain the same but the method of teaching will be 'Digital'. Digital education will bring more fun in the life of our students.*

Keywords :- Education, pedagogy, holistic development, digital method

### **Introduction**

All the teachers, professors, mothers and fathers, gurus, businessmen and women, artists and so on all have their own idea of education, growth, progress for their students, children, employees and so on. But to do this they need freedom, they need to give the plan, they need to give a good timetable, they need to give a proper goal set is the most important prerequisite. Further it has to be implemented. The main purpose of implementation is the success, growth of the students, children and employees from one stage to another. This type of education or thinking was in the past, it is in the present and it will be in the future. For example – from the birth of the child to eight years the care of the child is taken by his parents on physical, mental, intellectual and spiritual levels. Whatever the

parents have learned and experienced in their life they teach their child. The child learns and educates itself through its parents. In his education he understands who am I? Who are the parents? What is the society? What is the aim of (I) himself? Then he enters the second stage of life where he learns from various teachers and various subjects from his 9<sup>th</sup> year to 16<sup>th</sup> year. S/he completes the education and enters the third stage where s/he implements his education, knowledge, for his personal (individual) development where s/he starts earning money, respect and move to social life at the age of 24 years.

These three stages are very important for every individual student. These three stages develops and invest in discipline, respect, obedient, honesty, truthfulness and soon. These characteristics are earned by the individual student by learning / educating in language, mathematic, philosophy, logic, music and grammar. Once the students learn / educate in the above subjects and developed the above characteristics he starts leading himself, than the group and then the society. Therefore, all the three stages are important.

#### **The first stage:-**

This is the first investment of the family where the child is educated by every member of the family. The child develops and understands his/her relationship with everyone in the family, neighbors and society with the help of listening, seeing and body language from birth to 8 years is a long span of life. The child first develops his intellect (Brain) first, than his senses and than his mind and so on. This is the natural education which connects (I) himself first and then with others. The child learns the entire subject like language, math, philosophy, logic, music, and so on in the subtle form than the child is trained in the Gross form. Once the child is educated in subtle and gross form he understands the causal form. There the parents and family understand the decision capacity or power of the child. Here the children surrender / devote his life by serving to the whole family. There is no politics and business in such type of cultural education. Only caretaking is the foundation of cultural education. In the first stage the child student has no gross responsibility.

#### **The Second Stage:-**

The second stage is for self development. The child student has to develop his personality on physical, mental, sensual, intellectual, spiritual, educational social and so on. The student journey is from dependent to independents. S/he has to take many responsibilities to get freedom and to be creative. In this educational institution (Gurukul) the student understands and develops the good relationship with the teachers and subjects he learns. The teachers of the institutions motivate the students to set their life goal. The goal setting is most important in this second stage. Therefore the teachers teach the concept of "Purushartha'(leadership). Upanayana Sanskar is one of the greatest bhartiya cultures, where the individual enter the educational institution (Gurukul) for the knowledge of enlightenment from the guru. Upanayana sanskar means a secret of declarations between the individual and family,

Individual and guru and individual and individual. The individual has to commit all his services to the guru by showing discipline, respect, obedience, truthfulness, honesty, saucha, swadhyay, tap and so on. The Guru has to solve all the doubts of the student and make him comfortable. He should guide the student for his farther education according to his capacity, so that the career has to be decided in this second stage.

**The third stage:-**

The third stage is for social development. Social development means, whatever the student have learn, educated, studied, experience has to be given back to the society in the form of service. So the student develops some techniques, methods, and process to implement his knowledge and experience for the growth of the society. In which he has to save time, money, energy of others to have growth, success in life. He has to calculate how much time, money, energy, is required at what age, area and situation and so on. Another important discipline he has to follow in the third stage which he had learned in the second stage i.e “Bhramacharya”. When the student return back from the institution (Gurukul) to his family house he must follow the “Brahmcharya” instead of lazy sleeping, sitting in front of the T.V. and eating the free food. Beside social Development his personal (individual) development is also important. He earns money by giving the service. The earned money is saved for buying a house and then he invest in agriculture land, buying animals and so on for his future life. In this third stage the student earns at least his own house or bank balance or some property before marriage. This was the beauty of the education in our culture that the student stands on his feet before his marriage. The above three stages of education is the cultural education followed for thousands of years. The new education system was introduced by the British government which is followed by our country for more than 190 years. The developed countries of this world have already pushed / upgraded themselves to digital / online education system. In India also nearly 100 cities are setting / developing Digital / Online services under the government scheme. In this COVID-19 pandemic Indian universities and educational institutions are changing form face-to-face teaching and learning pattern to digital / online education system.

Digital teaching and learning is not direct, it is through the communication channel of technology where the students and teachers meet virtually with the help of technology. In this digital platform the teacher can have same pedagogy or he can change his pedagogy by lecturing with PPT, video clips, send e-context and e-books for reading, asking question, take test in MCQ form and so on. In India the Indian culture of education i.e pedagogy is same in the past, present and future. Many of the invaders had tried to change / destroy, the pedagogy of Indian education, but they fail, because the Indian pedagogy is not monotonous or stationary. It is always changing but the concept of education does not change it remains the same. The concept of Indian education is to live a happy life and get enlighten. Indian pedagogy system accepts the induction method. They learn what is good? And what

is bad? But they follow the good only because they have both the knowledge. It is the freedom / choice of the learner. The Indian teacher, professor, parents, guru, businessman and woman, artist takes more efforts to learn and teach the same pedagogy of education to their new generation. In the same way they will follow in the digital / online education system.

The three stages of life of the human being in education system which we have discussed earlier can be followed in the Digital / Online education system. The teacher decides to take the same pedagogy of education through different channels of technology. The different way or methods are developed by the teachers according to the hardware and software of the technology.

#### **The first stage of digital education:-**

Actually we think it is a digital education, but the child does not think like this. The child enjoys the communication of their parents and other member of the family on the digital platform / interface. The child learns and observe the different types of birds, animals, flowers, he listen to different types of music like Bhajan, Shlokas, Song and he also understand the different types of emotions from the body language. The family members can take care by watching the child live on the digital system. They can entertain, talk and give instruction to the baby sitter for the development of the child. In this way the child learns from the behavior of the family members and accepts the pedagogy of family education.

#### **The second stage of digital education:-**

The second stage of digital education the child student can take admission in any institution or university in their country or any foreign country. Digital education is the form of distance education. According to new education system the student can choose his own subject of his choice. Besides his degree education he can apply for number of courses he wants to learn. Due to digital education technologies the concept of service (seva), discipline, respect, obedience, truthfulness, honesty, saucha, swadhyay, tapa and so on will change. The student whatever s/he is going to learn s/he is going to implement in his life of living, learning, education, earning, goal setting and so on. In today's world most of the students of this generation are learning and earning online / digital. This concept is work from home. The number of application and subjects are adding to the digital education and business, therefore the chances of employability are more. The second stage students of digital education system is those who are 7years of age to 13years of age are invited to learn 'coding'. As soon as they complete their coding course they start making application for business management, education and so on without their formal education or the degree of graduation. Digital job is the mental and intellectual job. It is not a physical job. Today the aim of the parents, teachers and students is to earn money. At the age of 13 to 18 the students buy their own house, bank balance, bike and cars and so on. So I think digital education system is the new education system.

### **The third stage of Digital Education:-**

The third stage of digital education is for developing the social media of education, business, helping the government, police and so on. Digital education process is never ending. So the student will never stop learning and earning. He has to keep on upgrading his coding / digital education. Digital education system is providing a platform to the students to stand on their feet as early as 13 years of age. This shows that these students have more time, energy and money to give back to the society before marriage.

### **Conclusion:-**

The conclusion can be drawn that for all round and holistic development of student may be negative or positive. The person who wants to see positive conclusion will see positive conclusion. And the person who wants to see negative conclusion will see negative conclusion. So conclusion does not depend on the person who is giving the conclusion. He must collect the knowledge the understanding from father, mother, gurus, teachers, counselor, consultant, coach, philosophers so that he can understand 'everyone's views and he has to come to the conclusion what exactly he has to do. Before this he must also understand he is a human being and he understands the philosophy of living for 100 years and how it has to be managed and calculated. Then he has to take his own decision to live a good life. He must also understand and read how the people in the past have lived their life. How they have earned their life. This will be the pedagogy of education for post covid-19.

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## **Challenges of Imparting Digital Education**

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### **Abstract**

*In the continuously evolving world of academics, novel methods of teaching support using digital modes are being explored, to accomplish the objectives of making the entire learning process more personalized and customized. Digital technology has made online education not only cost-effective but also more flexible when it comes to different aspects of learning like pace, environment, and choice of course work. The entire education process when coupled with flipped classrooms, blended teaching models, and learning content with a combination of simulation, animation, and audiovisual graphics makes the learning cognitive and more impactful but certain challenges linked with digital education on part of an instructor as well as a learner cannot be ignored. The most striking challenge is the lack of physical interaction between learner and instructor as well as among peers which may lead to psychological issues in certain cases. The other major issues are plagiarism to which learners can easily resort; lack of driving force to maintain continuous motivation and self-discipline, quality assurance of course work material, effects on physical health due to long sitting hours in front of computers, and so on. Digital education can easily cater to theoretical concepts but not to practical aspects of education where hands-on experimentation work is necessary. There are apprehensions on the part of non-tech-savvy instructors to adapt to technology and at the same time, there is lurking fear of technology threatening teaching jobs. Others are technology-specific issues, lack of time to clear doubts of a learner, and multilingual conversion of course work content. It requires adequate training on the part of teachers, students, and institutions for the successful implementation of the digital mode of learning. Effectively, online teaching should evolve as complementary to and not a replacement to traditional teaching.*

**Keywords:** Digital technology, flipped classroom, plagiarism, tech-savvy, multilingual conversion.

### **1. Introduction**

#### **1.1 Concept of digital education**

Digital education is also known as E-learning or electronic learning, which means utilizing electronic technologies to access educational curriculum outside of a traditional classroom. So digital education means education being provided online via the internet. It could be prerecorded or live sessions where learners and educators can interact with each other. Technology has revolutionized the entire world by



creating diverse tools and resources presenting information at a single click of a mouse. The magnitude of technology can be assessed in the era of the Covid-19 pandemic which has slowed down the wheel of progress in various sectors but could hardly make any significant impact on education. This is because technology has enabled educational institutions to continue with the teaching-learning process and transfer of academic knowledge using various online platforms. In the last two decades, the procedure of imparting education has witnessed a significant change in transforming the traditional classroom into Google classroom. The only prerequisite for online teaching-learning is a good internet pack and an electronic device such as a laptop or smartphone.

### **1.2 Scope of digital education**

Technology supported education has made the teaching-learning process unrestrained. Learners need not require physical access to educational institutions. Due to the availability of mobile internet people residing in remotest parts of the country can easily access the technology. The demand for higher education in India is increasing every year which is evident from the higher ratio of applicants to the number of course seats available in educational institutions (Shiekh, 2017). Earlier it was thought that online learning is meant for distance mode of education only but with the emergence of globalization, e-learning has become a favored mode of learning in all sectors of education (Bhongade, 2018). Post-independence, India launched several educational schemes such as Sarva Shiksha Abhiyan, Mahila Samakhya, Rashitrya Madhaymik Shiksha Abhiyan, Scheme of Vocational Education (Singh, 2018) to improve the literacy rate and technology has played a considerable role to achieve this target to a certain extent. To make education accessible by anyone, anytime, anywhere, the Government of India has taken several initiatives such as MOOCs (Massive Open Online Courses), SWAYAM (Study Webs of Active Learning for Young Aspiring Minds), NPTEL (National Programme on Technology Enhanced Learning), NDL (National Digital Library) and Gyankosh (Ganai, 2019) to which learners can access online and earn degree or certificate or can simply enhance their knowledge skills. Many private players like Educom, Pearson, TeachNext, and Tata Class Edge are working in the field of digital education designing software to make the online teaching-learning process more interactive, (Lone, 2017). Digital learning supported by graphics, animations, and simulations has enhanced the satisfaction level of learners. Teaching is becoming learner-centric making it more personalized and customized. Students expect to be taught using methods that suit their personal preferences. They want to move at their own pace, not which is imposed on them. Rote learning has moved to cognitive learning and with that learning outcomes have become more calculated and targeted. Students and teachers anticipating personalized digital experiences in their learning teaching, administrative and research tasks, but we cannot overlook the other side of the coin also, hence it is much required to bring up the challenges associated with online education so that stakeholders remain prepared to take on these disadvantages and work on it to rectify accordingly.

## **2. Challenges of digital education**

### **2.1 Lack of physical interaction**

In online learning, most communication occurs through emails, chatbox, or discussion groups. Physical interaction between instructor and learner as well as among learners plays a significant role in learning. Face-to-face group discussions help learners develop public speaking skills, enhance confidence level, and plays important role in understanding the topic with perfection. Due to a lack of communication skills, a learner who excels in theoretical knowledge may fail to pass his knowledge to others. Moreover, a lack of social and physical world may lead to certain psychological issues like stress, anxiety, and feeling of isolation. Immediate face to face feedback given by the teacher helps the learner to understand the complicated subject matter and make the learning easier, richer, and purposeful.

### **2.2 Lack of self-motivation and self-discipline**

A self-paced learning environment may result in inappropriate and slow learning for those who are not self-disciplined and active learners. In the traditional classroom, there are many driving forces like face to face interaction, strict schedules which constantly push the learners towards their learning goals. For better results learner needs to be self-motivated, self-disciplined, and should have a high degree of time management skills while participating in virtual learning programs. Due to these reasons, the online paradigm may turn out poor learning or no learning for those who lack organizational skills.

### **2.3 Dearth of professional trainers and quality assured material**

A good teacher teaching in a traditional classroom may not qualify himself for a virtual classroom. Online learning requires well-trained instructors who can deliver the content in a well-structured manner. The instructor should be capable to facilitate learning in a supportive environment thus compensating for the lack of physical touch. The facilitator must be tech-savvy to work in an online environment. He must be well familiar and comfortable with a variety of search engines and tools that could help him designing e-content effectively. Some teachers feel apprehensive to adopt new technology and are in the grip of the turbulent emotions of getting replaced in the digital world. Another major issue is the mushrooming of a large number of unaccredited online learning platforms where a quality check of learning content is done by no one else except the instructor himself. The poor learning content may drag the entire learning program down.

### **2.4 Technology related challenges**

Technology related issues include two components: maintenance cost and access. Both these issues associated with the technology are mainly affecting rural areas. This is principally due to budgetary curtailment by the government. Many projects are initiated by the government to improve the status of digital education in rural areas but due to poor maintenance and up-gradation, the main objective of digital education remains undermined. So far as internet accessibility is concerned, the majority of the population residing in rural areas has no access to the internet due to poor infrastructure or high cost to

the user. Moreover, people in rural areas are not comfortable with digital technology due to which learners find it hard to approach the online system of education. All these issues need to be addressed at the ground level to make digital learning equitable to all irrespective of their logistic or socio-economic status.

### **2.5 Limited to certain disciplines**

All learning content of different disciplines cannot be converted into e-learning with ease. E-learning can be accomplished in certain streams like humanities and social sciences but it does not cater fully to scientific fields wherever practical hands-on endeavors and tasks are required, Although virtual laboratories initiated by Ministry of Human Resource Development, Government of India ([www.vlab.co.in](http://www.vlab.co.in)) and many others such as Labster, Praxilabs, Molecular Workbench, etc., are available which use animation graphics, and simulations to present the practical aspect of a subject matter but virtual training cannot substitute the experience of working hands-on with apparatus and equipment which helps the students apply the practical knowledge in the real world.

### **2.6 Multilingual conversion**

E-learning translation is very beneficial rendering it accessible for learners located in different geographical locations having diverse linguistic and cultural backgrounds. However, translating E-learning content into multiple languages is a challenging and complicated task. E-learning translation is not about translating text only, it involves multiple components such as audio script, voiceover, and subtitles. Thus, involving mixed people in a translation project can make the process complicated and fragmented. It presents a considerable strain while translating certain technical terms into other languages. To make the online courses tailor-made and opportunistic it is advisable to have a centralized translation system being run by language and technical experts.

### **2.7 Complicated online assessments**

In the online education system candidate is taking assignments and examinations while in remote locations in its own environment. There are high chances of cheating using various ways such as screen sharing with friends, recruiting another person who is more knowledgeable to take examinations on their behalf, opening multiple windows on their smartphone, etc. Candidates can be easily monitored in a traditional classroom set up but when it comes to the virtual examination system poses various hitches to maintain authenticity. Educational institutions are developing virtual proctoring strategies with digital supervision software like Examity, ProctorU, Biosig ID, etc., (Mahdi, 2013), but the high cost and complications associated with digital supervision software, they are being marginally used.

### **2.8 Health-related concerns**

Virtual learning has inevitably increased the health risk associated with long sitting hours in front of computers. As the Covid-19 pandemic rapidly escalates across the country, the schools and colleges

have shut their door and all classes from primary to higher education level have moved online due to which various health-related issues like eye strain, bad posture, reduced physical activity, and other physical problems are affecting learners as well as instructors equally. Young children are prime sufferers who are more prone to get affected mentally and physically by long exposure to radiofrequency signals produced by high-speed wireless networks. Organizations running online courses should issue guidelines about correct body posture, monitor height, and recommendations for course time per day to different age groups.

### **3. Refinement of digital education**

India with the third-largest education system in the world (Sheikh, 2017) ranked second after US in the market of digital education but still, a multitude of improvements are required in the field of digital education to transform the country into a knowledge hub. As per demographic statistics report based on National Statistical Office (NSO) survey published in Hindustan Times on International Literacy Day September 8, 2020, the literacy rate in rural and urban India is 73.5% and 87.7% respectively. This data indicates that 12.3 to 26.5% population is still illiterate where e-learning if executed properly, can play a significant role to improve these indices.

The prime area which needs to be focused on is the development of strong infrastructure especially in the remotest parts of the country so that learners can easily access the digital platform without any technical glitch. The government has to play a notable role through budgetary expansion and spreading awareness about various government initiatives especially in marginalized rural areas so that people don't fall prey to unaccredited digital agencies. Strategies are required to reconsider the contemporary pedagogical methods and to replace them with research-based pedagogical tools where classroom learning can be integrated with e-learning. Virtual learning coupled with Interactive digital resources can help boost the engagement of learners, help them to perform better, and enhance the interactivity level between learner and instructor. The assessment system can be improved using a cost-effective proctoring system that restricts the candidate browsing windows and backtracking. Further, it is important to establish a centralized quality assurance system for online learning courses or content developed by private or government sectors so that money and time invested on part of learners help them fetch valuable learning. A broad-spectrum and efficacious educational practice is required for the capacity building of Y-generation.

### **4. Conclusion**

At present, research has to be focused on in-depth scanning of online instruction practices and step by step implementation. There is a dire need for a well-connected and strong ecosystem comprising government agencies, techno- experts, and trained academic professionals to make an online system of education advantageous for learners and instructors. The technology used judiciously, can contribute to

mass education substantially and help augment the employability, productivity, health, and well-being of the nation at large.

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## **Education Sector during COVID-19: An Overview of Socio Legal Challenges and Mitigation Strategies**

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### **Abstract**

*COVID 19 pandemic affected not only human life but life as a whole. The virus originated at China which initially was thought too far from India, reached India within two three months of its outbreak and compelled us to be static. Government of India announced lockdown on 23<sup>rd</sup> March 2020 as an immediate measure.*

*As other pandemics in the past affected almost all sectors, the current COVID pandemic too affected all sectors and education is one of the most affected sector as it is taking toll on future generation. This research focused on various social factors which impacted education, the efforts of education sector itself, government and support by corporate world as a part of Corporate Social Responsibility (CSR). This was also an attempt to analyse the impact upon education sector from the perspective of Right to Education Act 2009 and Fundamental rights and duties enriched under Indian Constitution.*

*Researcher used descriptive method of research to draw findings. CSR strategies of five top most Pharma companies located in Mumbai were studied as it was observed, before pandemic education sector was the second preference for most of the Pharma industries to spend CSR funds after core health sector as first preference.*

**Keywords** Education Sector, COVID, Socio-Legal challenges, efforts to overcome, CSR

**‘Education is the most powerful weapon which can change the world’—Nelson Mandela**

The unprecedented COVID crisis compelled this weapon to be in sheath for some time but only for some time as education sector with the immense support of dedicated teachers, adaptive student community, government and corporate sector shifted to new normal in spite of various odds for changing the world to fight with COVID situation.

UNESCO reported that pandemic had an impact on education of more than 143 million primary school children and more than 133 million secondary school children in India. It was also reported

that more than 50% of children received their education from government schools which was mostly affected by the pandemic.

As rightly said by John Dewey, “Education is not preparation for life; education is life itself.” Education is a complex sector. This is the reason why the education sector is facing multifaceted challenges ranging from how to impart education, availability of daily meals, to mental trauma as it all directly or indirectly affects education at large. In addition each level of education sector has its own issues. Researcher viewed these concerns in comprehensive manner.

To understand the mitigating efforts in tackling the COVID challenge researcher dealt with government efforts shouldered by corporate sector contributions as CSR funding. It was pointed out that, a total of INR 71, 277 Cr have been spent on 1,05,358 CSR projects till FY2019. The top three domains receiving maximum funding are education, health and rural development.

To know the corporate helping hand in uplifting education sector through its CSR contribution researcher has selected out of top 100 Pharma companies in India top five companies in Mumbai namely, Sun Pharmaceutical Ltd., Lupin Ltd. ,Cipla Ltd., Ipca Laboratories Ltd., and Alkem Laboratories Ltd. based on the eligibility criteria to spend CSR funds mentioned in the latter part of this paper. The reason behind selecting Pharma Companies was the sector showed consistent growth for past years and it is one of the leading sectors in corporate world not only in India but world at large. Indian Pharma sector has emerged as the largest generic drug providers in world as well as it supply nearly 80 percent of HIV combating drugs at international markets.

The literature review revealed that CSR policy of identified Pharma Companies emphasizes on investing in the area of education after investing into health sector as first preference. It was also found that companies invested reasonable amount in this area out total funds spent on CSR before the pandemic. Thus researcher was inclined to know Pharma Companies support to education sector in addition to core CSR area of distributing health care materials and drugs to the healthcare workers and needy people since the beginning of pandemic. This research unveiled interesting facts.

The findings of this research was gathered by using descriptive method of research . The data was collected through primary as well as secondary resources such as Annual reports of companies, news paper articles, journal articles, blogs and the observations of the researcher.

### **Social Aspects and Education**

As an immediate result of lockdown educational institutions were closed down either at mid examination or mid semester period. As lockdown was increasing it was added worry to final year graduation or post graduation students, students preparing for competitive examination, students waiting for either admission or shifting abroad after completing basic education. The higher

educational bodies were also in dilemma whether to conduct examination or not if to be conducted, what mode to be adopted. The authorities took a long way to reach consensus regarding the same.

The COVID pandemic highlighted again, necessity is the mother of innovation as many new ways of reaching to students aspired by dedicated teachers and educational institutions. The teachers experimented to reach students through loudspeakers, sharing pre recorded lectures through social media, ensuring continuous availability of teacher community.

On the contrary due to online teaching, scholars and parents were expressing lack of concentration as well as increased inclination towards online games, unwarranted time for different social media channels. Parents were feared that continuous access to internet as well as more screen time may mislead the ward. Many houses forced to install minimum two internet connections to satisfy the need of all the family members leading to extra economic burden. In spite of all these facilities, net connectivity issue was faced by many. Researcher herself appeared for her Ph.D. viva-voce from neighbouring house due to internet connectivity issue at her house, such situations added more stress. According to researcher list of such situations and experiences will run into pages. Many students who applied for higher education abroad faced challenges and feared about future of their education, some of them kept seat reserved for next batch to start or opted for online batch.

The rural India too faced the challenge of connectivity issue, device issue, students have to travel to get connected for lecture, appearing for examination, students totally dependent upon libraries for study material have even struggled to get study material as libraries were closed. The lockdown forced parents to look into the education need of the ward which was not possible for many due to either illiteracy or forced labour. The issues of girl child being deprived of online lectures at the backdrop of household work or attending classes by boy child were also reported. It was evident that a brilliant girl committed suicide on account of no access of television or internet to attend the school. The reason was paucity of funds for repairing television due to loss of job of parents during lockdown.

The lockdown resulted in shutting down of schools which was the source of mid day meals for many children. Children of migrant workers may lose their academic year. The other problem due to shut down of schools observed was that of teen aged girls of not getting free sanitary napkins from schools which may cause impact on their personal hygiene. Social workers shared that many girls compulsorily got married due to the parents' pressure to sort out economic issue. These illustrative examples highlighted various aspects of education sector getting hampered.



### **Legal Framework and access to education**

The pandemic led to the violation of right to education declared as one of the basic fundamental human right under Universal Declaration of Human Rights, 1948(UDHR), The International Covenant on Economic, Social and Cultural Rights, 1966 as well as The Child Right Convention 1989(CRC) The same has reflected under Indian Constitution as fundamental right under Article 21-A: The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may by the law, determine. It infringed Directive Principle under Article 45:State to provide for free and compulsory education for all children up to the age of fourteen years within ten years of promulgation of Constitution and Fundamental duty enshrined under Article 51 A(k):Obligation on Parents to provide opportunities for education to child.

The gamut of Right to Education Act, 2009 has been suspended during this pandemic which directs government to be responsible for free and compulsory education to all children of India in the 6 to 14 age group as well as for providing education to every child up to the eight standards, free of cost, irrespective of class and gender.

The government can rightly defend themselves under the guard of unforeseen situation but in spite of challenges right policies and timely decisions at earlier stages would have reduced the damages to the education sector as many children depriving school education will open up new challenges in future. Accommodating disabled into new normal needs special attention by educationists. Admissions under RTE Act were still pending and parents were on road for the demand, issues of fee reductions and paucity of funds were too on radar from both, parents and educational institutions. To follow the fundamental duty with due support of government parents need to prioritize their responsibilities in spite of economic conditions and need to stop discrimination among female and male child.

### **Mitigating Efforts to adjust with new normal**

To know about mitigating efforts researcher mainly focused on government efforts supported by Private Sector efforts through the corporate social responsibility (CSR) funding.

The situation is worse but surely not beyond control, government after the initial wait and watch approach came out with many solutions such as CBSE making available all boards books online. States developed many creative modes to make sure that students will learn during pandemic in spite of odd situations. Webinars were conducted to facilitate teaching learning.

The MHRD initiative DIKSHA (Digital Infrastructure for Knowledge Sharing) which is an e-learning portal to ensure smooth and hassle free interaction between students and teachers was very well used by teachers and learners. Till July 2020 NCERT has uploaded 4,500 and above pieces of content on DIKSHA inclusive of video content, interactive resources, audio content and also uploaded material

for differently able Children. The concerned boards and departments strive hard for content enrichment and reaching to each and every student. Various boards operating in country are keenly observing the situation and taking decisions for the betterment of students

The program of Human Resource Development Ministry spell out as Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) to facilitate the national MOOCs (Massive open Online Courses) was recommended and preferred by many institutions for updating knowledge of not only of the teachers but also students. Since COVID-19 lockdown it was observed that 200 crore page hits and 60 lakh courses were completed. The portal also uploaded with 10+ unique solutions evolving to support learners, teachers and administrators. The portal successfully on boarded North East States one of the most affected by internet connectivity in addition to 35 states.

In addition to government private players like ed-tech firms jumped into the market equipped with lot of options and online tutorials including Coursera, Collpoll and many others were popular amongst student community during the crisis.

As mentioned earlier to study Pharma companies CSR was an interesting task. The CSR is the mandatory requirement to spend specific amount for eligible companies for social cause mentioned under section 135 of companies Act 2013 attached with Schedule VII. According to Section 135 of the said Act, every company is having a net worth of INR 500 cr. or more or turnover of INR 1000cr. or more or net profit of INR 5cr. or more in preceding three financial years will have to implement CSR practices and spend in every financial year at least 2% of average net profit made during the three immediately preceding financial years. According to the Companies (Amendment) Act, 2019 for the company which has not yet completed three financial years, then 2% of average net profit is to be spent during such immediately financial years. It is to make companies socially responsible legal citizen and divert the funds for social cause.

The corporate sector well responded the call from government to join hand in coping with pandemic and with additional benefits announced by Central government that donations to PM CARE will be treated as CSR attracted huge funds for solving issues of pandemic.

The study of Annual Reports of the selected companies discovered following facts. The companies are arranged alphabetically.

#### **Alkem Laboratories Ltd.**

One of the leading Pharma Company supported PM Cares Fund with large amount. Besides providing food to the migrant workers the company has spent Rs 76 lacs on education sector. The company provided education to underprivileged children in urban (slum) and rural areas, vocational and life

skill training for children as well as supported school infrastructure facilities for maintaining hygiene and such other activities.

#### **Cipla Ltd.**

One of the leading generic Pharma Company continued its contribution to education sector during COVID crisis by way of mobile science vans across seven states with the help of 'Cipla Foundation', it was connected with remote area students and was educating them through digital platform like video calls and live online sessions.

#### **Ipca Laboratories Ltd.**

As per the Annual Report 2019-2020, Ipca supported healthcare and educational projects through charitable institutions and organizations. Report did not mention any specific education related activity during pandemic as well as no reference of PMCARE funds observed.

#### **Lupin Ltd.**

As stated in Annual Report 2019-2020, Lupin Human Welfare and Research Foundation provided meals packets to migrant workers families in Madhya Pradesh and Rajasthan which can be interpreted indirect support to education sector but no specific mention of education sector relief in the Report.

The company through its trust Lupin Human Welfare and Research Foundation (LWHRH) touched 9556 families through infrastructure development as well as under social development made efforts to retain students in school and helped 594836 families across India. The report also mentioned that it contributed reasonable amount to PMCARE Fund.

#### **SunPharma Ltd.**

One amongst the leading Pharma company to respond COVID-19, initiated along with awareness generation programme, distribution of food packets in rural communities of Madurantakam, Tamilnadu.

#### **Limitation of Study and further scope of research**

The study was based on secondary data and observations of researcher, collection of primary data will add more value to the research. The CSR spending referred were based on Annual Reports of financial year 2019-2020 now we are at the verge of completion of financial year 2020-2021 companies are even now working on it, it will be interesting to search how Pharma Companies have planned to spend their CSR funding in the current financial year which was totally affected by COVID pandemic. It may reflect some larger contribution of corporate on education sector through CSR.

The further research can be based on CSR funds disbursement of financial year 2020-2021.

### **Findings and suggestions**

The study based on the factual situation revealed the following findings, it was observed that the online teaching rescued the education sector and proved to be boon for education sector and many scholars are suggesting it should be continued even after total unlocking. In future education will be definitely imparted with mixed mode of teaching.

It was found that for many managements it was not possible to pay salary to teachers, still teachers are working, learning and unlearning new skills and techniques. It was also experienced and highlighted that online teaching will not be the replacement of physical delivery of lectures.

The other noting of the researcher was, to provide flawless internet connectivity will be the challenge in coming days as net activities will be in rise.

The gender bias issues were evident during this challenging period and male student are getting priority over female students.

On the positive note researcher found that, in spite of all odds many educational institutions geared up during second semester after conducting online examination successfully for co-curricular activities and such other activities for overall development of students.

Researcher has considered contribution of companies to PMCARE funds for educational sector during financial year 2019-2020 and two companies out of five studied clearly mentioned about contribution to PMCARE funds. It was perceived that most of the companies had spent at least some amount of CSR fund for the purpose of education. Though the contribution towards education sector is not that appreciable but while referring Pharma companies one shall not deny the Pharma sector contribution to the core health sector during this pandemic. There is every possibility that spending on education sector will reflect more in financial year 2020-2021 as compared to 2019-2020 as COVID pandemic hit India at the end of financial year 2019-2020.

The researcher noted following observations of spending by selected companies on the education sector and PMCARE fund during financial year 2019-2020

Name of the Company	Amount to be spent on CSR (Cr.)	Actual amount actually spent (Cr.)	Spent on Education Sector lacs/cr. And Disaster relief	Contribution to PMCARE Fund (cr.)
Alkem Labrotarios Ltd.	18.55	14.44	0.7 and 5.43	7
Cipla Ltd.	36.27	36.31	14.61and 0.68	Not mentioned
Ipca Laboratories Ltd.	7.09	7.03	4.60	Not mentioned
Lupin Ltd.	55.51	34.20	5.41 on disaster relief	Not mentioned
Sun Pharmaceuticals Ltd.	2.7	4.37	46 lacs and 60,000/	25 (Materials)

Table 1

Source: Official websites of Company

**Company contribution to PMCARE fund**

Name of the Company	Contribution to PMCARE Fund (cr.)
AlkemLabrotarios Ltd.	7
Cipla Ltd.	Not mentioned
IpcaLabrotarios Ltd.	Not mentioned
Lupin Ltd.	Not mentioned
SunPharmaceuticals Ltd.	25 (Materials)

Table 2

Source: <https://pharmexcil.com/content/contributions-from-pharma-industry-for-covid19/445/ca79629e46079b144aa8697a32725e22.html>

**Suggestions**

The online teaching though proved to be good practice and improved digitisation of education but its statistical impact analysis will be the need of the hour. It may be suitable for self motivated learners or to some extent higher education but for school going children it may not be the appropriate model of teaching but surely students can be asked to complete online assignments.

To ensure each house can at least have one device which can be used by student as well as for development of e-content private sector and government agencies can go hand in hand.

Educational institutions as well as the higher governing bodies need to monitor and certify various online learning platforms so students will get quality education and sustained to face future challenges

Pandemic transformed each teacher as a counsellor. It proved that teachers are indispensable in the education system. At this stage teachers also in need of some relaxing hours, recreational programmes and motivation as they played a vital role to motivate students and keep learning going in spite of difficulties be it personal or professional. It is expected that education sector will take care of the issue such as timely salary, promotions and internet allowance as need of hour.

The research unfolded that three out of five companies could not spend full amount to be spent on CSR, such companies had the option to donate the same to PM CARE funds as well as contribution to education sector which was one of the largest sector affected by Pandemic. The companies could have easily reached out to the educational institutions near to plant areas and supported the easy delivery of education. It would have satisfied their CSR requirement, as investing CSR funds near plant is one of the requirement under Section 135 of Companies Act, 2013. It would also have been easily possible to contact NGOs working in education field to provide technical support to poor and needy.

### **Conclusion**

The COVID 19 pandemic is not over yet and according to scientist looking into its mutations it will remain at least for some more time. Thus we the human beings have to adjust with this new normal be it education, industrial sectors or social concern. The steps adopted and decisions taken by India are well appreciated by world community not only in combating COVID 19 but other COVID related aspects too.

The challenges or concern before education sector are no doubt bigger and range from imparting to receiving ends but we are moving in right direction. Education sector has adopted quite quickly with new normal lifestyle with the help of supporting agencies and it is continuously striving for the best. The Central and State governments are tackling the situation in the best possible manner and corporate sector is backing it up by contributing to various social activities through CSR. In post COVID endeavours too such collaborative efforts will help in better handling of challenges. This pandemic along with the other positive developments in the education sector paved a way for various new teaching learning methods, new models of education which will lead India to greater heights.

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## **E-Learning and Higher Education in India during COVID-2019: Issues and Challenges**

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### ***Abstract***

*Education Sector is the backbone in the development of the socio-economic development of any country. Thus, availability of proper education to the countrymen is the responsibility of the nation. Food, cloth and shelter are said to be the basic needs of any human being, but these basic requirements can be achieved only with proper education. The Indian higher education is the 3<sup>rd</sup> largest education sector in the world. Indian higher education is consisting of State and Central Universities and affiliated Colleges. There are more than 1,000 universities in India which includes 54 Central Universities, 416 State Universities, 125 Deemed Universities, 361 Private Universities and other academic national institutes such as IIMs, IITs, and NITs, etc. As per report by MHRD in 2020, there were 52,627 colleges and academic institutions. The growth of learning in India is rapidly growing since last few decades. It started with open and distance learning in the year 1985 by formation of Indira Gandhi National Open University. With the inception of Corona Virus genetically called as COVID-2019 in Wuhan, the State capital of Hubei province of China, which created chaos throughout the world. The corona virus is spreading rapidly all over the world. Various sectors got badly affected due to this dangerous virus, higher education sector is one of that. The present study is conducted to analyse the issues and challenges in online education of higher education sector in India during the pandemic situation.*

**Keywords:** - Education Sector, Universities and Colleges, COVID-2019

### **(I) Introduction: -**

The COVID-2019 is a dangerous infectious virus caused by severe acute respiratory syndrome coronavirus 2. It was originated in Wuhan, the state capital of Hubei province of China, which created chaos in the whole world. The corona virus is spreading rapidly all over the world. It is a pandemic which creates lots of issues in the minds of people. The corona virus pandemic has disturbed most of the sectors including education sector in India. The Indian government declared the nation-wide lockdown of 21 days in the beginning from 25<sup>th</sup> March, 2020 to break the chain of the disease, which forced shutting down of the schools, colleges, universities and all types of educational institutions. Indian educational system is primarily based on traditional system of face to face learning. Country like India with the population over 136 crores, facing different challenges in the education right from schooling to post graduation and higher studies.

This epidemic has created problem of livelihood among the people of various sectors. Most of the organizations initially adopted a new work culture of work from home and continuing business operations. But for working from home it requires very strong internet connectivity. The demand for Virtual Desktop Infrastructure, laptops, smart phones increased at a very fast rate. Thus, the major impact of the COVID-2019 on the industry is to keep minimum attendance at the work place in organisation and for the rest allocate the work from home which can be done in a virtual mode. This change was initiated with the purpose to break the corona virus chain. The present study is an attempt to study the fight against the COVID-2019 from Indian perspective, its impact on the new adopted work culture and to suggest appropriate measures responsible for the improvement in the work culture.

The COVID-2019 has forced schools, colleges and institutions to shut their operations all across the world. Across the globe, over 1.2 billion children are out of the classroom. As a result, education has changed dramatically, which results in the increase of e-learning at remote places, Teaching is undertaken remotely and on digital platforms. According to an article in the *World Economic Forum* written dated 29<sup>th</sup> April, 2020 by Cathy Li and Farah Lalani, worldwide at present there are currently more than 1.2 billion children in 186 countries affected by school closures due to this COVID-2019 pandemic. Due to this sudden shift away from the physical classroom in many parts of the country, some are wondering whether the adoption of online learning will continue to persist post-pandemic, and how such a shift would impact the worldwide education market. It was not first time where the education is happening on virtual mode, even before COVID-2019, there was already rapid growth and adoption of education technology. In 2019 according to market insider the global Edtech investments reached to US\$18.66 billion, and online education business is projected to reach \$350 billion by 2025 in future. Due to COVID-2019 outbreak, all the colleges and universities are closed, thus teachers as well as students are move towards online education system. Most teachers and students are happy by the move of online education. The faculty members of world-renowned universities have begun to get online instructor certifications to deliver online teaching to their students. At the same time, faculties and staff members are learning how to use online learning platforms. Whereas previously, faculties were only delivering their lectures through face-to-face teaching.

Digital platform has changed the traditional schooling of education to the modern way of e-learning such as artificial intelligence. Thus E-learning is covered under a larger term of technology-based learning through websites, learning portals, video conferencing, YouTube, mobile apps, and authenticate websites, etc. Currently, E-learning is enhancing students' knowledge, even the academic staff and professional and industry people skills through the internet. Most of the higher education universities are providing online certification courses to their students.

**(II) Review of related Literatures: -**

The researcher has studied the related research articles to find the gap and conceptual study is carried out.

**Dhavan Shivangi** (2020) in her research paper titled “*Online Learning: A Panacea in the Time of Covid-19 Crisis*”, has studied the growth of Edtech start-ups and online education, Strength, Weaknesses, Opportunities and Challenges of online education. COVID-2019 pandemic has taught us a lesson that one should be ready for any kind of problem in future, to tackle with strong inputs. But this pandemic didn't give enough time to plan the activities properly. There has be alternative plans to overcome the problems. It is only possible with rigorous planning and execution of proper activities.

**Jena Pravat Kumar**, (2020) in his research paper titled “*Online Learning During Lockdown Period for Covid-19 in India*”, has studied the different measures taken by the government during covid 19 for online education, advantages and disadvantages of online learning. Education sector in India has been badly affected in COVID-2019 pandemic situation. Indian Government has come up with different ideas to face the challenges because of this pandemic. Many stakeholders have adopted different techniques to make up the loss due to lockdown and closure of colleges and universities.

**Mishra Lokanath**, et.al. (2020), “*Online teaching-learning in higher education during lockdown period of COVID-19 pandemic*”, in their research paper studied different ways of e-learning during Covid-19 pandemic, teachers' perception towards online teaching and challenges faced in online teaching. Education sector has been worsened badly during privatisation, liberalisation and globalization. Small countries would face problem of finance for developing good infrastructure for the e-learning at remote location.

**(II) Objectives of the study: -**

- 1) To study the conceptual framework of COVID-2019 and its impact on higher education sector.
- 2) To study the various strategies adopted by higher education due to pandemic.
- 3) To find the challenges and issues faced by higher education sector during pre and post COVID-2019.
- 4) To analyse SWOT analysis of higher education sector due to COVID-2019 pandemic

**(III) Limitations of the study: -**

- 1) Research is based on secondary data.
- 2) Results may vary or different in other periods

**(IV) Research Methodology:-**

Researcher has collected data from different online journals, accredited books, newspaper and articles to study the problems and opportunities in online education in India. The information collected is analyzed to achieve the objectives set for the study. The study is more like conceptual and descriptive in nature.

**(V) Conceptual framework:**

**Increase in e-learning through digital platforms:-**

Due to pandemic situation the teaching has shifted from face to face physical classroom teaching to virtual learning. This, however, has created different issues and challenges for both the learners and educators. According to Right to Education, everyone has right to get minimum education which is somehow jeopardies the weaker section of the society who can not afford to have better computer infrastructure and internet connectivity

At the same time shifting of physical to virtual learning has created problems of stress both physical and mental health issues. Due to over use of computer, laptop, smart phones, physical health is getting affected. The students are facing different challenges with remote learning as face-to-face communication is more helpful to the learning process, presenting a better opportunity to sharing knowledge and asking for help for doubt solving. The understanding and sense of belongingness are limited in a virtual class, compared to physical classes. The students are not that comfortable with the virtual learning. The online videos, digital contents, and discussion forums may not provide a proper holistic teaching-learning outcomes to the learners as well as to the teachers.

**Impacts of Online education on Family, Society during COVID-2019:**

For effective online learning, right technology is must. Online learning provides revisions and learning again and again which is not possible in physical classes due to time constraints. According to some studies conducted online learning requires 50 % less time compared to physical learning, as in physical learning students first need to attend lectures, then go back home, reads as per their learning abilities. Nevertheless, the effectiveness of online learning differs in different age groups of learners. Small kids get distracted easily as compare to younger ones. In order to avail full benefit of online learning, there is need to have more concrete efforts to provide good infrastructure. Studies have shown that students are oftenly use their senses to learn, understand, making learning fun and effective through use of different technology is crucial, over a period, it has been observed that clever integration of games in learning helps to understand the concept easily. The family has to give space to their kids to learn at home, due attention is very much essential while attendint the online lectures.

**SWOT analysis of Online Education during COVID-2019 pandemic:**

**Strenths:-**

1. Asynchronous online learning allows learning at anytime, anywhere, at any place.
2. Allows to have dynamic interaction between teachers and students.
3. The course material shared is more to the point and relavant to the topic of discussion.
4. Discriminating factory are completed sidelined such as age, dress, gender, etc becomes secondary and prime importance is on learning.

5. Learners get benefits of guest speakers, practitioners industry experience in e-learning.
6. Different advance techniques and use of Artificial Intelligence helps to get more qualitative lecturing.

**Weaknesses:-**

1. Online learning deprive the right to education to the weaker and poor section of the society.
2. Learners and teachers should posses requisites knowledge about use of computer, softwares, etc
3. For practical subjects e-learning is not suitable.
4. Online Learning is becoming a source of revenue generation and not for imparting knowledge.
5. There is a shortfall about appropriate coverage of e-lectures.

**Opportunities:-**

1. Use of smart phones is increasing specially by learners for attending lectures of schools, colleges and universities.
2. Large number of entrepreneurs have entered into e-learning business, which is a business opportunity to these investors.
3. Infrastructure of computer, laptops, smart phones, and other accessories business will have upward trends in coming years.
4. Increase in blended teaching and learning process will have importance in future.
5. According to job requirements, course material can be prepared.

**Threats: -**

1. Online education lacks face to face interactions of learners and teachers, which is a challenging in the virtual platform.
2. Learners' self-motivation gets affected in online education.
3. Qualitative outcomes may get side-lined.
4. Technology limitation, internet connectivity may not be proper.
5. It is expensive and which may be compromised.

**(VI) Findings of the study:**

1. Due to lockdown and closure of all schools, colleges and universities, thus students are deprived from basic education, especially from rural and remote area.
2. Availability of virtual platforms creating opportunities for educational institutes to promote their curriculum for better prospects.
3. Online learning helps to break the chain and spread of corona virus.
4. Academic institutions work continued on work from home basis and will continue for some time in future also.
5. Blended education i.e. offline and online will be available post COVID-2019.

**(VII) Conclusion: -**

In present research paper is an attempt to study the COVID-2019 situation and its impact on education sector in India. The researcher has made an attempt to find out e-learning applications used in education sector by learners and teachers. Online education is learning in a virtual face-to-face mode. While, work from home concept is now acceptable way for teachers in this critical situation but there is always a risk involved in respect of confidential information, which may get misused. Post COVID-2019, e-learning will continue its existence in future. There will be good opportunity to internet service providers and to all other required accessories related to e-learning. E-learning is encouraging for social distance in all respect in order to avoid risk of spread of coronavirus. The academic institutions, like colleges and universities will have to develop, revise curriculum and student friendly technology for further advancement of education in India.

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## **Challenges in Teaching & Learning during Pandemic**

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### **Abstract:**

*In this article examining challenges in teaching and learning process during the pandemic like COVID-19 in today's scenario. Firstly COVID-19 as pandemic is a massive challenge to the education system worldwide. Students their parents, and teachers all over the world are facing the effect of the novel corona virus as schools; colleges are shutting down especially in the rural areas schools & Colleges facing trouble. In India teaching & Learning process based on traditional methods that is, we are following face-to-face lectures in a classroom. Although many colleges and schools started E-learning program still a lot of teachers are stuck with old procedures of teaching. The current outbreak of disease called COVID-19 has physically and emotionally disturbed the entire world. The World Health Organization said that COVID-19 is pandemic. Therefore this condition challenged the teaching and learning process across the world and forced teacher to teach students through online mode. In this study researcher got the opinions from the teachers what challenges come up against for teaching and learning process during this pandemic. To study teacher observe that most students do not have smart phone also there is network problem for internet. It is very difficult task for teacher to teach students through online learning method in such complex situation. But teacher's work is to assist every pupil to delivering good education for all even in these critical times.*

**Keywords:** Pandemic, COVID-19, Teaching, Learning, Teacher, Students, leaning, Challenges,

### **1. Introduction:**

Due to COVID-19 Pandemic to the world is surprise. Eventually all things have paused. Project works are detained, work areas are locked and schools and colleges are closed. The world is come to rest because of COVID-19 pandemic.

However, the challenges of teaching and learning process are overcome. Some students from rural areas are struggling with the online learning method. Some schools have provided online equipment to teacher as well students but it is not sufficient to the whole world which teaches online teaching and learning. There is some lack of technology, network access. Especially in rural areas this problem is big and difficult for both teacher and students.

But for those who do have access to the online teaching technology there is evidence that learning online can be more effective.

General agreement on children, especially younger ones, is that a structured environment is required, because kids are more easily distracted.

Since studies have shown that children extensively use their senses to learn, making learning fun and effective through use of technology is determining, according to BYJU's Mrinal Mohit. "Over a period, we have observed that clever integration of games has demonstrated higher engagement and increased inspiration towards learning especially among younger students, making them truly fall in love with learning", he says.

When schools suddenly closed in March and moved to online instruction. Imagined having to prepare a quiz on Google form with follow-up Questions and Answers But having talked with many administrators and teachers, that good online schooling during the pandemic is a team sport not a solo performance. It calls for careful preparation and coordination among many players. Just as Covid-19 has revealed hidden shortcomings in our society, it has exposed the limitations of compartmentalized schools that continue to rise or fall on the skills, autonomy and self-reliance of individual teachers.

As teachers faced the sudden reality of online teaching, they had many pressing questions: Are my students safe and confident or are they at risk, hungry, and fearful? Am I responsible for finding students who don't show up online?

In many schools, teachers struggled with such questions alone. Without a reliable forum where they could explore and resolve urgent problems with others, individuals did their best. Some convened their classes occasionally for live meetings, so students could see one another and talk about how things were going for them. Many prepared weekly work packets for parents to pick up at the school or they posted assignments online—typically math problems or reading comprehension questions—for students to complete and upload for grading. Some depend on web-based educational resources, including short lectures by presenters their students had never seen. Many teachers were dismayed to realize that their repertoire of instructional practices had been drastically reduced to a few barren components. For the present students within the same school might have either engaging or tedious learning experiences, depending on who their teacher was.

But some schools pivoted far more quickly and coherently to provide their students with consistent schedules, opportunities, and expectations. Teachers were not left on their own to resolve what to do or how to do it. Instead they relied on established teams of peers to plan and share the work. Importantly, teachers in these schools were accustomed to counting on their colleagues. They already had an accepted process for facing new challenges and learning together. Figuring out how to respond to school closings was an unexpected, daunting challenge, but they were prepared to face it together. Found that schools can succeed in serving students from low-income communities when they develop systems for working together. For example, instructional teams of teachers who are responsible for



the same subject select curriculum and tailor it to meet their students' needs. Then they plan lessons together and use common assessments to discover whether their students are learning what they think they have been trying to teach. Meanwhile grade-level teams meet to track their shared cohort of students, assessing the progress of individuals and ensuring that they have the supports they need. Over time, this organized collaboration becomes, as one teacher explained, "the way we do things here." That process feeds the culture and the culture fuels the process. The experiences of teachers in such schools differ markedly from those of their peers in other schools where individual teachers are on their own to decide what and how to teach.

As with principals and teachers about how their schools were dealing with the Covid-19 closure, realized that the same principles hold true. The new urging of this virus has revealed the strengths of an interdependent school where teachers collaborate, and they enhance the weaknesses of a compartmentalized school, where teachers work largely on their own. Schools that rotated faster from in-class to on-line learning already had strong systems in place through which they could make the change.

As teachers in such interdependent schools prepare for the new school year—which may well start with several months of online learning—on teams to improve their approaches and better meet their students' needs. This spring and adapt online platforms so that they can again rely on a broader range of instructional strategies—science experiments, group projects, simulations, debates, and facilitated discussions.

## **2. Review of Prior Work:**

(Chetty et al. 2014; Rivkin et al. 2005; Rockoff 2004) said that Researchers agree that teachers are one of the most important school-based resources in determining students' future academic success and lifetime outcomes.

Goe (2007) said that there has been a strong emphasis on improving teacher effectiveness as a means to enhancing student learning.

Hewlett Foundation (2014) defined a synthesis of findings from early primary initiatives in Africa and India and emphasized the need for well-developed programs that provide teachers with clear guidance for student assessment, lesson planning, sequencing of lessons, and alignment of materials to lessons and assessments of student learning levels.

According to McEwan (2013) , recent meta-analysis on learning in developing countries identified that reducing class size and introducing improvements in school management.(Westbrook et al, 2013;

Hewlett Foundation, 2014) Analyzing Child-centered curriculum, materials, and teaching techniques that cater to the individual needs and abilities of students and are effective at promoting learning (Westbrook et al, 2013; Nag et al, 2014) studied Incorporating students' backgrounds and experiences into the lessons is said to be a way for them to feel connected to the content, and to promote sustained attention and inclusion

argued that Again, these findings reflect knowledge about effective teaching internationally, not exclusively to teaching in developing country classrooms. Instructional technology interventions such as laptops and tablets have been shown to improve engagement and learning in some studies, however more research is needed in order to determine how they may be used most effectively

### **3. Objective of Research:**

The COVID-19 pandemic can be related to many stressors that may drain the online teaching and learning process during and after this pandemic. The distress that students feel is the problem. Therefore, it is important to understand the problem in order to be able to identify solutions that will help Teachers and Students to reduce online teaching and learning issues. This is the main objective of this article.

Indeed, it seems that during a pandemic outbreak, especially in the case of an unknown new virus, it is teach students through online methods. The objectives of the present paper to examine the Challenges of the Teaching and learning process during the pandemic.

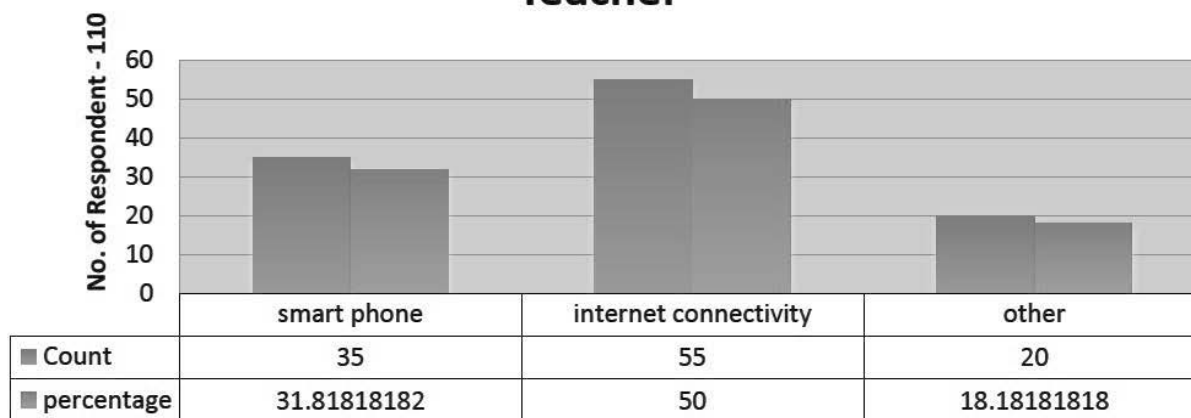
### **4. Research Methodology:**

Survey method is used for this study. It is based on primary data. Primary data is collected with Google form. A structured question was used to collect data. The target audiences are 110 respondents which will be basically an Email contact audience. Secondary data was collected from various national & international case studies and research journals related to the impact of Skill India on job creation. Statistical tools used were like percentage, analysis, graphs, etc. elementary statistical tools are used & graphical presentation for better understanding.

### **5. Results and Discussion:**

Figure 5.1 below shows that the Challenges in teaching & learning process for the Teacher during the pandemic like COVID – 19

## Challenges in Teaching & Learning Process for Teacher



**Figure – 5.1**

Figure – 5.1 Show that 31.81 percentage o students respondents said that they do not have a Smartphone for the online teaching & learning process. Also, 50 percent of student’s respondent said that they do not have internet connectivity to their home or place. And 18.18 percentage of students’ respondents answer other technical problems for online teaching and learning process These challenges are faced by the Teacher during the online teaching and learning during the pandemic. The major challenge is internet connectivity according to the above data analysis.

**6.Conclusion:**

Based on the information of various research papers and above Google Form survey it can be concluded that the Teacher is facing many challenges of teaching and learning during the pandemic like COVID-19. The main challenges are observed during the online teaching and learning process are students do not have a Smartphone, internet connectivity on mobile, and other technical problems. Especially in the rural areas education system, there is lack of internet connectivity or network problem which is difficult to teacher to teach all the students through online teaching and learning processes due to pandemic.

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## **A Study on Higher Education Challenges and Responses Amidst Covid-19**

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### **ABSTRACT**

**Purpose:** *Since outbreak of COVID pandemic concept of education has all of sudden confined to technology based teaching rather than physical classrooms. In the wake of this global health crisis education institutes have been circled into virtual arenas like Google classroom, Zoom meetings, Google meet etc. The objective of this paper is to identify the different challenges faced by institutes of higher education amidst COVID Pandemic in India.*

**Methodology:** *The current study was conducted using a Structured questionnaire .100 teachers were provided the data for the current study. Descriptive statistics, Percentage Analysis and other statistical tools were used to analyze the data. The Sources of data collection are both primary and secondary.*

**Findings:** *The study identified different challenges and obstacles faced by higher education such as accessibility, lack of infrastructure, lack of training etc. Furthermore, study revealed that there is a significant relationship between training and Quality teaching. There is positive impact of online training in teaching and quality of teaching. Faculties in higher education are satisfied with online teaching training and feel that quality of teaching has improved after training.*

**Implication of the study:** *The educational reform in India in the COVID-19 era seems to be a live example of how need truly is the mother of invention or reinvention, in this scenario. Allowing educational institutions to adopt online learning and infuse a virtual study culture, the pandemic is already steering the sector forward with technological innovation and advancements. Furthermore, the findings of the study also clearly revealed that technology based education is here to stay. In the present pandemic it has evolved and revolutionized to a greater extend. The teaching fraternity has to equip itself with ongoing educational tools to catch up with the technological growth in the field of education.*

**Key Words:** COVID Pandemic, Higher Education, Challenges and Responses, Quality teaching, training.

## **1. Introduction:**

The current pandemic is not only seen affecting the health of the citizens within the country but is additionally seen hindering various industries and shaking them to their roots. The national lockdown and therefore the ascending health crisis were striking the education of the scholars also , with their universities being shut and their syllabi stranded, until the industry decided to initiate a revolution instead. Reinventing their radicles and making a conscious option to grow even within the time of crisis, the schools decided to digitalize the world. The tutorial reform in India within the COVID-19 era seems to be a live example of how need truly is the mother of invention or reinvention, during this scenario. Allowing educational institutions to adopt online learning and infuse a virtual study culture, the pandemic is already steering the world forward with technological innovation and advancements. It is probably a primary need for India to experiment with the education system and make a paradigm shift to the virtual world, blending classrooms with online learning. In fact, a number of the schools also are offering courses associated with the fourth technological revolution , which can stimulate the minds of the scholars and encourage them to bring a change in their respective fields. Gaining popularity worldwide, online education is nourishing many inquisitive students, rather than giving in to the circumstances.

## **2. Higher Education - An Overview**

With over 980 Universities, 39931 Colleges, 10725 standalone institutions and 34.6 million students, the Indian HE boasts of getting the most important HE system within the world in terms of institutions and second-largest in terms of enrolment. Government has set a target of 30% GER in education by 2020, from the present 26.5%. As a nation of children, India has been bestowed with a demographic advantage – out of a population of above 1.25 billion of which 672 million i.e. almost 50% are within the age-group 15 to 59 years, which is typically treated as the ‘working age population’. India is predicted to be the fastest growing economy touching a GDP of USD 7.5 trillion by 2030 and one among the youngest nations within the world with a median age of 32.

## **3. Challenges in Higher Education in India.**

UGC is continuously working towards specialization in quality education in Higher Education sector. Still we face lot of problems and challenges in our education system. Some of the essential challenges in education system in India are discussed below:

- **Enrolment:** With the rise of enrolments at college level, the availability of upper education institutes is insufficient to satisfy the growing demand within the country.
- **Equality:** According to previous studies the GER in education in India among male and feminine varies to a greater extent.

- **Quality:** Ensuring quality in education is amongst the foremost challenges being faced in India today. However, Government is continuously emphasizing on the standard education. Still sizable amount of schools and universities in India are unable to satisfy the minimum requirements laid down by the UGC and our universities aren't in a position to mark its place among the highest universities of the planet.
  - **Physical Facilities':** Poor Physical and infrastructural facilities are other challenges to the Higher education system of India particularly the public institutes.
  - **Political interference:** Most of the tutorials Institutions are owned by the political leaders, who are playing key role in governing bodies of the colleges.
  - **Faculty shortages:** Large numbers of NET / PhD candidates are unemployed, even there are number of vacancies in education. These deserving candidates are then applying in other departments which is a biggest setback to the higher education system.
1. **NAAC Accreditation:** As per the information provided by the NAAC, as of June 2010, “not even 25% of the entire education institutions within the country were accredited, and among those accredited, only 30% of the colleges and 45% of the universities were found to be of quality to be ranked at 'A' level”. (*Annual Report, 2009 -10, Department of Higher Education, Ministry of Human Resource Development*)
- **Research and Innovation.** Indian education institutions are poorly connected to research centers. So, this is often another area of challenge to the upper education in India.
  - **Structure of Higher education:** Overcentralisation, bureaucratic structures and lack of accountability, transparency, and professionalism are other challenges in higher education in India.

#### **4. Review of Literature**

**K. Kamar Jahan, and D. Christy Selvarani ( 2015 ) :** The study is unique within the sense that it brings about better understanding of this scenario within the education system within the country and its pattern of growth given the opportunities and challenges to the system into account. This study throws a gainful insight on financing schemes and enrolment aspects of upper education in India.

**Younis Ahmad Sheikh PhD Research Scholar, MPISSR, Ujjain (2017):**

Although there are lot of challenges to education system of India but equally have lot of opportunities to beat these challenges and to form education system far better. India need well skilled and highly educated people that can drive our economy forward. The present study aims to spotlight the challenges and to means the opportunities in education system in India.

## **5. Objectives of the Study**

1. To study the present status of higher education system in India in the pandemic situation.
2. To identify the different challenges faced by faculties in higher education amidst COVID Pandemic in India.
3. To analyse the relationship between training for online teaching and quality teaching during the COVID -19 Pandemic.

## **6. Hypotheses of the Study**

**H<sub>0</sub>**. Faculties in Higher education are not satisfied with online teaching training

**H<sub>1</sub>**. Faculties in Higher education are satisfied with online teaching training

**H<sub>0</sub>** Faculties feel teaching quality has not improved after online teaching training

**H<sub>1</sub>** Faculties feel teaching quality has not improved after online teaching training

## **7. Methodology**

The present paper reports descriptive study in nature, based on primary data collected by the way of questionnaire distribution to 100 teachers teaching in various higher education institutions in Navi Mumbai and secondary data collected from the published and unpublished records, reports and contributions of several institutions, organizations and individuals in India..

## **8. Sampling & Statistical Design**

The researcher used the following statistical tools for this study.

1. For data analysis –Weighted average method and Percentage analysis have been used.
2. For data presentation – Tables and Charts are used.
3. For testing Hypothesis – Chi-square test has been applied

## **9. Period of the Study**

The researcher has collected data relating to relationship between training for online teaching and quality teaching during the COVID -19 Pandemic during the month of June 2020.

## **10. Analysis and Interpretation of Data Percentage Analysis**

**Table 1 Demographic Factor of Respondents**

<b>Sr. No</b>	<b>Particulars</b>	<b>No of Respondents</b>	<b>Percentage</b>
<b>Gender</b>			
<b>1</b>	<b>Male</b>	<b>30</b>	<b>39%</b>
<b>2</b>	<b>Female</b>	<b>46</b>	<b>61%</b>
	<b>Total</b>	<b>76</b>	<b>100%</b>

Age			
1	20 -25	08	11%
2	26-35	22	29%
3	36-45	46	60%
	<b>Total</b>	<b>76</b>	<b>100%</b>
Education Institutions			
1	<b>Government /Public Education Institutions</b>	33	43%
2	<b>Private Education Institutions</b>	43	57%
	<b>Total</b>	<b>76</b>	<b>100%</b>
Qualifications			
1	<b>Masters</b>	42	55%
2	<b>Doctorate</b>	34	45%
3	<b>Professional</b>	6	8%
	<b>Total</b>	<b>76</b>	<b>100%</b>
Teaching Experience			
1	<b>5 to 10</b>	17	22%
2	<b>11 to 20</b>	41	54%
3	<b>21 to 30</b>	9	12%
4	<b>Above 30</b>	9	12%
	<b>Total</b>	<b>76</b>	<b>100%</b>

**Findings:**

From Table 1, it is inferred that out of 76 respondents, 61% respondents are female, about 57% respondents are from private education institution. Around 55% of the faculties are having Masters degree and 34% are doctorate only 6% are professionals. The teaching experience of 54% faculties are 11 to 20 years ,22% from 5 to 10 years. (Please give the range-wise %)

**Table 2.Awareness about online teaching tools and applications among faculties.**

Sr. No	Particulars	No of Respondents	Percentage
Are you aware of online teaching tools and applications			
1	Yes	68	89%
2	No	8	11%
	<b>Total</b>	<b>76</b>	<b>100%</b>
Are you comfortable with online teaching			
1	Yes	52	68%
2	No	9	12%
3	Somewhat	15	20%
	<b>Total</b>	<b>76</b>	<b>100%</b>

**Findings:**

From Table 2, it is inferred that out of 76 respondents, 89% respondents are aware of online teaching tools and applications. Around 52% are comfortable with teaching online.



**Table 3: Online teaching quality has improved after training**

Sr. No	Particulars	No of respondents	Percentage
<b>Have you received training for online teaching</b>			
1	Yes	59	78%
2	No	17	22%
	<b>Total</b>	<b>76</b>	<b>100%</b>
<b>Do you think online teaching quality has improved after training</b>			
1	Yes	42	55%
2	No	2	3%
3	Needs Improvement	32	42%
	<b>Total</b>	<b>76</b>	<b>100%</b>

**Findings:**

From Table 3, it is inferred that out of 76 respondents, 78% had received online teaching training and 55% felt that training has improved quality of online training. Around 42% respondents felt the need for improvement.

**11. Weighted Average and Hypotheses Testing**

**Chi Square Test**

A chi-square statistic is one way to show a relationship between two categorical variables. In statistics, there are two types of variables: numerical (countable) variables and non-numerical (categorical) variables. The chi-squared statistic is a single number that tells you how much difference exists between your observed counts and the counts you would expect if there were no relationship at all in the population. The subscript “c” are the degrees of freedom. “O” is your observed value and E is your expected value.

$$\chi^2_c = \sum \frac{(O_i - E_i)^2}{E_i}$$

**H<sub>0</sub>.** Faculties in Higher education are not satisfied with online teaching training

**H<sub>1</sub>.** Faculties in Higher education are satisfied with online teaching training

**Table 4. Satisfied with online teaching training**

Faculties in higher Education	Satisfied with online teaching training	Not satisfied with online teaching training	Total
Masters	4	2	6
Doctorate	26	13	39
Professionals	22	9	31
<b>Total</b>	<b>52</b>	<b>24</b>	<b>76</b>
		<b>Average</b>	<b>25.33333333</b>

**Table .5 Satisfied with online teaching training**

Faculties in higher Education	Satisfied with online teaching training	Expected Frequency (Ei)	Oi-Ei	(Oi-Ei)2	(Oi-Ei)2/Ei
Masters	4	7.692307692	-3.692307692	13.63313609	1.772307692
Doctorate	26	50	-24	576	11.52
Professionals	22	42.30769231	-20.30769231	412.4023669	9.747692308
<b>Total</b>	<b>52</b>	<b>100</b>	<b>-48</b>	<b>2304</b>	<b>23.04</b>

= 23.04

**Degree of Freedom = (n-1) = (3-1) =2**

Table value of  $\chi^2$  for 2 degree of freedom at 5% level of Significance is **23.04**. The Results thus supports the hypothesis and it can be concluded that Faculties in Higher education are satisfied with online teaching training

**H<sub>0</sub>** Faculties feel teaching quality has not improved after online teaching training

**H<sub>1</sub>** Faculties feel teaching quality has not improved after online teaching training

**Table 6. Teaching Quality has improved after training**

Faculties in higher Education	Teaching Quality has improved after training	Teaching Quality still needs improvement after training	Total
Masters	4	2	6
Doctorate	32	7	39
Professionals	23	8	31
<b>Total</b>	<b>59</b>	<b>17</b>	<b>76</b>
		<b>Average</b>	<b>25.33333333</b>

**Table 7. Teaching Quality has improved after training**

Faculties in higher Education	Teaching Quality has improved after training	Expected Frequency (E <sub>i</sub> )	O <sub>i</sub> -E <sub>i</sub>	(O <sub>i</sub> -E <sub>i</sub> ) <sup>2</sup>	(O <sub>i</sub> -E <sub>i</sub> )/E <sub>i</sub>
Masters	4	6.779661017	-2.779661017	7.726515369	1.139661017
Doctorate	32	54.23728814	-22.23728814	494.4969836	9.117288136
Professionals	23	38.98305085	-15.98305085	255.4579144	6.553050847
<b>Total</b>	<b>59</b>	<b>100</b>	<b>-41</b>	<b>1681</b>	<b>16.81</b>

= **16.81**

**Degree of Freedom = (n-1) = (3-1) =2**

Table value of  $\chi^2$  for 2 degree of freedom at 5% level of Significance is **16.81**. The Results thus supports the hypothesis and it can be concluded that teaching Quality has improved after training

**12. Conclusion:**

India's education system is the world's third largest in terms of scholars , next to China and US . In future, India are going to be one among the most important education hubs. India's education sector has witnessed an incredible increase within the number of Universities/University level Institutions & Colleges since independence.. The involvement of personal sector in education has seen drastic changes in the field. Today over 60% of upper education institutions in India are promoted by the private sector.

Furthermore, the findings of the study also clearly revealed that technology based education is here to stay. In the present pandemic it has evolved and revolutionized to greater extend. The teaching

fraternity has to equip themselves with ongoing educational tools to catch up with the technological growth in the field of education

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## **An Overview of India's Tourism sector: Surviving, Reviving and Beyond During COVID -19 Pandemic**

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### Abstract

*The world has and continues to suffer sizeable losses and setbacks due to COVID-19 pandemic. It has resulted in loss of lives and livelihood across the globe. All industries worldwide have got the setback and more so is the shock to the Travel & Tourism sector. As most of the global population adjusted to life under travel restrictions and others stayed home in fear of the virus itself, the sector came to a near-total standstill. Series of lockdowns resulting in the grounding of planes, closure of railways, hotels and other establishments resulted in high magnitude impact on travel and tourism sector. The Travel & Tourism industry which has always been a significant contributor to the GDP and also towards generating direct and indirect employment has suffered a great setback during this period. In this paper the researcher has tried to study the impact of COVID 19 Pandemic on the Travel and Tourism sector. For this an attempt has been made to know how this sector is optimistically facing the current pandemic challenges and thrives to gain back its earlier trends. The fact is that unlike other sectors, tourism will take much longer to recover. Considering all these factors at the backdrop, this paper is an attempt to give an overview of strategies for Indian travel and tourism sector so as to make its survival and revival sustainable for longer period.*

*(Keywords : tourism sector, recovery, survival)*

### **Introduction:**

The world has and continues to suffer sizeable losses and setbacks due to COVID-19 pandemic. It has resulted in loss of lives and livelihood across the globe. All industries worldwide have got the setback and its intensity is much more in case of tourism sector. Tourism, on one hand is extremely sensitive to such situations like pandemic, terror attacks, natural disasters and so on and on the other hand, unlike other sectors it takes very long time to recover. Series of lockdowns resulting in the grounding of planes, closure of railways, hotels and other establishments resulted in high magnitude impact on travel and tourism sector. The travel and tourism industry which has always been a significant contributor to the GDP and also towards generating direct and indirect employment has suffered a great setback during this period. Considering its importance in various economies of the

world, the research has tried to study the trends of tourism sector and find out the possible impact of this pandemic on tourism sector.

**Objectives and methodology:**

1. To study the overall impact of COVID-19 Pandemic on travel and tourism
2. To take an overview of various strategies to revive the travel and tourism sector and make it more sustainable toward such contingencies in future

The study is primarily based on secondary data and information collected from various reports, journals, research articles, news and blogs. Such data collections are further analyzed on the basis of objectives of this research. The basic constraint of collection of primary data has been overcome by referring the recent reports of Government of India- Ministry of Tourism, FICCI, World Travel & Tourism Council (WTTC) and United Nations World Tourism Organization (UNWTO). Travel and Tourism sector is interdisciplinary in nature and this feature itself makes its study very complex. Due to constraints of time and other resources, this study is confined only to various reports, publications and observations. However, future studies are advised from other disciplines which can help in reducing the impact of the present pandemic crisis.

**Impact of Covid-19 and Travel and Tourism Sector:**

Globally before this pandemic, mostly the travel and tourism industry has shown a better growth rate as compared to global GDP growth rate. The study revealed that in 2019, the industry grew on an average at 3.5% which is higher than the global GDP growth rate of 2.5%. This forms almost 10.3% of total GDP and is responsible to create approximately 330 million Jobs worldwide. Considering the importance of travel and tourism worldwide, India has always made its presence felt in the international tourism. The vast and enriched geographical, cultural and historical attractions of India have always been well appreciated worldwide. India was ranked 34<sup>th</sup> in the Travel and Tourism Competitiveness Report 2019 published by World Economic Forum, which has improved from 40<sup>th</sup> position in 2017.

<sup>1</sup>As per the data available in one of the reports of WTTC (World Travel & Tourism Council), in 2019 the tourism industry in India contributed INR 194 billion to India's GDP which amounts to 6.8% of total economy. Along with it, this industry supported around 39.82 million jobs which constituted 8% of total employment such as people from the hospitality industry, tour operators, travel agents, homestay owners, drivers, guides, small traders, artisans and craftsmen among a host of other service providers. One more important aspect of International Visitors Impact can be highlighted by in visitor spending of INR 2,130.5 billion which amounts to 5.6% of total exports. These statistics are very encouraging as it not only reflects how the tourism sector performed before COVID 19 pandemic, but also highlights its increasing contribution in the country's development.

The emergence of COVID 19 has badly hit the tourism sector and its negative impact is believed to be much more than 9/11 and financial crisis of 2008-09. The basic survival of many stakeholders in tourism sector is at stake, as the full extent of the outbreak of this pandemic's economic ramification is still unknown. As per one report of WTTC more than 121 million jobs worldwide could be lost and may go up to 197 million by the end of 2020. An estimated loss of UD \$3.4 trillion in global GDP could result due to current COVID-19 pandemic. Similar effect can be seen on the Indian travel and tourism sector. According to the FICCI report on Travel and Tourism - Survive, revive and thrive in times of COVID-19, it is estimated that an overall loss of US \$16.7 billion is expected coupled with loss of 50 million job in direct and indirect employment due to COVID-19 pandemic. India's most favored states for tourism like, Maharashtra, Kerala, UP, Rajasthan, Gujrat, Tamilnadu and so on, were the most affected states having maximum COVID-19 cases. States like Uttarakhand, Himachal Pradesh, Sikkim and north eastern states which completely depend on tourism for the state's revenue have got impacted directly and in an unprecedented way. Most of the countries suspended their tourist and business visas and imposed restrictions on movement of people. Domestic and international travel either got suspended or postponed. This brought a complete halt on the growth of various economies. However, slowly and gradually, it has been realized that the revival of travel and tourism is the important key to revive the economies worldwide.

Strategies for revival of Travel and Tourism sector in India:

There is an urgent need to take suitable steps not only to restrict the negative impact of this pandemic on the tourism sector but also to revive it from the current setbacks. Almost all countries across the globe have developed the action plan to revive their tourism sector.

Countries like France, Australia, Indonesia, Malaysia, Singapore, USA, UK and many others have decided to take measures such as extension of tax collection, giving stimulus packages, increasing investment and consumer spending in tourism. The observation study was carried out to find out the various challenges faced by people and businesses in tourism sector. Such a study goes a long way to frame the most effective revival strategies for tourism sector. Thus, a well-planned action-based combined effort of monetary, fiscal, and financial measures can be used to effectively deal with the current challenges of COVID-19 pandemic. It has been observed that. Tourists are preferring to move in familiar and trusted tourism destinations and mostly to the domestic tourism destinations. Health and safety measures specially as a precaution for COVID-19, is of paramount importance in the complete process. With the detailed study of various reports, news, webinars and publications, following strategic steps are suggested to revive the Indian tourism sector for its sustainable growth.

- Travel and Tourism services/entities should be considered for tax exemptions, GST holidays and waivers of various duties and tariffs by Central and/or State Government including electricity, water charges and so on.
- All entities related to tourism should be considered under Priority Sector Lending (PSL). Further,

under the category of Micro, Small and Medium Enterprises (MSMEs) for PSL, an exclusive source for credit transfers should be made for tourism entities.

- Special Government funding should be planned for the tourism entities under distress. A suitable stimulus package is suggested to provide working capital requirements of such entities.
- Extra efforts should be made to promote tourist destinations by use of attractive communication-mix to attract domestic tourists and later the international tourists as well. It has been observed that the domestic tourism will drive the momentum of tourism in the initial recovery period.
- PPP (Public Private Partnership) model should be explored to bring back the required enthusiasm in developing required infrastructure and innovative tourism products such as culinary tourism, self-drive holidays, cruise tourism, caravan tourism, film tourism and so on. This model should be used for Development of digital content, Investment in Emerging Technology, developing local skills, accommodation facilities and so on
- Tour operators, travel agents, accommodation providers, taxi drivers, tourist guides and all those who are in tourism business must follow all the SOP (Standard Operating Procedure) provided by authorities. Following the norms strictly will ensure nil or minimum chances of transmitting the virus and other diseases. This will develop confidence and faith among the tourists and word of mouth publicity by such satisfied tourists will ensure future growth of the tourism sector.
- Export status should be considered for inbound tourism's foreign exchange earnings.
- Enhancing the transport facilities by digitization of all state and private buses bookings, can also be considered for effective use of resources and will bring down the crowding at ticket windows.

#### Conclusion:

The COVID-19 Pandemic has impacted almost all sectors adversely, and more so the travel and tourism sector. The outbreak of this virus has not only restricted the movement of people but also has instilled a fear in the minds of tourists for future travel as well. It has been observed that during COVID-19 on one hand most of the small entities of this sector have either closed down their operations or suspended the activities to cut down on losses, and on the other hand, the prominent players got involved themselves in providing range of services to society such as providing quarantine facilities, food supplies, health care facilities and so on. Now, reviving and rebuilding this sector will not be an easy affair. However, the combined efforts of all stakeholders of travel and tourism sector in close cooperation is necessary to rebuild this sector and bring back its past glory of Pre-COVID time. As a positive move, National Tourism Task Force has been formed by the Ministry of Tourism, Government of India. The purpose behind its formation is to bring back the tourism sector on track of recovery and ensure that it contributes towards the development of the nation as it was doing earlier. The new normal protocols as identified by WTTC and UNWTO have to be adopted by all and more specifically by

hospitality, outdoor retail, aviation, airports, tour operators, convention centres, MICE, car rentals, insurance and so on.

Along with the initiatives of the State and Central Government, it's essential that all other stakeholders should join hands and march ahead on the sustainable recovery of travel and tourism sector. Thus, it can be aptly concluded with the quote of famous industrialist Henry Ford 'Coming together is a Beginning, Staying together is Progress, and Working together is Success'

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## **Study to Understand Need of Skill - Based Courses for U.G. Students of Commerce with Reference to Thane City**

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### ***Abstract***

*“In Mumbai, as many as 1.44 lakh students were admitted to commerce and allied courses as per data from the University of Mumbai” (3rd June 2018)<sup>i</sup>. More than 50 per cent of the students in the city's colleges do not possess the skills required for employment a survey has revealed. Every industry is having some expectations while selecting new graduates, may it be basic aptitude, communication skills, basic computer skills etc.*

*Our education system is facing challenges to train the youth due to the current state of education, skill development, and employment for Indian youth. So collaboration of academia and industry can design powerful skilled weapon in the form of additional courses to fight against low employability. In the changing scenario of today's industrial and corporate professions the requirement of the jobs are based on multi-skills along with degrees. So, now it is time to think some additional skills development courses to be conducted by educational institutes along with graduation.*

**Key words :** Value added courses, skillset ,

### **Introduction**

The concept professional courses is now prove to be popular in our degree education. Students are learning more practical and application based courses in such courses. But corporate jobs are becoming more demanding now a days. After graduation students must have some additional skillset or knowledge apart from academics for having an attractive curriculum vitae. As per guidelines of NAAC, colleges must conduct some value added courses which will equip students with some relevant skills like inter personal skills , special professional software ,latest technological methods etc. and help them to prepare confidently in job market. Every education Institute try to frame out such type of courses for their students as per the scope of the course. We have tried here to understand the common skillsets and a specific expertise a company would expect from the new candidates. If we can understand this , we can frame out more relevant and useful courses for undergraduate students, To understand this a survey of UG Students of Joshi Bedekar College Thane was conducted with following objectives.

**Objectives:**

- 1) To explore the need of additional skill development courses for commerce and arts graduates for improving their employment opportunities in service industry.
- 2) To identify the most relevant module or skill based courses for development of commerce students as per the industry requirement.

**Review of Research and Development in the field:** Mayuri J. Popat & Dr. Amit Ganatra (2017) identified various parameters where the academia is lagging behind i.e. curriculum of Universities, interns not getting proper working environment, lacking industrial exposure etc. Also focused expectations of industry from students, universities and teachers.

Savina Manevska\*, Kwasi Asare Baffour Danquah, Cleland Fiifi Afful, Jana Smerdova, Nedelcho Manev (2018) found the gap between academic and industry in the context of interpersonal skills has been caused by the inability of academia to collaborate with industry. Authors revealed several directions where efforts must be directed.

Youth is one of the most important players of the country who help in achieving economic prosperity. Therefore, our country recognizes the importance of youth in the society so that various step taken to ensure that workforce of tomorrow has future ready skills. In the world, India has one of the youngest population profiles with over 56% of its population below the age of 35 years.

**Data analysis and findings**

- Targeted Population: 1) Service sector industries in Thane city.  
2) UG Students of Joshi Bedekar College Thane

Sample: Random sampling method for students and service sector industries which are registered in MSME-DEVELOPMENT INSTITUTE, MUMBAI Ministry of Micro & Medium Enterprises, Government of India.

**Findings**

**A survey was conducted on two levels, student level and employer level**

A random sample of 134 T.Y. students is considered and data is collected through Questionnaire method.

Data analysis includes simple Pie chart method and percentage method to understand the dominant parameters.

1. Intention to search for a job

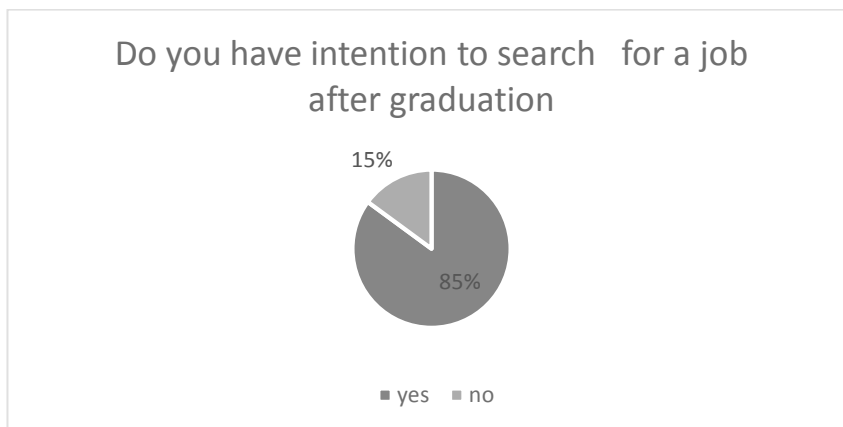


Chart 1.1 Intention to search for a job

The data revealed that 85% students want to do job after their graduation.

2. Requirement of important Skills

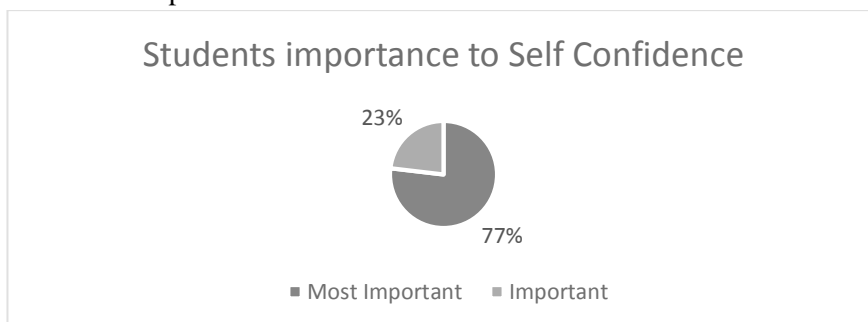


Chart 1.2 Requirement of important skills

77% think that self-confidence is most important to excel in the job.

3. Some important skill required for job

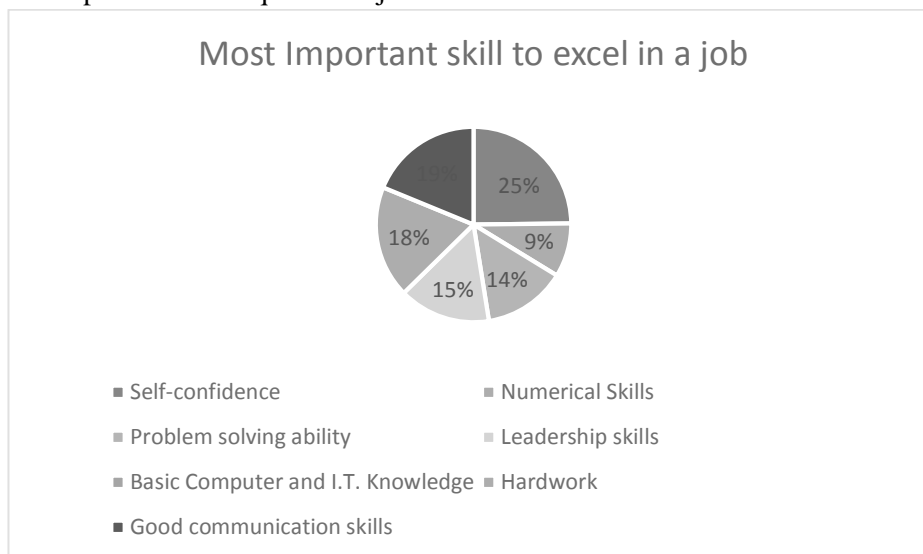


Chart 1.3 Important skillset

As per the above graph , apart from the self-confidence, students give higher importance to Basic computer and I.T. knowledge , good communication skills and hard work.

4. Skills to be developed by the students

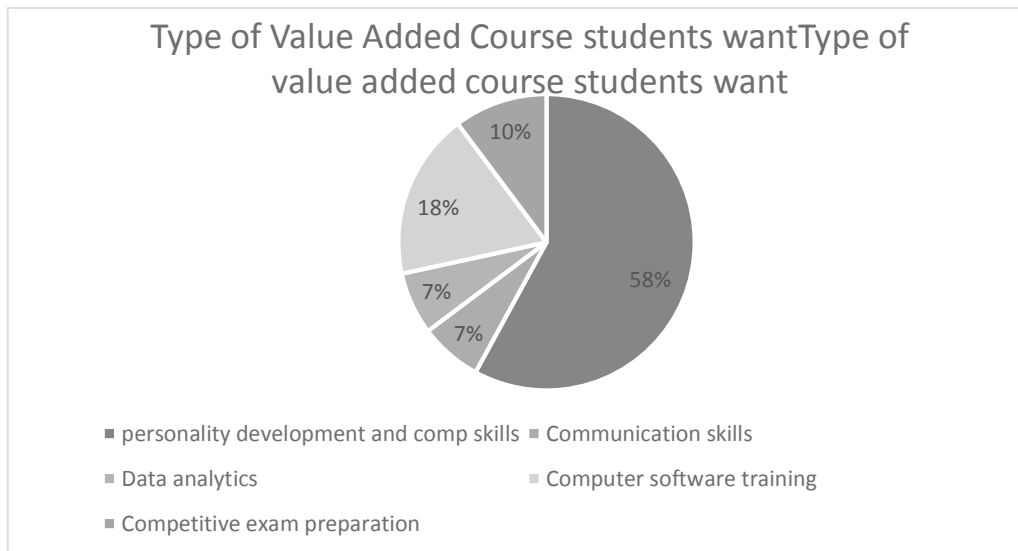


Chart 1.4 Skills to be developed by the students

The analysis shows that 58% of the students wants value added course in personality development and computer skills.

#### **Conclusion :**

##### **1. Categorization of employability:**

While there are variations in the categorization of employability, there is a broad understanding of what competencies, qualities, characteristics, skills and knowledge constitute employability both in general, and specifically for Arts & Commerce graduates. Employers expect graduates to have technical and discipline competences from their degrees but require graduates also to demonstrate a range of broader skills and attributes that include team-working, communication, leadership, critical thinking, problem solving and managerial abilities.

##### **2) Pathway to a better job :**

Arts & Commerce students are unable to search appropriate employments. They are unable to do self-analysis on what kind of job they can apply for. Here we can conclude that collegese should frame the value-added courses which are focused on developing interpersonal skills, soft skills, relevant computer software training and practical on job training or internship.

##### **3) The importance of placements, internships and work-based learning :**

Findings have highlighted that graduate students want to work but they also want some additional skills like basic computer knowledge , communication skills, and facilities like internships etc.

##### **4) Corporate & Academic Work Together :**

Corporate professionals & Syllabus Committee(add) work together to design syllabus. So the extent to which such developments are happening and the level to which they are embedded across the Education sector is unknown but seems highly variable. This is despite key developments in government policy to

encourage education sector and employers to work together to develop approaches that contribute to graduate employability. There are issues and barriers between employers and many of those responsible for policy making in Education Sector, particularly in terms of differences in mindset, expectations and priorities concerning employability.

5) If we study closely, the expectations of the employers in current times from the new graduates are increasing. They are not keen only on the academic excellence but simultaneously about the skillsets students should possess.

The most relevant skillsets new graduates should have are communication and computer or I.T. knowledge.

In the scene of fast changing advance of technologies, one must possess knowledge and expertise in the use of current software like Tally, Python, Advance Excel , data analytics methods and so on.

6) It has been observed that Corporate, Government & Education Sector explore how careers and services can be enhanced and resourced to promote employability activities more effectively at faculty and departmental level. Employability measures need to be systematic embedded into departmental and faculty practices.

7) Government should consider ways of reflecting and promoting the employability skills and attributes in funding mechanisms.

8) So the study concludes that , colleges must design Add-on and Value added courses which are based on current needs of the employment markets and industries and technology.

Also these courses should be a good blend of Soft skills and computer knowledge. For specific streams, like science and commerce, there should be application- based courses.

#### **Scope of the Research:**

The research can be extended to other specific streams like science and Arts .

Further , special study can be conducted to understand the needs and perspectives of the Industry and other employers. The geographical reach of the research can be extended to the broader boundaries like state or country.

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## **Learning English Language Digitally – Opportunities and Challenges in Post COVID-19**

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### **Abstract**

*The aim of the research paper is to explore the various opportunities and challenges that have evolved in teaching English language through the digital education mode of Post-Covid times. The exclusive focus of the paper is on the teaching -learning mechanism of the most popular international language in the wake of the pandemic. As compared to the traditional classroom language learning mode; various beneficial avenues which have been opened with the digital mode are discussed with their unique quotients. Alongside this, the paper also considers the importance of the quintessential human interaction in the socialization aspects such that of language learning. Considering various prospects opened with the technological impetus of the pandemic with numerous software and applications; it signals alongside the pros and cons of English language teaching-learning pedagogical mode in India.*

**Key words:** Digital divide, E-content, Education 4.0, flipped classrooms, Language acquisition, Language learning, Learning Management System, Post- Covid Pandemic, Screen time, Second language, Task-based Language Teaching, Webinars

### **Digital Education: The New Normal in the Post-Covid World of Education**

According to UNESCO, in India over 32 crore students have been affected by the global pandemic of Covid-19 as schools and colleges are closed down due to corona virus. As per the Indian reality, education in India largely caters to mass education and carried out in a traditional offline mode in physical classrooms with face-to-face communication between teachers and students. However, with the current health crisis; there is an emergency of converting conventional classrooms into smart virtual classrooms. Various e-learning portals and applications are promoted rigorously by the Indian government to cater to students' needs of learning through technology such as Swayam, e-Pathshala, Diksha Portal and many others; thus highlighting the fact that India seems to play a crucial role as a dominant player in the global education sector.

### **The Mode of Online Education: An Indian Scenario**

With diverse socio-economic conditions of Indian society, the practical utility of online education process is a challenge in multiple ways. Presently, in India with the Covid-19 pandemic lockdown there has been a necessary and emergency shift towards e-learning across different levels of education. On one hand, there are private educational institutions that are adopting the technological change readily even in pre-covid times. As against the private educational institutions, on the governmental front in rural areas and economically backward urban sections are struggling severely

due to lack of technical infrastructure and smart devices along with basic problems like internet connectivity, electricity issues and such related problems.

Recently, Indian government's Ministry of Education has geared up to disseminate education through State-run radio and television channels such as *Aakashvani* and *Doordarshan*. Besides, an ever-extending lockdown scenario in India has brought in trends of home-learning solutions, live classes and flipped classrooms closer in Indian learning environment. These have benefits of audio-video explanations, e-notes, simulation, practice question sets and such at the convenience of the learner. Universities and colleges across the globe are increasingly using streaming options like Zoom, Microsoft teams, Google classroom for conducting their regular lectures as well as for conveying notices and information to them. In addition, private education technology players like *Byju's*, *Unacademy*, *Coursera*, *Vedantu*, *Udemy* are playing pivotal role in changing the notion of classroom learning in India. Thus, with the outbreak of corona virus pandemic; there is going to be a lasting digital shift in the education sector of India. Amidst all the buzz of online education; let us understand specifically the English language teaching-learning scenario in the digital arena of India.

#### **Nature of English language teaching & learning in India**

It is a known fact that English is the widely used language across the globe today. The social reality of India that it is primarily a multilingual country; makes it interesting to study the emergence of English language learning over here. The teaching of English in India has been a crucial component of Indian academia since colonial times. The language has been part of Indian lives since colonial times and has remained a factor of socio-economic status even today. It has become lingua franca in today's age of globalization and functions as a connecting factor for people across countries. In schools and colleges, the English language education has become a significant as a content subject and also medium of instruction.

In India, the most popular method used for teaching English is that of the Grammar Translation Method (GTM). This method relies larger emphasis on learning grammar for language learning and learning the English language with regard to one's native language or mother tongue. Although, such methods are popular methods in India; they do not necessarily serve in developing communicative purpose amongst the learners. It is not an appropriate method for improving communication skills amongst the language learners on a larger scale. As observed by T.C. Baruch, "Language is thus seen as a part of human psychology, a particular sort of behaviour, the behaviour which has its principal function that of communication" (21-22)

As per current language teaching pedagogy in India; methods like Communicative language approach with the usage of Task-based language teaching (TBLT) are beneficial for students across schools and colleges. Further, with the assistance of technology, it can help to engage students in more innovative and creative manner; irrespective of physical distance between a learner and a teacher during present pandemic.

Task-based language teaching (TBLT) refers to using the target language and asking students to do meaningful tasks using the target language. It is considered as a branch of Communicative language teaching. It was popularized by the leading linguist and educationist N. S. Prabhu in India. It is a student-centered approach for teaching second language. He cites three basic types of tasks viz. information gap, reasoning gap and opinion gap in TBLT. It is on these broad structures various tasks are designed by trainers such as enquiring, reasoning out different components and conveying personal feelings. With student engagement and interest areas; an English language teacher can plan varied creative activities for their virtual classrooms. This can serve not just means of language learning but can also bring in social cohesion amongst the group of second language learners.

Technology-mediated Task-based language learning has been popular in the West since the beginning of the century. It includes not just technology assisted language class organization but also innovative technologies like digital augmented reality games, online multiplayer games, virtual gaming in it. Thus, despite of the current necessity of social distancing; a teacher and learners; who are physically away from each other can continue being connected without losing the intention of language learning.

It is a need of the hour to explore various opportunities and possibilities provided by technology in improving and upgrading English language education in countries like India. Although, with the colonial history English has been a widely used language in India; there are numerous challenges in a teaching-learning scenario that can be addressed effectively with the help of technology. Further, in the current social distancing era with the Covid-19 pandemic that has compelled our education sector to adapt technology in more constructive manner and thus can be initiated for English language education as well.

In the higher education scenario of India, English language education is broadly seen as a subject to develop basic language skills and as a means of literary learning. The role of the English language to enhance listening, speaking, reading and writing skills can be augmented with help of technology. Concerning English language education, it has become interesting to understand and adopt technology for a better learning environment. One of the important contributions that educational technology has made in language learning is that of Computer Assisted Language Learning (CALL). It refers to an approach in which Computer and Computer-based resources such as the internet, social media, blogs and such are used to engage with learners. It is this approach, which is largely and naturally used in present times of social distancing.

Apart from honing, the basic sub-skills of communication; literary learning has also been a key component of English language education. It refers to developing taste of the English language through means of prose, poetry and drama. It also connotes to develop aesthetic sensibilities towards English language, translation activities and creative writing. The study of English literature comprises of studying poetry, prose, drama, literary theory and criticism. In typical classrooms, they are taught with conventional chalk and talk method. However, with use of digital technology; its classroom



learning can be made more meaningful. In the present era of pandemic, learning of English literature can be continued with help of Information and Communication technology (ICT) available with us. Resultant, English literature can be made more appealing with help of audio-visual devices, web resources, movies, play recordings and other related online resources. Let us explore how each of the literary component can be enriched in the classroom with help of technology:

**Poetry:** Use of slides with an audio-video component along with text and images can certainly bring better learning to students. Recitation of poetry accompanied by musical notes can bring in richer classroom experience to students. In case, if the recordings are available in the voice of the poet himself; they can add up to a more authentic learning experience for students. However, the role of a teacher in extending the technology to classroom learning remains crucial. Apart from the actual text implications in technology; other referential learning pertaining about poetry like corresponding paintings, landscapes, myths and such can be explained to students with technology. Certain poems involving myths and symbolism can be presented on slides by the teacher. When a poem is shown on the screen, a rich multisensory experience can be given to students as a teacher can minutely point out relevant details, contradictions, imagery and such other components. Other relevant components like biographical details of a poet, themes, images, literary movement can be discussed effectively through slides for students.

**Fiction:** Technology can be integrated into Fiction studies of classroom with use of slides to portray themes, characterization, setting, historical context and other related aspects. Besides, YouTube can be integrated to enact memorable and central scenes of novels. Also, the movie adaptations of literary works can help in better understanding for students. The use of podcasts for readings of novels can function as an effective tool for developing literary taste. Nowadays, audiobooks are read by authors themselves; thus, attaching apt emotional expressions to their own works along with discussions on the key aspects of their works. Besides, it can help developing listening skills, pronunciation and interest in literary works.

**Drama:** The most common use of technology is to broadcast recordings of staged plays to remote students and thereby initiating classroom discussions. Students can be given the opportunity to perform soliloquies through online webinars. It will also help to bring in confidence amongst students and solidarity in the online classes. The most popular example in which technology is integrated with drama is the BBC collection of Shakespearean plays.

**Literary theory and Criticism:** This arena of literature is generally considered arid by students. It can be made understandable and interesting with help of technological tools. Also, the application of these tools to actual literary works can make them more relevant for students. In the present times of pandemic, many college teachers and researchers have created learning groups on WhatsApp and Telegram to disseminate the knowledge of literary theories right from classical theories to the contemporary posthumanism. Besides, educators can use digital platforms such as Zoom, Google

Meet and WebEx to video conference with students to deliver their teachings, generate online discussion, screen share and organize webinars.

### **Supplementing English language education through Language Learning Applications**

In the present age of e-learning, the world of language learning apps serves as an important supplement for language learning. Though they are no replacements for a well-planned and engaging classroom by a teacher; language learning apps do make classroom learning more engaging and enriching. Thus, their role as teaching supplements to classroom teaching remains pivotal.

There is a plethora of language learning applications available on the web; serving varied language functions. With an easy availability of smartphones everywhere today; an educator can form a virtual learning community for her class. Most of these language learning applications cost zero for trial versions. These apps graded for different age group learners such as for young learners, middle school learners, adult learners etc. according to their learning requirements. They provide new, innovative and fun dimension to ESL learnings in classrooms. Some of the popularly used language learning applications are discussed to review usage of these applications in present times.

At present, the market is full of a variety of educational applications catering to variety of learners, subjects and learning segments. Some of the common features of English learning applications include a lesson plan, practice exercises, visual stimulation, quiz sections, flashcards, student tracking and such other learning desired features. These applications have an easy-to-use interface and can even be customized to user requirements of individual users. Though, these applications are criticized for increasing the screen time of students; they definitely impart English language learning with a fun element.

Some of the popular English language learning apps worldwide include *Speak English, Words with Friends, English Podcasts, English Launch Pad, Grammar Up, Speaking Pal English Tutor, Grammarly, Cambly*. Most of them are free as a trial version and cater to varied learning requirements of learners across ages. In India, *Hello English* is the most popular app used for English language learning, taking reference from regional Indian languages such as Hindi, Marathi, Gujarati, Kannada and such 22 regional languages. Some other popular ones are *BBC English Learning, Duolingo, Fluent U* and such others are widely used by English language learners in India.

### **Challenges in using e-resources for teaching-learning in India during the Post-Covid Pandemic**

In India, the extreme socio-economic differences concerning connectivity to internet, availability of smart devices and dearth of skilled resources engaging the technology has contributed to the digital divide. In present times, such a stark digital divide become visible due to the COVID-19 outbreak. At one hand, there are elite and technologically well supported educational schools and colleges in major cities of India; which are efficiently functioning with their lectures and other learning forums. These institutions are well equipped both with their technical support and skilled human resources to engage classrooms even during the difficult times of lockdown. On the other

hand, the rural and semi-urban masses of India face technology challenges such as that of poor connectivity, unavailability of smart devices and other related issues.

There has always been a debate if technology can replace teachers. In fact, there has been a great anxiety amidst the teaching community with an intrusion of technology in the sector of education. However, it is important to understand that it is not exclusivity of either technology or teacher; that can bring effective learning to students. It is, in fact, a necessary partnership between technology and educators that can bring about highly productive output for students.

Another major challenge that a technologically enabled education faces is that of lack of human touch in teaching learning process. The kind of rapport in form of motivation, counselling and guidance that a teacher provides to students in offline classes; remains largely remote in online classes. Also, the online mode of education has been criticized for being hindrance in socialization of students. The most natural human interactions that pupils are exposed to in real-life classrooms are distanced from students converting them into digital immigrants. The most significant role of a teacher being a motivator and guide is transferred to student herself being her own motivator. Also, it the learner himself; who has to take up the responsibility of his course completion and excellence.

One of the major challenges that the education sector of India faces is that of providing training to teachers to use various digital tools for online classes. Most teachers in India, are accustomed to teach offline classes in their traditional teacher education trainings. Consequently, in wake of post-covid pandemic need of education; various governmental and private organizations are arranging numerous webinars and online meetings in order to empower Indian teachers to use digital tools for online education. The teaching community of India has relied heavily on the offline teaching mode largely; thus, the emergency of using digital tools in the pandemic times has forced them to unlearn the traditional ways of teaching. The initiative to digitally embrace the teaching technology has been coming from numerous sections of society like school & college managements, governmental bodies, private training centres, parents' association and such others.

Further, there has been rush towards Education 4.0 in the Post-covid education sector of India. In this phase of educational revolution; there is a focus on smart technology, artificial intelligence and robotics. This will result into a highly personalized way of learning infusing teaching with technology deeply. There is also an emphasis on empowering education to produce innovative ideas and practices in classrooms. It is challenging to get executed such highly technologically advanced way of teaching -learning with the mass education mode of India. It is with such social realities that the digital divide in India becomes evident. Though there is focus on technology-based education in present times; it is crucial to note Bill Gates's observation "Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important" (Walker & White, 2002, p.63)

## **Conclusion**

Thus, there is no doubt that technology-enabled classrooms emphasize the role of technology in making the process of education more engaging, interesting and effective. It is important to understand that technology in language education or rather in the education sector can be effective only when it is viewed as a tool or means; rather than end in itself. Amidst all the challenges of education taking a digital turn; a well-maintained balance between time tested language pedagogy along with technological support can make Post-Covid learning more substantial and effective. Also, numerous emerging trends in the educational set-up of India such as flipped classrooms, use of learning management systems and over all emphasis on e-learning has come to Indian classrooms like never before with the pandemic. Such a social reality of technological shift needs to be accepted willingly. Another crucial understanding that we as a society need to accept that the technology is ever-evolving; hence, all stakeholders of society such as students, teachers, parents need to be in an ever-learning mode of e-education during pandemic and beyond.

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## **Online Learning via Educational Apps : Usability and Importance among College Students – A Study**

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### **ABSTRACT**

*As we know education is always at a critical juncture since it is vital for economic prosperity and workforce development. Online Learning has overcome to some extent of educational problems. Interactive and personalized learning are the assets that students get from online education Apps. For students, education-based apps provide convenience by helping them to achieve more in less time. It can be also said that online Learning through education apps will prove to be students' best friend in times of need. A prime benefit of learning online is that it makes sure that you are in synchronization with modern learners. This digital revolution has led to remarkable changes in how the content is accessed, consumed, discussed, and shared. Unlike classroom teaching, with online learning students can access the content an unlimited number of times. This is especially required at the time of revision when students are preparing for an examination.*

*Many educational institutions and tutors have already started integrating their platforms with mobile apps. But creating a mobile app for education is not an easy task. An educational app only works best when the students get to learn things or organize their classroom activities seamlessly. The best educational apps are the perfect combination of knowledge and user experience. Teaching should be based on student friendly and personalized educational apps.*

*This is an attempt to study the online Learning via Educational Apps (Google Classroom, Remind, Duolingo, Photomath, Kahoot,) its usability and importance among the college students in thane region.*

**Key Words:** *Learning, Online Learning, Educational Apps, Usability of Education Apps.*

### **INTRODUCTION:**

In this situation of a global health crisis, the virtual system of learning has proved its merits. As the technology advances, this system is here to stay. But, accepting the virtual method does not mean rejecting the traditional classroom pedagogy. The convenience and low-cost model of virtual learning cannot replace the experiential learning of human values and character development of the classroom setting. Both virtual learning and classroom lessons have their own importance. In these times of pandemic, virtual learning is more important so that the education of children is not hindered. Classrooms are important as the children sit together and concentrate on a particular topic. They are

able to learn new skills in such an environment and the teachers have their full attention. Thus, both forms of teaching have their own place.

### **ONLINE LEARNING**

Online mode of learning is the best choice during the pandemic as it adheres to the norms of social distancing as laid down by the government as a precautionary measure against the spread of the virus. Switching onto online learning is a great step taken by education institutions amid lockdown due to the coronavirus outbreak. E-learning will enable students utilize their time and cover the syllabus on time. This method will ensure that students spend their time productively during the tough times. It is important that we appreciate the efforts of institutions and teachers who are working recklessly towards betterment of students.

### **EDUCATIONAL APPLICATIONS (APPS)**

Educational Applications (apps) and mobile learning is a current in an education system that reconsiders the aspect in which the trend of learning takes place and the service is delivered through a smartphone. As the People are getting Tech Peculiar, nearly everyone has a smartphone and Android even is used by the students as well for their Studies. In spite of pursuit of the mobile device is a well-used document in the fundamental and high level of education system. In the smartphone a variety of Educational apps which can teach us almost anytime anywhere. These education apps proceed as a considerable asset to ones learning as they create a blend of innovation and primary learning. The main ambition of this Research that is to resolve the favored smartphone is the operating system is used among the students primary app i.e. Google Classroom, Remind, Duolingo , Photomath, Kahoot is used by students.

**Google Classroom:** Classroom is a free web-based platform that integrates your G Suite for Education account with all your G Suite services, including Google Docs, Gmail, and Google Calender. Classroom saves time and paper, and makes it easy to create classes, distribute assignments, communicate, and stay organized

**Remind:** is a private mobile messaging platform that aims to help teachers, parents, students, and administrators to communicate with everyone at once. The platform has more than 20 million monthly active users across the United States. The platform is designed to increase parental engagement which has been linked to increased student performance. One study showed that in general, teacher to family communication increased homework turn in by 42%, kept students more focused and increased participation.

**Duolingo:** Duolingo is an American language-learning website and mobile app, as well as a digital language-proficiency assessment examination. The company uses the free premium model; the app and the website are accessible without charge, although Duolingo also offers a premium service for a fee. The inspiration for Duolingo came from two places. Luis Von ahn wanted to create a program that served two purposes in one, he called it as ‘twofer’ Duolingo originally achieved this by teaching

its users a foreign language while having them translate simple phrases in documents though the translation feature has since been removed.

**Photomath:** Photomath is a mobile application described as a "camera calculator", which utilizes a phone's camera to recognise mathematical equations and to display the step-by-step solution onscreen. It is available for free on Google Android and iOS. It can read and solve problems ranging from arithmetic to calculus instantly by using the camera on your mobile Photomath is the most used math learning app in the world. The app instantly scans, accurately solves and intuitively explains math problems to users through step.

**Kahoot:** is an online quiz application Tool for Formative Assessment and Immediate Feedback: Kahoot, Socrative & EdPuzzle ... Also, with the challenge feature of the Kahoot App, Kahoots can be assigned as homework and for revision and reinforcement. But when using the Kahoot application, things like that cannot be done anymore because students are required to answer it as quickly as possible and grades will be immediately visible.

### **LITERATURE REVIEW**

The studies undertaken by various other researchers in the past relating to the current research problem have been reviewed in this. A detailed review has been made to find out the research gap and to identify the researchable issues for the study. Various studies, books and journals have helped the research to compare with the present scenarios collected through primary data. The secondary data helped to understand the importance and usability of Educational Apps.

**According to Viberg (2015)**, observe ten crucial rules to operate a system designer while designing an online learning. Choice of technology, roles, cost, equipment management, collaborative services or application and security issue, support for teachers, system usability and administrative. The disable learners will also grasp the opportunities 'from this technology. Educational Learning Application is the most ongoing topics in the Educational sector it's a new technology like ERP and there have been many studies on these topics. However, there is a need to examine applications and to understand the facing problem as well. The purpose of this study is to recap the conclusion of the Educational learning applications literature. The comprehension learning can motivate the students and also increase or raise the outcomes of education that are distance learner through Mobile learning application.

**According to UNESCO (2013)**, online learning's educational software or application equipment is useful in teaching like tablets, portable audio players, mobile phone, laptop etc. The benefit of both the learner and the applications is the ability to operate the mobile learning technology in a proper way and which is effective as well.

**Wu, Wu, Chen, Kao, Lin, and Huang (2012)** reviewed 164 studies from 2003 to 2010 on mobile learning. They analyzed that the literature is well aligned and provided a Comprehensive analysis. They construct that studies on mobile learning are effective and it also is focused on e-learning system

design. They interpret that researchers used commonly surveys for experimental as research method only. Furthermore, Educational app is also installed in the smartphone and widely connected in the Educational system. Moreover, it is reported that the most highly-present articles on mobile learning system design software or application and its effectiveness.

#### **SIGNIFICANCE OF RESEARCH:**

The research conducted by the researcher has the following significance:

1. The study shows the usability of Educational apps in their day to day studies
2. The research is also important to identify the user friendly educational apps
3. The study provides help to the other researchers to conduct their further research work on various other educational apps.

#### **SCOPE OF RESEARCH:**

The scope of the research is to understand the Online Learning. With the help of Educational Application

1. The research is based on primary as well as secondary data.
2. This research is studied broadly various Educational apps opted by students for their studies.

#### **SELECTION OF THE PROBLEM:**

Since, before the Covid-19 pandemic in India the physical learning was a major mode of teaching to the students. But due to Covid-19 it is observed that online teaching was the only solution through which teaching can execute during this period. Therefore, the researcher's main focus was on students browse to various educational apps for doing their studies whether all the Educational apps are helpful for them? If yes then which one is more preferably used for study purpose? If Not then what are the difficulties faced by a students while using such Educational Apps.

#### **OBJECTIVES OF THE STUDY:**

The researcher had framed the following objectives in his research study:

1. To find out students opinion about the selected Educational software or application.
2. To study the fact that the software or application used for the virtual classroom is secure.
3. To find the Educational Apps usability through the possible key indicators like Design, colors and Navigations.
4. To analyze and suggest possible improvement if required

#### **RESEARCH METHODOLOGY:**

The present study is based on descriptive research casting light on online learning via educational software or application. It also analyzed data on the universe population of the study, sampling Techniques, Sample size, and also used the data collection for the study.



### **RESEARCH DESIGN:**

This Explanatory Study Research was constructed with Descriptive (Quantitative) methods. Conducting a quantitative research involved survey questionnaires. In this there are three phases. The first phases involved conduct a survey. The second phase shared a survey link among college students of Thane vicinity only. The third phase was to complete the survey and determine the result. The survey research sustains an objective approach. Below are the software application such s E.mail, Google doc, Microsoft Excel etc are used to accomplish the survey objectives.

### **DATA COLLECTION:**

Data collection means collecting of data or information by different sources. There are two type of data primary data and secondary data which are explained.

### **COLLECTION OF PRIMARY DATA:**

The primary data required for the study was collected from One hundred and Eighty Four (184) active respondents which include College students of Thane vicinity only. Data were collected by questionnaire method prepared through Google forms. The respondents were students at different grades and age group.( 17 years to 20 years)

### **COLLECTION OF SECONDARY DATA:**

The researcher collected secondary data for the study from books, journals, periodicals, newspapers, articles, website of government publications, proceedings, annual report, and other published records.

### **LIMITATIONS OF THE STUDY:**

1. Online-Learning is very vast, therefore, in depth study was not possible.
2. The data collection is done as per the convenience of researcher and hence it may not be fully accurate.
3. The data was collected from students through Google forms. Therefore, they may have not provided accurate data as no face to face research was undertaken.
4. Research is purely based on selective Educational Apps and also study was undertaken with only the college students belong to Thane vicinity.
5. The studies are focused only on the satisfaction of online learning via Educational apps from the perspective of students. In fact, the opinions of teachers and parents are also impactful. Therefore, future studies can comprehensively analyze the satisfaction of online education platforms from the perspective of multiple subjects.

**UNIVERSE AND SAMPLE SIZE:**

The sample size is the proportion of the general population that is taking part in the study. Thane region has been taken as universe of the study. The sample size is 200. From one hundred and Eighty four (184) Respondents data were collected which includes College students from Vicinity of Thane only with convenient sampling techniques.

**DESCRIPTIVE RESULT:**

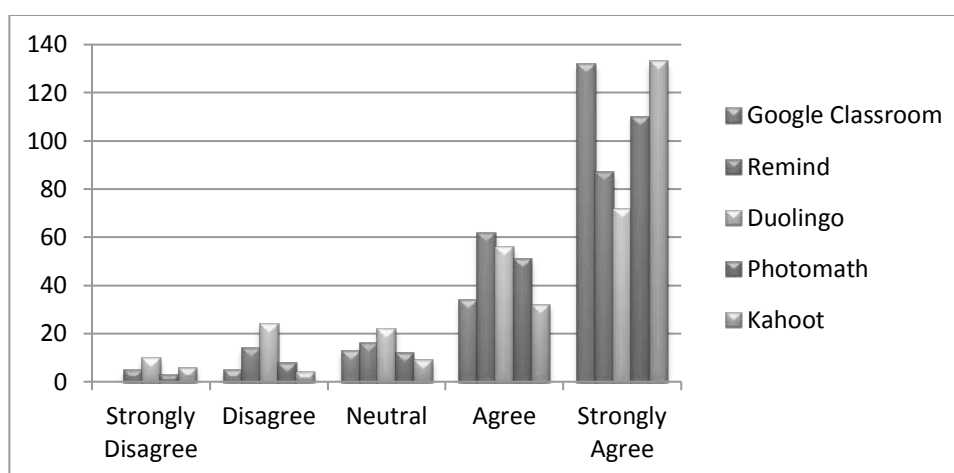
The respondents were asked for their opinion at 5 point scale 1- Strongly Disagree (SD), 2- Disagree (D), 3- Neutral (N), 4- Agree (A), 5- Strongly Agree (SA). For the purpose of further analysis the responses on Strongly Agree and Agree have been considered as they seem to be more significant for the analysis and interpretation.

Following table gives the no of respondents who have given their responses on various online learning educational apps

**Table No: 1 Opinion on Educational Apps among College students**

Sr.no	Educational Application	SD	D	N	A	SA	Total
1	Google Classroom	0	5	13	34	132	184
2	Remind	5	14	16	62	87	184
3	Duolingo	10	24	22	56	72	184
4	Photomath	3	8	12	51	110	184
5	Kahoot	6	4	9	32	133	184
	Total	24	55	72	235	534	920
	Average	4.80	11.00	14.40	47.00	106.8	
	% of Responses	2.61	5.98	7.83	25.54	58.04	

Source : Primary data



**Chart No 1 : Respondent opinion on selected Educational Apps**

**INTERPRETATION:**

From the above table no 1 and chart no 1 it is very clear that the maximum Responses are in the form of Strongly Agree and Agree for the application like Google Classroom and Kahoot that shows students mostly prefer this application for studying and enhancing their knowledge and skills compare to other Educational applications.

**USABILITY TESTING**

This section focuses on the methodology, as well as on the findings of Online learning via Educational Application usability testing. This is the basis for the actual app and the additional improvement needed on dashboard, can be incorporated.

**Research questions**

The usability testing focused on three major research questions:

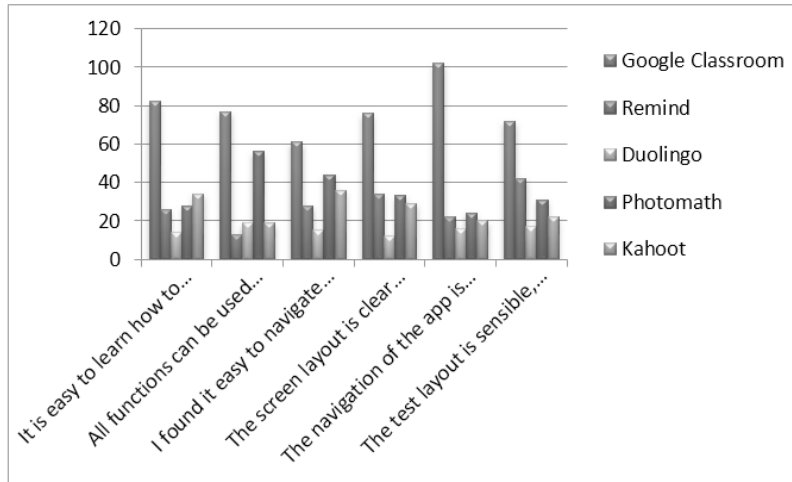
- RQ 1 . How intuitive is the Educational Apps (Navigation & Structure, Design & Colors) for students?
- RQ 2 . Is there room for improvement for the development of the selected Education Apps?
- RQ 3. How can the Descriptive results (quantitative) help to optimize the selected Education Apps for its implementation?

The questionnaire was conducted to evaluate design, navigation, text elements and used icons of Educational Apps. Beforehand, the students were shortly introduced to the topic of Online learning educational applications. Afterward, they were able to view the Educational apps either on web browser or on mobile browser, and afterward responded to an online questionnaire.

**Table No: 2 Usability Test based on Key Indicators – Navigation & Structure**

Sr. no	Questions	Educational Applications					Total
		Google Classroom	Remind	Duolingo	Photomath	Kahoot	
1	It is easy to learn how to work with the Educational Apps	82	26	14	28	34	184
2	All functions can be used without the support	77	13	19	56	19	184
3	I found it easy to navigate through the app	61	28	15	44	36	184
4	The screen layout is clear and comprehensible	76	34	12	33	29	184
5	The navigation of the app is user friendly	102	22	16	24	20	184
6	The test layout is sensible, clear and easy to read	72	42	17	31	22	184
	Total	470	165	93	216	160	1104
	Average	78.33	27.5	15.5	36	26.67	
	% of Responses	42.57	14.95	8.42	19.57	14.49	

*Source : Primary data*

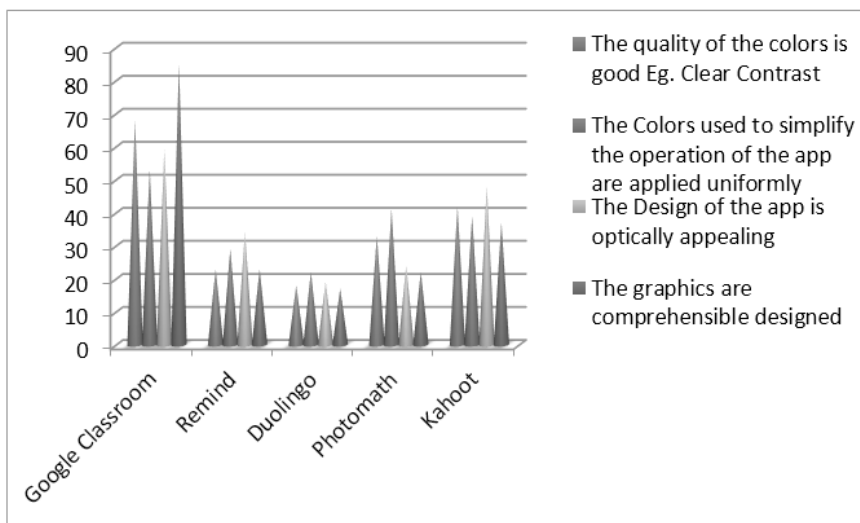


**Chart No 2 : Respondent opinion on usability of Educational Apps based on : Navigation & Structure**

**Table No:3 Usability Test based on Key Indicators – Design & Colors**

Sr.no	Questions	Educational Applications					Total
		Google Classroom	Remind	Duolingo	Photomath	Kahoot	
1	The quality of the colors is good Eg. Clear Contrast	68	23	18	33	42	184
2	The Colors used to simplify the operation of the app are applied uniformly	53	29	22	41	39	184
3	The Design of the app is optically appealing	59	34	19	24	48	184
4	The graphics are comprehensible designed	85	23	17	22	37	184
	Total	265	109	76	120	166	736
	Average	66.25	27.25	19.00	30.00	41.50	
	% of Responses	36.01	14.81	10.33	16.30	22.55	

Source : Primary data



**Chart No 2 : Respondent opinion on usability of Educational Apps based on : Design & Colors**

### **INTERPRETATION:**

Usability testing is a very useful and advantageous method for formative evaluation of the development process. The Online Learning Educational software or application can benefit from the valuable input of the potential app user.

With regard to RQ 1. (“How intuitive is the Educational Application e (design, navigation) for students?”), it can be suggested that the Educational Apps are intuitive for the target group. Overall, the results were predominantly positive (all average values were higher than 3); however, some issues were identified for improvement, especially with regard to colors.

In addition, students provided feedback within the scope of open-ended questions. The students evaluated the app’s clarity, simplicity, navigation/structure and features as very positive. Regarding the assessment of the color scheme, the responses were heterogeneous. Critical issues were partly used dark colors, as well as color combinations. Moreover, some students mentioned that the app contained a broad color spectrum. Furthermore, they suggested additional features for future app versions, e.g. a calendar function. With regard to RQ 2 (“Is there room for improvement for the development of Educational Apps?”), it can be summarized that the colors need to be adjusted.

To answer the RQ 3 (“How can the empirical results (quantitative and qualitative) help to optimize the Educational apps for the main survey?”), the following aspects can be summarized. The involvement of the target group (students) was very important for implementation of applications. The reason for that is very simple, because the students are prospective users of such apps. Therefore, it is inevitable to get them highly involved. The success of any applications depends on its acceptance. If the acceptance is high, the potential usage can be high, too. For reaching a large consumption of apps, it is necessary to implement the students’ feedback and recommendations. With help of these new insights, future adaptations can be managed.

### **FINDINGS:**

Hence, the findings of the apps usability testing provided detailed insights to optimize the app Some lessons learned of the apps usability testing were the following proven statements:

- The handling of the Web app is intuitive.
- The app’s structure is easy to learn.
- The navigation within the app is clear and user-friendly.
- The students mostly like the idea of Google Classroom and Kahoot.
- The design and colors can be improved, because the rate of deviation was found to be fairly high.

## **CONCLUSION:**

As a conclusion of all mentioned points above, there is more research necessary. Some useful research approaches could be, how should a privacy-based application look like in the opinion of students and lecturers, what are overlapping interests of students and lecturers to strengthen and adapt app functions or digital innovations, how can different digital approaches work together to “reinvent the wheel”. The application which offer immediate feedback, simulations, records, study, materials, and capture all the data in the system only with a rapid development. In the education sector, mobile learning has become a beneficial additive in a formal learning. Therefore should be able to understand the impact of the latest technologies used for the learning or upgrade skills. Users are satisfied with online learning but the app is determined by various factors, such as assertiveness of learners’ attention, and the limitation of technical function etc. Furthermore, as already discussed, the additional app features have to be implemented in case of further development. All in all, the Google classroom and Kahoot apps as deliverables provide a profound base with many important research questions and approaches for future work.

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## **Impact of COVID-19 on Learning and Pedagogy in Indian Medical Education**

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### **Abstract**

*Indian Medical education has witnessed enormous changes over the past few decades. A primary requirement of the society, developments in education and technology has thrust medical education towards different tangents of science and research. The recent global pandemic “COVID-19” has earned the medical professionals a new badge of being warriors of the country in the CORONA war from being the saviors and intellectuals.. Their knowledge, experience and relentless service have saved many people suffering from the virus in the country. This indeed is a silver lining to the clouds as there is a hope of accumulated knowledge of the medical professionals becoming a mighty weapon in this war. But the concern is when that future will become a reality and till that time what can India do to increase the number of well-trained doctors and other medical professionals to keep up with the increasing population. In many fields of education various online platforms like MOOCs, Virtual Classrooms, and Learning Management Systems have brought about a sea change in the way education is imparted. The matter of concern is, would these prove to be successful in the medical education field? Can virtual teaching bridge the gap and reduce insufficiencies in the field of medical education? There are higher chances that Approach of Behaviorism will be present in Pedagogy of New Normal. The unanswered questions are; how the approach of Constructivism and Collaborative Approach could be infused in this. After all the field of medicine thrives in highly practical and real environment. The main objective of the researcher is to study how far the migration of medical education is possible from real to virtual as the necessity for this is not going to vanish easily in the near future. If the future throws still more such challenges then to what extent the institutes and colleges imparting medical education are ready with a curriculum which can create a true medical professional out of a student.*

**Keywords:** Medical Education, Online Platforms, Pedagogy.

### **Introduction**

As of year 2020, there are more than 500 medical colleges in India recognized by the Medical Council of India(MCI) including Government and Private colleges. They have a total capacity to

provide education to around 79,000 students. But this number mismatches the demand. The WHO (World Health Organization) recommended ratio of doctors and patients is 1:1000. We stand at around 1:1600. This shows how badly our country needs more doctors. It is needless to say that the education has to be of high quality. Only increasing the number of medical colleges and seats is not the complete solutions; but along with that it is important to concentrate on curriculum and pedagogy also. India is a developing country. Any transformation in any field is bound to take time. There is also a need to create a sound framework of guidelines and policies for it. If medical education is to be transformed it is a process that will take time. In 2018, the Central Government began to revamp the healthcare system in India. In 2019 the National Medical Commission Bill was formulated which suggested the need of modernizing medical education. Curriculum revamp was the major part of the reforms. The MCI sought to bring about alignment of medical education with the changing health needs of our country. The bill focuses on training based on patient-centric approach and introducing various subjects like languages, communication skills, computers skills etc. The introduction of AETCOM (attitude, ethics and communication) can help medical students to communicate more effectively and empathetically with their patients. The examinations and assessments will also be more competency based. Thus positive and progressive steps have been taken towards the holistic development of Indian medical education. These will definitely lead to better development of doctors and medical professionals through this bill. But due to COVID (Corona Virus Disease) 19 suddenly the old school methods of education which have been used from years have proved insufficient and lacking, and there is a need of developing new teaching and learning methods. This pandemic has made us rethink right from the roots about the way we have been imparting education and made it necessary to adopt a new and innovative approach. Social Distancing is the NEW NORMAL and it has brought about a lot of challenges and changes for education too. Virtual teaching tools are getting developed at a fast pace so the relationship between the students and the professors should be as strong as it was in pre-COVID19situation, with the help of the new pedagogy. But the question is, to what extent there is a possibility to do the same in medical education. Virtual tools could be used to teach medical students. But ultimately they have to deal with a natural body which breaths, which has a life and emotions, and not with machines or robots. Convincing teaching and adaptability of students are big challenges in this situation.

### **Impact of COVID 19 on Teaching and Learning in Indian Medical Education**

The world is overwhelmed and has come to a near halt due to the COVID pandemic. In India lakhs of cases have been reported positive. In this darkness of pandemic when the rule of social distancing is a basic tool of safety, technology and virtual socialization has become a ray of hope. Education is also trying to make the most of this technological environment. But unlike other academic fields, human interaction is an extremely important facet of medical education. It is facing its own challenges and finding out ways of dealing with it. Theoretical and Practical based curriculum



face their own different set of challenges. In the emergency created by COVID 19, medical education cannot be put on a pause for a longer period of time. Already students have a rigorous graduation period of 5 to 6 long years and longer delays due to the crisis can affect their career majorly. Thus the medical teaching fraternity and educators have to take a strategic view of using technology for medical education. For this first and foremost it is important to concentrate on reflective pedagogy where the medical educators and colleges will have to focus and develop various virtual and online methods of learning which make the knowledge transfer possible. Various Methods like MOOCs(Massive Open Online Courses), Virtual Classrooms, Usage of audio and videos could be used for the same. While learning through these methods, students also have to simultaneously acquire clinical skills which they would have acquired in normal classroom environment. But will these tools be able to do justice to teaching other topics like ethics, communication and stress management? This seems to be a really difficult task on a virtual platform. Thus Behaviorist pedagogy will be there, only instead of physical classrooms there will be virtual classrooms where the lectures can be given. But the virtual classrooms can kill the inquiry and interaction based approach. On one side the teacher could be unclear regarding the actual understanding of the subject by the students and on the other, students actually grasping skills would be a tough task. Earlier the students studied actual bodies in the classrooms and they could ask queries to the professor at the same time. Can the same kind of concentration and interaction be expected in online classes? Poor internet connectivity, usage of smart phones instead of black boards and distracted minds of students can affect their knowledge of fundamentals taught in this period. It can later affect the constructivism pedagogy, where it will difficult for the medical students to connect their current curriculum with their future studies. Thus clear feedback and complete understanding of theoretical knowledge is a big bottleneck.

More than the theoretical section, the major problem will be with the practical or applied section of the curriculum. Obviously, in medical education a lot of emphasis is given on practical work. Continuous sharing of theoretical knowledge and lack of simultaneous practical work can heavily affect the integrative approach of pedagogy as theoretical and practical both are equally important. Although institutions are trying their best to provide online lectures, the gap can be bridged through practical work. The action plan of online lectures can heavily affect the collaborative approach between the educator and student or among peers or colleagues, especially in case dissections and other practical subjects. Even Examinations can get hugely affected due to lockdown. Just undergoing online pre- medical examination, college online examination or taking only final year university examination of medical students will be a very big task. Students' loss of hands-on experience could also be seen as various seminars, presentations and workshops from experienced and senior doctors go missing. A deep impact could be seen on internship programs also where limited or zero experience with patients during this pandemic time where experienced doctors are

required. Missing out of first hand patient experience, clinical rotations and collaborative work with peers can affect performance of future doctors. Thus these changes can affect the overall quality standard of medical service and overall personality development of future doctors.

#### **Challenges of COVID19 to Indian Medical Education :**

- 1. Safety Measures :** Due to limitations of beds and ambulance services in hospitals for COVID 19 in India, the patients at times themselves step into hospitals without any proper precautions. This can affect other patients and those interns and junior doctors who are working for non-COVID health issues.
- 2. Disruption in Career:** Many of the students are compelled to be away from the universities and colleges. This career disturbance can lead to a deep effect as many of them may be facing financial, family and housing challenges which can be worrisome for their future.
- 3. Limitation for Medical Colleges:** Medical colleges, especially those which are attached to hospitals are not able to run the curriculum for the students in the proper manner as majority of hospitals have been turned into COVID 19 hospitals or quarantine centers. This could affect the health and life of medical students. This is keeping them away from the colleges and universities.
- 4. Online Pedagogy :** Online platforms have their own limitations, especially in medical teaching. Creating a virtual environment of laboratories, dissections and analytical skills for natural bodies is definitely a very difficult and complicated task for the educators.
- 5. Technical Soundness :** Medical colleges can buy the best software for online teaching. The problem could be from the student side; every student in the classroom has an equal access and opportunity of gaining knowledge. But in a virtual classroom it is not necessary that all the students will be having the same access to good quality technical infrastructure that is required.
- 6. Examinations :** Examinations of final year students are yet in conundrum as many of the doctors are working for patients in this situations of health emergency. Their examinations are still on hold. Even the medical entrance test i.e. The National Eligibility cum Entrance Test (NEET) has been not yet conducted this year.

#### **Possible Solutions To this Problem :**

- 1. Live calls as compared to record :** Instead of uploading recorded lectures by professors on some online platforms, live lectures would be more interactive (subject to internet connectivity). Live lectures can create some semblance to a physical classroom environment and it will lead to better interaction and understanding between students and teachers.
- 2. Collaborative teaching:** For certain projects and various medical assignments, educators and

professors can form teams and groups of students so that they can work together in the virtual environment on the given task through online chats and meet teachers, who can also supervise their work online. Various projects like narrative learning can lead students to share their write ups with their professors and peers. So in their idle time they can initiate meaningful research.

**3. Webinars for knowledge building :** Seminars and workshops could be replaced for the time being with online workshops and webinars. Knowledge transfer should not be stopped due to physical distancing. Medical colleges on their end should arrange experienced doctors and medical professionals for such sessions.

**4. Virtual Libraries :** Virtual libraries have evolved in recent past but still it is at a nascent stage. Certain experiments, their methods and results require amalgamating lot of data from various national and international sources to showcase. This can help the students to perform their practical work online without the presence of any physical infrastructure. Deep research and study is required for building medical virtual libraries.

**5. Volunteering :** At many places, Final year students and interns with the maximum practical knowledge may volunteer for treating patients except COVID 19 patients with utmost care. This will reduce the pressure of doctors who are dealing with COVID

infected patients. Such students can also run certain online programs like volunteer learning where they can share their experience with other fellow students. This cannot be possible with the new or junior medical students as they would not have enough knowhow to treat patients.

**6. Precautions to be Taken By Medical Colleges :** As practical experience is a must in medicine, over the time medical colleges operating as hospitals also could start with rotational duties of medical students and interns with tight schedule, short clerkship, taking proper precautions and keeping them away from the COVID 19 Wards or sections.

**7. Examination :** If not all examinations at least various viva exams could be conducted using various meeting applications which should be properly proctored.

### **Conclusion**

Medicine is one of the noblest professions in the world for it is all about nurturing and protecting life. None of the section of the field of education is left unaffected by this pandemic and each one is trying to fit in by changing the structure and methodology of teaching. Medical education also has to do the same but it has its own limitations as far as online and virtual platforms are concerned. Thus a need of blended pedagogy of click and brick is required not only as a temporary solution but should be adopted as a culture.

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## **E-Learning and Pedagogy for Modern Learners**

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### **ABSTRACT:**

*At present period, Internet plays a vital role in the field of education. It is greatest revolution in contemporary education and has developed a wealth of knowledge among people. In this particular paper the researcher has discussed about the role of internet as a powerful tool in the teaching learning process. The researcher has tried to signify and differentiate the modern education system and traditional education system by discussing their pros and cons. We have seen that, there are several problems with the traditional system of education in regard to curriculum system, cost, classrooms, courses, time etc. However the ongoing COVID-19 pandemic has resulted in the distinctive rise of e-learning where teaching is undertaken remotely and on digital platforms i.e. current situation is supporting modern education system. Online learning has brought a huge change in the system and opened great opportunities for everyone who wishes to learn. This paper is an attempt to study about how e-learning has revolutionized education by providing new opportunities for traditional learning. For effective e-learning programme, there is need of incorporating important tools and make them available online. So, researcher has also made an attempt to study the various modern tools and methods for online-based education. This paper also deals with the study of pedagogy for modern learners for maximizing learning. This twenty-first century is called the age of digital knowledge and technologies because at present significant developments are occurring related to new scientific discoveries, artificial intelligence, robotics, informatization, astronautics etc. Thus, there is a need of developing innovative teaching methods and study the changes by teachers for effective teaching learning process.*

**KEY WORDS:** E-learning, Traditional method of education, Modern method of education, Pedagogy, Online learning.

**SIGNIFICANCE OF THE STUDY:** Realizing the importance of studying about E-learning in present technology-based period and its influences on modern education and changing pedagogy for new learners, the researcher desire to make a humble attempt to study about E-learning and pedagogy for modern learners. The researcher also thinks that a study related to the traditional learning and modern learning is important to know which system is better in present period.

**OBJECTIVES OF THE STUDY:** The objectives of the study are

1. To differentiate between Modern Education System and Traditional Education System.
2. To study the various Digital tools for online-based education.
3. To study the pedagogy for modern learners for maximizing learning.

**Methodology:** The study is based on descriptive method and qualitative in nature .Here, the Data had been collected by using secondary data i.e. articles of research journals, books, magazines, prominent sites relevant to higher education etc.

**INTRODUCTION:** In the age of modernization, the exploration of knowledge and technology has changed each and every aspects of society including education. The scenario of education which is now is totally different from the scenario which was a few years back. Earlier the people used to teach their children only how to fulfill their basic needs. But at present as the needs grew, the aim of education is all round development of the children. With the passing time the method of teaching-learning styles has completely upgraded from face to face method to the modern online method. The modern education is accessible by all where traditional education is not. Modern learning implies learning through different new innovative methods and techniques which have changed the basic pattern of education. Today, E-learning has been an invaluable support for learners around the world. All the learners are getting benefit by e-learning in regard to economic constraints, physical disabilities, geographical boundaries etc.

**FINDINGS AND DISCUSSIONS:**

1. To differentiate between Modern Education System and Traditional Education System: The modern education is just a new development or up-gradation of traditional education. As there is a rapid development of science and technology, the needs of the people are changing day by day and as a result there is a need of changing our education system also. By the time the traditional educational system is not considered enough to fulfill the present aims of education. So, modern education is a developed method for traditional education which is grown up to fulfill the present demands of education system. Thus, there is a relationship between modern education system and traditional education system, but at the same time they are different from each other. Some of the differences between them are discussed below :
  - a. The traditional education system is primitive method of education which is called customary education or conventional education whereas the modern education system is new method of education.
  - b. Modern education system is mainly based on computers and internet i.e. education through online platforms which favours independent learning methods. On the other hand, the traditional education system is based on the education where learners and teachers are

gathered under a roof at a specific place and time by using conventional learning tools comprising of chalks, books, pens, blackboards etc. by the teachers.

- c. In traditional education system, the teaching style is teacher-driven. On the other hand technology-driven teaching method is followed in modern education system.
- d. In traditional education system, there is fixed timings of courses enrolled for a specific period, where in modern education system the learners are able to learn in flexible timings without the limitation of a particular time period.
- e. The learners in traditional education system are homogeneous group of people whereas the learners in modern education system through online are heterogeneous group of people with different age, different nationality, different professions etc. which is accessible by all.
- f. The traditional education system requires classroom setup, course books, tuition fees etc. which needs a huge amount of money. On the other hand, the modern education system is comparatively lower cost because it is relieved from tuition fees, admission costs and basic amenities associated with primitive learning system.
- g. In traditional education it takes much more time and difficult to learn courses from abroad higher educational institutions. But through online learning, the learners are able to learn from abroad where even the professionals and part-time learners can get benefitted from it and get certificates of different courses in a short period of time.
- h. The sources of learning in traditional system are limited whereas online learning system provides with an unlimited source of learning material and diversified range of curriculum to learners.
- i. In traditional education, the evaluation is conducted manually after a period of time; say a term period or semester. But in modern education, the exams are conducted after each topic with automated evaluation.

Thus, modern education is inherited from the traditional education. Generally traditional education system is teacher-centered education system where students are passive receivers of information. Modern education system is mainly based on the visual way of learning. We have discussed various differences between them such as difference in teaching-learning style, flexibility of timings, evaluation system, sources of learning, course period, technology, cost of course, group of people, method, learning environment etc. However, the traditional education system should not be neglected because if we do so our culture will become extinct. At the same time modern education system is important to stay in touch and grow with the whole world. We should give equal importance to both the systems.

2. To study the various digital tools for online-based education: There are hundreds of digital tools that have been developed for the purpose of enhancing learning, managing and encouraging learning, formative assessment, collaboration, innovative teaching method, engagement in learning, facilitating communication etc. Some of them are mentioned below-

- a. Kahoot: Kahoot is an educational digital tool or platform where teachers can create, questionnaires or discussions based on games and questions. It is a game-based learning where the teaching materials are projected in the classroom and questions are answered by students while playing and learning at the same time. It helps to increase student engagement by creating a fruitful and effective educational environment.
- b. Prezi: Prezi is a digital software which helps to make an interactive presentation by zooming which leads to more effective, persuasive, effective and engaging presentations compared to presentations made with power point.
- c. Animoto: Animoto is a digital tool which is suitable for all ages of students as well for teachers. It helps to create animated videos, photo slideshows, stitching various videos together, adding text etc. very easily.
- d. Storybird: This is an app which allows students to write their own books with creative writing classes. A teacher can also use it for telling a story about a specific topic.
- e. Click Class: It is an e-learning authoring tool which is designed to help the users to deliver and manage online learning content.
- f. Resources for teaching Online: It is a site which underlines different online teaching methods, advice for planning and building a course online, among other useful links. It helps the teachers in building valuable course loads for e-learning and working with students online.
- g. Kubbu: Kubbu is a free site for teachers which help to facilitate their work through useful games, coursework development, teaching style and other features.
- h. Respondus: It is a quality assessment tools for online learning systems and helps in reinforcing different educational aspects including teaching methods.
- i. Google Expeditions: It is an immersive education app that allows teachers and students to explore the world through over 1000 virtual reality and 100 augmented reality tours.
- j. Micropoll: It is digital tool which helps in creating polls and analyzing responses very quickly. Polls can also be embedded in websites.

Besides, the above mentioned digital tools there are various tools such as Nearpd, Naiku, Piazza, Pixton, Crowdsignal, eSurvey Creator, Mentimeter, Lino, Newsela, Padlet, Peergrade, Pixton, Triventy etc. in modern educational field for teachers and students. Thus, we have found that there are number of digital tools with their specific characteristics for teachers and students to expand their knowledge and making learning interactive. These digital tools help the learners in learning more quickly, easily and effectively in the form of apps, sites, software etc. It also helps in creating a dynamic and social educational environment.

3. To study the pedagogy for modern learners for maximizing learning: Present age is characterized by the exploration of knowledge and scientific development of technology. There is rapid development in all aspects of our society including education. Thus, Present



situation demands a differentiated strategy in pedagogy for accessing quality education. Some of the steps or strategies which could be followed for modern pedagogy are mentioned below-

- a. Consideration of typical cognitive aspects as well as non-cognitive aspects of learning is important by identifying whether students have answered a question or how they explain their knowledge and whether a student is frustrated, distracted or confused. So, it is important to combine computer-based systems for cognitive tutoring with the expertise of human teachers in responding to students' emotions and dispositions, so that teaching can become more responsive to the whole child and learner.
- b. There are different types of learners; they may be gifted, backward and average learners. Their IQ level and knowledge acquire capacity is different from each other. Even they are also from different family backgrounds. But most educational methods, techniques and materials are same for all learners which creates a learning problem among the learners. It also leads towards the loss of motivation, interest and engagement of the learners. So it is important to recognize the individual differences in the backgrounds, abilities, interests and learning styles of students. It underlines the importance of teachers' knowing their students as individuals and employing a range of flexible teaching and organizational strategies in responding to them (Whitby, 2007).
- c. In this digital generation, Project-based learning method should be used by a teacher, which allows students to acquire key knowledge and skills through the development of projects that respond to real-life problems. A teacher should follow various modern teaching methodologies such as cooperative learning, gamification, problem-based learning, design thinking, competency-based learning, flipped classroom etc. (Redaccion Realinfluencers, 2019).
- d. A teacher should use a pedagogy which highlights the interpersonal nature of learning. It helps the teachers to provide a supportive context for peer-tutoring, group work, modeling, and coaching, collaborative problem-solving and constructive risk-taking (Whitby, 2007). Quality learning and teaching are grounded in powerful relationships that are built on mutual respect and trust. These relationships are strongly influenced by the core of shared beliefs (Hough et al, 1997).
- e. Blended learning is one of the most important pedagogical formats that can enhance student learning, optimize the use of active learning strategies and potentially improve student learning outcomes (Pizzi, 2014). It is an approach to education that combines online education with traditional education. Blended learning combines academics with things that young children are generally more enthusiastic about. It mixes things like computer games, instant messaging and social networking within class assignments, homework and out of school projects.

- f. Technology allows the teachers as well as students teach and learn differently. But at the same time the first-time online learners who have never had to navigate e-learning interface before, will often feel challenged while accessing educational tools. Thus, the instructional designers should create optional help or tutorial content that is easy to access and understand. Besides, some strategies should be followed by the new online learners by their routine task such as how to locate and navigate through course materials, how to bookmark or annotate course content, how to answer questions etc. While imparting education through virtual mode, the teachers should also provide the content that introduces learning environment which helps the new e-learners to feel comfortable. They should apply some tactics related to learning engagement, classroom norms, interactivity etc. The e-learners should also be provided multiple options for online communication.
- g. The OECE ILE project has also identified that to develop a creative and collaborative skills among learners, it is important to apply the principles of supportive environment, encourage reflective thought and action, enhance the relevance of new learning, facilitate shared learning, make connections to prior learning and experience, provide sufficient opportunities to learn, stretching all students, the social nature of learning, recognizing individual differences etc. by the teachers( Dumont, Istance, & Benavides, 2012) .

Thus, modern pedagogy aims at all round development of children by improving their skills and knowledge. The pedagogical tools, competencies, knowledge, and values have become the component skill of the modern teacher. The most observable phenomenon at present period is the penetration of digital technologies into education which develops the use of innovative teaching methods. The 21<sup>st</sup> century pedagogy has focused on several core components of modern learning such as meta-cognition (reflection), critical thinking, technology, and problem and project-based learning (Teach Thought Staff, 2018). However modern learners need to know all the learning styles by involving personalized learning, conceptual learning, technology-based learning and activity-based learning to engage with learning better and develop an increased level of confidence.

CONCLUSION: E-learning has revolutionized the traditional education system. It is an inevitable evolution of educational system. It is important for marginalized communities that ordinarily do not have access, infrastructure or the necessary funding to build and sustain traditional education systems. It is revolutionary for learners who are often ignored or excluded from traditional system of learning. It has also various benefits in regard to flexibility, low cost etc. Though there are various opportunities and advantages of modern education (Online education), yet it has various disadvantages also such as lack of social interaction, the chance to get distracted, isolation etc. On the other hand, traditional education is often associated with our culture and associated with the various principles like punctuality, social interactions, extracurricular activities etc. This system has also different advantages related to its expensively, passive listeners, teacher-centered learning etc. Thus

we can conclude by saying that both the types of education have their own place and importance. If we neglect traditional education, it would result in losing our culture. So, the traditional education system should not be ignored or completely eradicated. As modern education is the new development of traditional education with the changes of time, traditional education will continue to evolve to be inclusive of new forms of technology and learning via the e-learning education system.

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## **A Study of Student Attitude towards e-Learning as the ‘New Normal’ Post COVID-19 Pandemic**

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### **Abstract**

*The year 2019 ended with the emergence of COVID-19, a disease arising out of ‘Novel Coronavirus’ which the world had supposedly never heard of before. Since its first reported case in China, this virus, which according to studies gets transmitted by contact, travelled across countries and continents to result into a pandemic in the year 2020.*

*While medical challenge remains the highest priority, the spread of the virus has brought multifold challenges – financial, social, mental, educational, behavioural, etc. Education has been one of the most affected fields, with numerous examinations getting cancelled, educational year or terms getting disturbed and financial survival of many educational institutions being potentially jeopardized. With the aim of minimizing the impact on the overall learning process of students without compromising health and safety, steps are being taken towards e-Learning, which is set to become the ‘new normal’ post COVID-19 pandemic.*

*Unlike traditional process, success of e-Learning depends upon three factors equally, viz. teachers, students and information technology (IT). The second factor, i.e., students, is two-faced, tangible and intangible. While efforts are being made at multiple levels to assess the tangible part, which is IT infrastructure at students’ disposal, it is equally important, if not more, to assess and improve the intangible part – ‘student attitude’. Based on primary data, this study seeks to analyze the student attitude, focusing on students’ willingness about, belief in and approach towards e-Learning process, so as to assist in achieving full potential of e-Learning.*

**Keywords:** Pandemic, Education, e-Learning, Student attitude.

### **Introduction**

In November 2019 in China, the world saw what is believed to be the first known case ever of COVID-19. Caused by a virus named Coronavirus, the disease quickly turned into a pandemic which according to some, has already been the most dangerous pandemic ever in terms of number of cases. While the pandemic is still far from coming to an end, it has been the most damaging pandemic ever for the world economy in terms of drop in production and activity levels, number of lost jobs and erosion of industries, according to reports. Indians, who saw its COVID-19 count rise to as much as 80,000 cases per day in August 2020, has multifold challenges – financial, social, mental, educational, etc. to face and try to achieve normalcy from.

Education has been one of the most affected industries in India. The evidence thereof can be seen in the form of –

- a. cancellation of many examinations of colleges, universities, professional institutions and other educational institutions,
- b. problems which have already been faced and are still expected to be faced in rescheduling of these examinations,
- c. disruption of academic/educational year or terms,
- d. financial inability and survival problems of many educational institutions.

To cope up with the challenges, educational institutions have now started with the full-fledged online education, i.e., e-Learning, for their students wherever possible. Although e-Learning by itself is not a discovery of these COVID times, its full-fledged application and actual use has traditionally been so limited, that the current use of it feels like an innovation to many. While it aims to cure the problem of 'locked down' education, it is also important to assess how its beneficiaries – the students look at it. Institutions, teachers and students are investing their time, money and efforts in this newly significant mode of education. Therefore, if we desire not to let its significance vanish completely in the post-COVID era, students must be encouraged and helped to build a positive attitude towards e-Learning as the 'new normal'.

### **Review of Literature**

**Netta Iivari (2020)** studied the transformation of basic education caused by the COVID-19 pandemic and stated that the sudden and dramatic transformation in the field of education has left teachers, students and everyone else to make a lot of technological and other adjustments and iterated the need to empower teachers and educational institutions to act as the leaders of this transformation.

**R. Radha (2020)** contended that e-Learning has a lot of benefits to offer to students and the COVID-19 pandemic has only popularized these benefits further. The author also suggested that majority students, if not all, would appreciate if e-Learning is continued ahead.

**NB Hamutoglu (2019)** stated that attitude has an important place in the acceptance of technology. It predicts the intension towards the use of technology.

### **Objectives of the Study**

- a. To study students' overall attitude towards e-Learning, on the basis of their experience so far,
- b. To assess their preparedness to accept e-Learning as 'new normal',
- c. To gain an insight into students' preferred mode of education in the post-COVID era and analyse the same.

### **Hypothesis of the Study**

Students' attitude is encouraging for e-Learning to be implemented as a supplement to the conventional mode of learning in the long run.

### **Limitations of the Study**

- a. The study conducts the analysis on the basis of responses received from students pursuing graduation and post-graduation courses only.
- b. The data has been collected only from the students who have the minimum required infrastructure for e-Learning available at their disposal and who are experiencing online education.
- c. The study covers students residing in urban or semi-urban areas. Conclusions of this study may not be applicable in case of those from rural areas, due to differences in dynamics of urban and rural areas.

### **Elements of the e-Learning process**

The e-Learning process has the following elements and all elements are equally important for smooth functioning thereof.

- a. Information Technology (IT) and other infrastructure:  
The e-Learning process involves a considerable amount of investment in tangible infrastructure being servers, computing devices with camera and microphone, power and internet setups, human resource, etc., as well as intangible infrastructure being software setup,

data packages, data storage capabilities, etc. The requirement of this infrastructure is at all three ends – institution, teachers and students, albeit to different extents.

- At institution's end: servers, computers, power and internet setups, human resource (mainly, IT personnel), software setup, data packages and data storage capabilities.
- At teachers' end: device with camera and microphone (either of desktop, laptop, tablet and smartphone), power and internet setup, software setup and data package.
- At students' end: device with camera and microphone (either of desktop, laptop, tablet and smartphone) – with basic capabilities, power and internet setup, software setup (not required in some cases) and data package.

b. Teachers:

Primary goal of the e-Learning process is to bridge the time and place gap between teachers and students. Hence it upholds significance of teachers, as much as the conventional teaching-learning process.

c. Students:

Like teachers, students also are the essential element in any teaching-learning method, as the ultimate objective of these methods, whether conventional or modern, is to enlighten the students and thereby the society.

### **Research Methodology**

Source of data: The study is based on the primary data collected from students through online survey method, number of respondents being 120.

Nature of data: The data is in the form of answers given by the respondents to the questionnaire designed for the purpose.

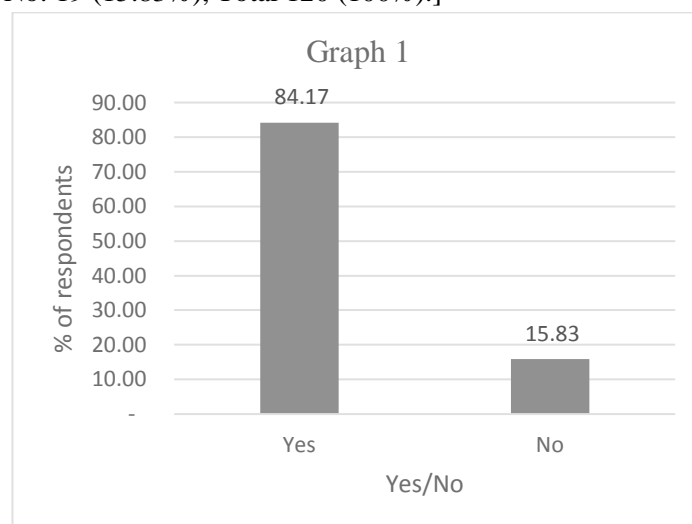
Data analysis and representation: The collected data has been presented in tables and analysed using charts, so as to give meaningful output for effective data interpretation.

Data interpretation: Data interpretation has been done in the form of findings and conclusions.

### **Data Analysis**

Question 1: Has it become necessary, in your opinion, to resort to e-Learning during the COVID-19 pandemic?

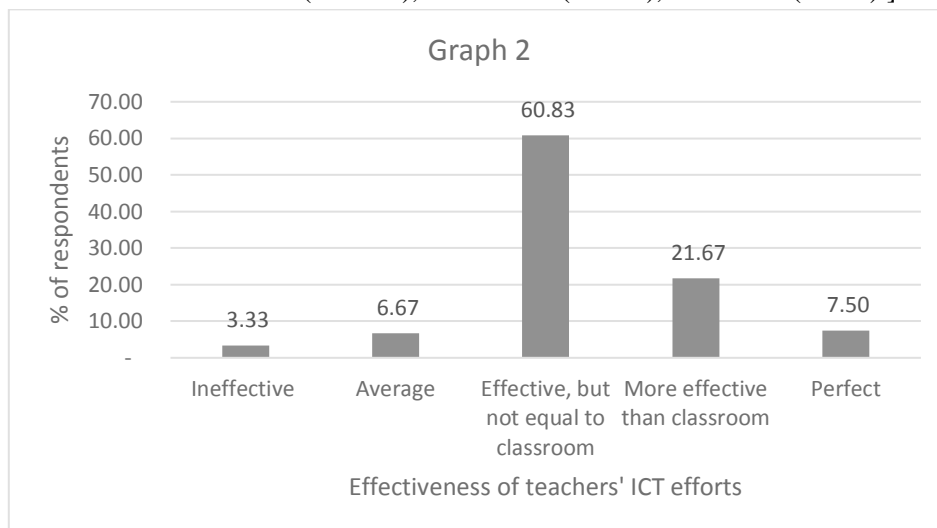
[Yes: 101 (84.17%), No: 19 (15.83%), Total 120 (100%).]



Findings: Over 84% of the respondents opine that it has become necessary to resort to e-Learning mode of education.

Question 2: Teachers are taking efforts to gain/enhance the expertise in using the Information and Communication Technology (ICT) for online teaching-learning process. Which of the following, according to you, describes the effectiveness of the output of their efforts?

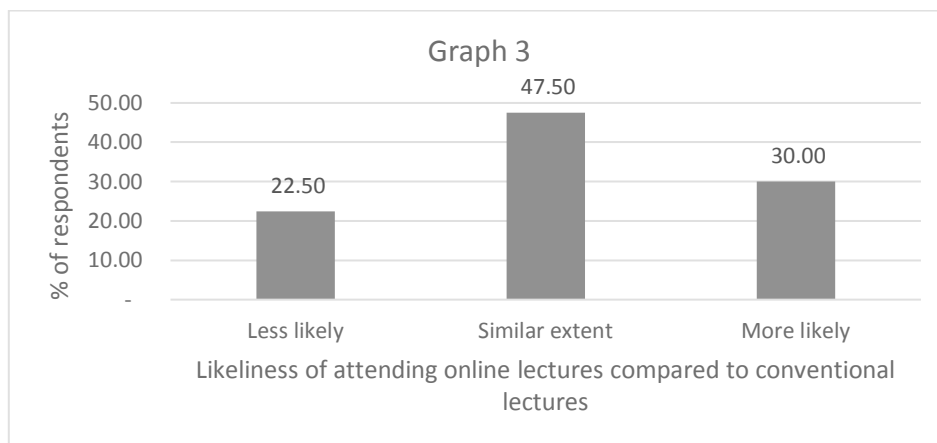
[Ineffective – 4 (3.33%), Average – 8 (6.67%), Effective, but not equal to classroom – 73 (60.83%), More effective than classroom – 26 (21.67%), Perfect – 9 (7.50%), Total 120 (100%).]



Findings: While a considerable proportion of respondents (29.17%) is of the opinion that teachers' efforts in gaining/enhancing their expertise in ICT is getting translated into a very effective output, majority of the respondents (60.83%) find it less effective than their classroom experience.

Question 3: Compared to the conventional lectures, how likely are you to attend the online lectures?

[Less likely: 27 (22.50%), Similar extent: 57 (47.50%), More likely: 36 (30.00%). Total: 120 (100%).]

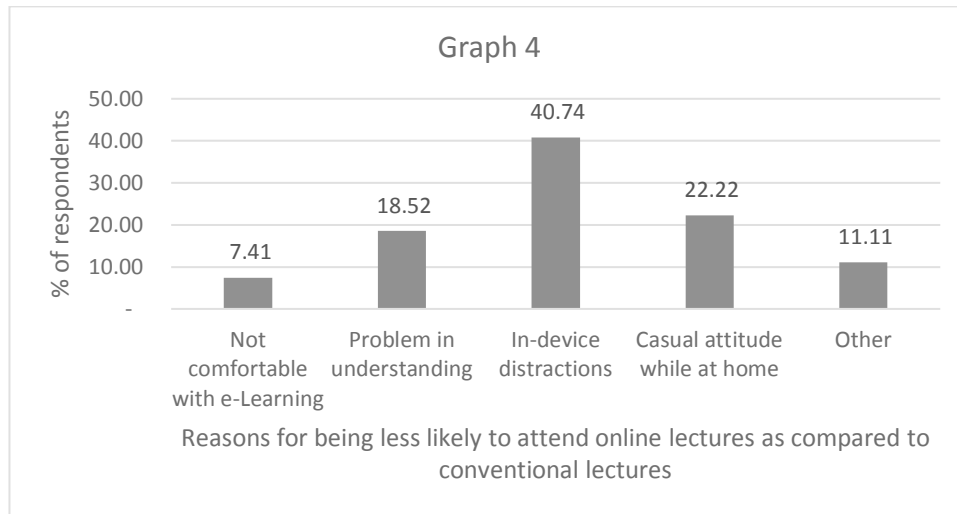


Findings: Respondents appear clearly divided between less likely (22.50%) and more likely (30.00%) to attend online lectures compared to conventional lectures.

Question 4: Referring to question 3, if you are less likely to attend the online lectures, what is your biggest reason behind it?



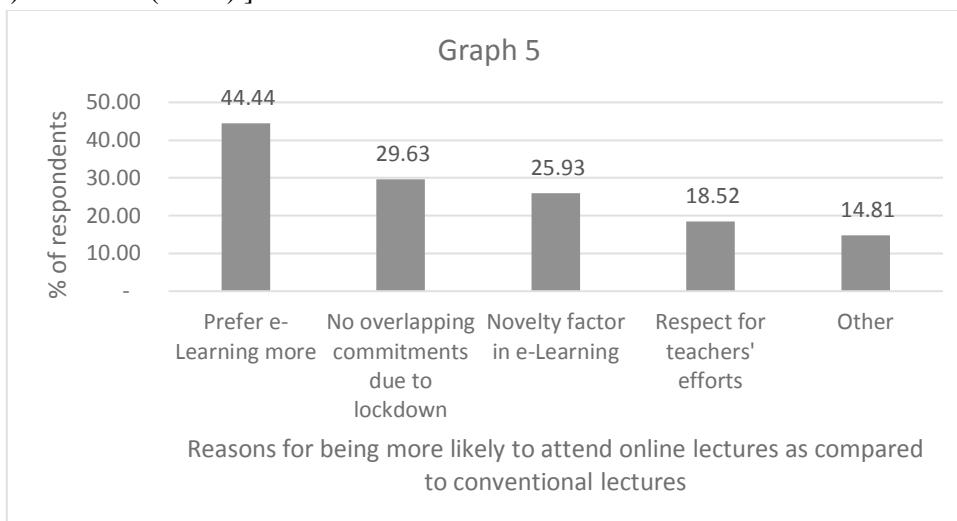
[Not comfortable with e-Learning: 2 (7.41%), Problem of understanding: 5 (18.52%), In-device distractions: 11 (40.74%), Casual attitude while at home: 6 (22.22%), Other: 3 (11.11%). Total: 27 (100%).]



Findings: Out of 27 respondents who are less likely to attend the online lectures, majority (62.96%) highlight ‘in-device distractions’ and ‘casual attitude while at home’ as their biggest reasons therefor.

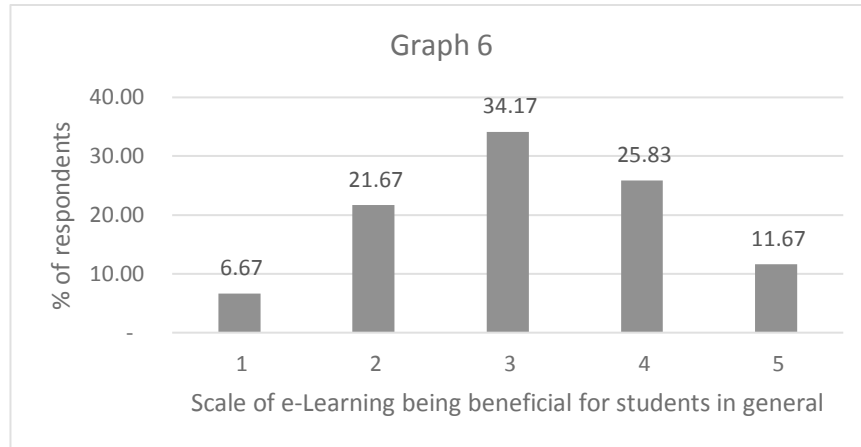
Question 5: Referring to question 3, if you are more likely to attend the online lectures, what is your biggest reason behind it?

[Prefer e-Learning more: 12 (44.44%), Reduction in overlapping commitments due to lockdown: 8 (29.63%), Novelty factor in e-Learning: 7 (25.93%), Respect for teachers’ efforts: 5 (18.52%), Other: 4 (14.81%). Total: 36 (100%).]



Findings: While 44.44% of the respondents, who are more likely to attend online lectures, do so because they prefer e-Learning over conventional lectures, majority (55.56%) credit the temporary factors (no overlapping commitments due to lockdown and novelty factor in e-Learning) for their likeliness to attend online lectures more.

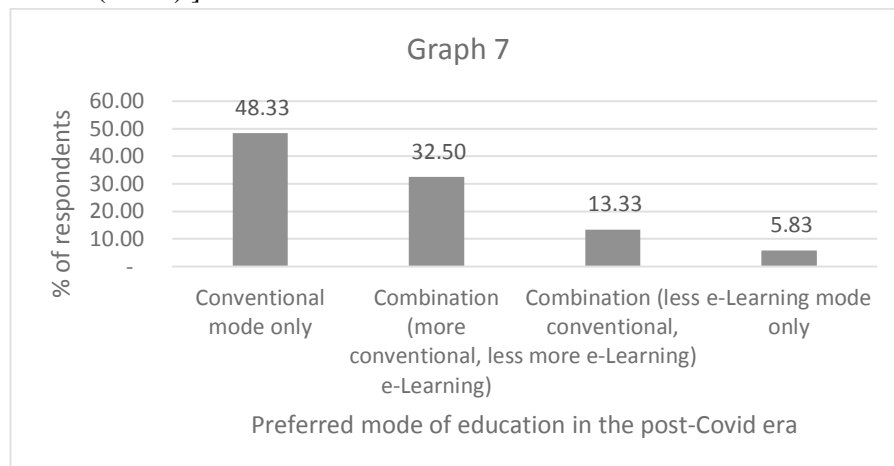
Question 6: On the scale of 1-5, how beneficial do you think is e-Learning for students in general?  
 [1: 8 (6.67%), 2: 26 (21.67%), 3: 41 (34.17%), 4: 31 (25.83%), 5: 14 (11.67%). Total: 120 (100%).]



Findings: While almost all respondents (93.33%) agree that e-Learning is at least reasonably beneficial, they are clearly divided on the extent of benefits.

Question 7: Which mode would you prefer for your education in the post-COVID era?

[Conventional mode only: 58 (48.33%), Combination (more conventional, less e-Learning): 39 (32.50%), Combination (less conventional, more e-Learning): 16 (13.33%), e-Learning mode only: 7 (5.83%). Total: 120 (100%).]



Findings: While 48.33% respondents prefer going back to conventional mode in the post-COVID era, a considerable proportion (32.50%) thereof are also willing to combine some component of e-Learning with it.

### Conclusions

- a. Students positively accept the necessity of e-Learning mode in the prevailing COVID times and acknowledge teachers' efforts to maximize value of their output. However, the willingness to accept e-Learning in the longer run is not there, which can be seen from the fact that majority of them don't find e-Learning as effective as their classroom experience. (Graph 1 and Graph 2)
- b. The dominance of in-device distractions and casual approach while at home are resulting in less attendance and lack of focus. This also means that making a threshold attendance compulsory may not be fruitful, because students can 'attend' an online lecture without being attentive. (Graph 3 and Graph 4)

- c. On surface, the proportion of students being more likely to attend online lectures is encouraging. However, majority of it is because of temporary factors, that will not continue to exist in the post-COVID era. (Graph 3 and Graph 5)
- d. For the students, who didn't use e-Learning as an official mode of formal education before COVID-19 pandemic and started using it only as a forced change, it is fairly understandable that most common preference is to go back to conventional mode in the post-COVID era, even after acknowledging the benefits of e-Learning. However, the proportion (32.50%) of students preferring the combination of both modes is positive and encouraging. (Graph 6 and Graph 7)

### **Suggestions**

- a. Since over 60% of the respondents find e-Learning less effective than their classroom experience, measures to ensure improvement on this front should be initiated. These measures should be devised after due deliberation.
- b. Participative approach should be adopted for more innovative use of ICT.
- c. Building/enhancing a positive attitude towards e-Learning process and ICT in general should be considered to be of utmost importance. Awareness should be spread about capabilities of the ICT, its positives and negatives, Dos and Don'ts, etc.
- d. For effective implementation of e-Learning in combination with conventional mode in long run, a constructive use of computing devices and mobile phones should be encouraged in the classrooms and on the campus, with sufficient care to avoid misuse thereof.

The study shows that, students' attitude is encouraging for e-Learning to be implemented in the long run along with conventional mode of learning. As the world is making efforts to win sustainably the battle against COVID-19, measures should also be taken in order to make e-Learning more effective. This will ensure that the expertise and skillset acquired by both teachers and students during the forced e-Learning period will not be lost in the post-COVID era, and more importantly, will be combined with the conventional learning methods to produce more value for students and society as a whole.

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## **Covid-19 Pandemic: Higher Education Challenges and Responses**

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### **Abstract:**

*Coronavirus pandemic has affected educational systems worldwide. In such conditions, the lockdown announcement has hampered the process of learning. The pandemic has reconstructed the age-old, chalk- talk teaching version to one driven by technology. This disturbance in the delivery of education is forcing the institutions and the policymakers to ensure inclusive e-learning solutions highlighting the usage of government e-learning platforms and addressing the digital division. In country like India, access to high-speed internet is limited to a few cities and a large part of country is yet to be properly covered through high speed internet connectivity. But this situation of pandemic has taught us to develop IT infrastructure for dealing with such crisis in future as well as the necessity to explore digital learning platforms. In this paper we attempt to study the impact of lockdown on the teaching – learning process. The objective of the study is to assess the challenges of virtual classes and to determine the various responses. The study considered responses from 100 teachers and 200 students of higher education institutions (HEIs) of Navi Mumbai. Data is collected through questionnaire method. The study suggested the ways to overcome the challenges and drawbacks of virtual classes.*

**Keywords:** *Covid-19, pandemic, e-learning, internet and government.*

### **1. INTRODUCTION:**

India's higher education system is the world's third largest in respect of students and in the future, it will be one of the massive education hubs. But with the current scare of Covid-19, the entire world has come to stand still, and it has affected the Indian education system as well. Observing government mandate, the academic institutions had to shut down temporarily, affecting the academic delivery. Thus, they had to discover new alternatives to academic delivery and digital learning were the way forward. Teaching is moving online, on an untested and unparalleled scale. Many experts are stating that the pandemic is going to revolutionize the education system, with teachers becoming accustomed to conducting virtual lectures and students on their toes to make the most of it, but there remains an obstacle in making the endeavour's entirely successful.

### **2. OBJECTIVES OF THE STUDY**

The main objectives of the research study are to:

- a) To analyse the effect of online learning on quality of students' academic performance.

- b) To analyse the factors that affect the teaching and learning.
- c) To find the responses and recommendation of teachers regarding impact of covid19 on education.
- d) To examine the initiatives taken by the HEI's for the continuity of teaching-learning activity.

### 3. RESEARCH METHODOLOGY

- a) **Sample Size:** The study was carried out taking sample of 200 students & 100 teachers. Data is collected by using structured questionnaires and Interview.
- b) **Rating instruments:** The participants responded to the 5-point Likert rating scale ranging from 1(Strongly disagree) to 5 (Strongly agree). Teachers were also inquired about their skill level for creating online teaching content and effectiveness of online teaching.
- c) **Data Collection and Analysis Methods:** Primary data was collected by formulating list of questions that consist of several factors like technical issues, distractions, lack of in-person interaction, staying motivated etc., secondary data was taken from online media. A simple correlation test and chi-square test was applied. All the data analysis was done using the MS-Excel.

### 4. HYPOTHESES

H0 (1) There is no significant relation between technical efficiency and E-learning outcomes.

H0 (2) There is no significant difference in terms of convenience between online and class room learning for teachers and students.

### 5. RESEARCH RESULTS

#### 5.1 Analysis of the Null Hypothesis (H01)

**H01:** There is no significant relation between technical efficiency and E-learning outcomes.

**Ha1:** There is significant relation between technical efficiency and E-learning outcomes

To test the above hypothesis, both the data technical efficiency and E-learning outcomes were used so that the relation in the results of the test can be identified.

Researchers have taken the average of all the questions asked to the students related to technical efficiency and E-learning outcomes by using the constant summative scale.

Correlation value =

#### **T – test for Correlation Coefficient**

$$t = r \sqrt{\frac{n - 2}{1 - r^2}}$$

where, r = correlation coefficient

n = total number of observations

Degree of freedom, df = n – 2

n (sample size) = 200  
 d.f (degree of freedom) = 198

T Test  
 Value =10.74323589  
 p-value 1.65974E-21

Since p value is less than 0.05 at 5 % level of significance, we reject H<sub>0</sub>

And conclude that there is significant relation between technical efficiency and E-learning outcomes

**5.2 Analysis of the Null Hypothesis (H02)**

**H02:** There is no significant difference in terms of convenience between online and class room learning for teachers and students.

**Ha2:** There is significant difference in terms of convenience between online and class room learning for teachers and students.

**OBSERVED TABLE**

Category	Both	Online	Offline	Total	%
Teachers	70	4	24	98	0.33108
Students	72	42	84	198	0.66892
Total	142	46	108	296	

Category	Both	Online	Offline	Total
Teachers	47.0135	15.2297	35.7568	98
Students	94.9865	30.7703	72.2432	198
Total	142	46	108	296

**TEST STATISTICS**

Category	Both	Online	Offline	Total
Teachers	11.2389	8.28031	3.8656	23.3848
Students	5.56267	4.09833	1.91328	11.5743
Total	16.8015	12.3786	5.77888	34.9591

5%
2
34.95905369
2.56294E-08
5.99146
2.56294E-08

Since p-value is below the significance level (5%). So, we reject the null hypothesis and conclude that: There is a significant difference in terms of convenience between online and classroom learning for teachers and students.

## **6. LITERATURE REVIEW**

The outbreak of the COVID-19 caused universities to close the campuses and forced them to initiate online teaching. The study concludes high-impact principles for online education: (a) high relevance between online instructional design and student learning, (b) effective delivery on online instructional information, (c) adequate support provided by faculty and teaching assistants to students; (d) high-quality participation to improve the breadth and depth of student's learning. (Wei Bou, 2020)

International Institute for Higher Education Research highlights the immediate impacts of the pandemic on the university higher education sector, both for the different actors and for the institutions and the system. It considers various scenarios and offers some observations and recommendations with regard to the reopening of HEIs and highlights the importance of initiating preparations at the earliest. (Academic Impact, 2020)

## **7. IMPACT OF COVID 19**

### **7.1 ON STUDENTS:**

The pandemic has significantly disrupted the higher education sector. Some major challenges faced by them are isolation, technical efficiency, availability of resources, anxiety about their study, and uncertainty about the future. *Is learning online effective?* Online education is not as easy as speaking into the microphone at one end, and connecting a laptop and listening in on the other; there are challenges faced at both students and teachers. For attending online lectures students need high-speed internet and computers/mobiles to or watch pre-recorded classes. Many students survive on 1GB or 2GB daily data plans on their mobile phones, not everybody has Wi-Fi at home and they have to manage their entire study on that.

According to our research report, key challenge for most students is internet Connectivity.

### **7.2. ON TEACHERS:**

Covid-19 has forced the schools/colleges, to suspend physical classrooms and shift to online classes. Faculty struggles with new ways of managing this sudden transition to online tools/ education. On interviewing, teachers agreed that their transition to online teaching had not been very difficult. However, if this is continued over a longer period, some additional training for teachers and students would be required. Teachers were asked to rate 6 statements regarding effectiveness on online teaching and the result showed that:

1. Possibility of distractions from other family members during online lectures.
2. There are difficulties of conducting practical sessions in online teaching
3. Student-teacher interaction is mostly missing during online teaching and learning
4. Maximum number of learners cannot participate in online teaching course
5. Most teachers had neutral opinion on students understanding the topic taught online
6. Holding the attention of students in online classes is not easy.

### **7.3 ON HIGHER EDUCATION INSTITUTIONS:**

The higher education sector is experiencing a tectonic shift right now. Institutions are under pressure to not lose academic period and re-invent their teaching-learning in the only possible way – go completely online. Open-source digital learning solutions are now adopted by educational institutions so that teachers can conduct teaching online. HEIs may or may not have sufficiently mature virtual education systems. Cash flows may not be enough, creating cash flow problems and, perhaps even financial survival, particularly in the case of private HEIs which cannot open in a quarter. This can be critical for small or medium-sized private universities that cannot guarantee continuity of training in virtual mode. In these cases, if the situation continues, failing to offer teaching is very likely.

### **8. RECOMMENDATION, STRATEGIES AND MEASURES:**

Following are the recommendations based on the survey conducted-

- 1. Coping-** It is important to develop teacher's digital pedagogical skills for better incorporating digital tools and realistically enhance learning. For doing this, creating peer support programs to encourage connectedness and help teachers transition to online teaching are necessary measures.
- 2. Difficulties in conducting practical session:** The more visual and 'live demonstration', the better will be understanding of the topic. Providing visual diagrams, animations, worksheets etc.
- 3. Improving student-teacher interaction and frequently asked students for feedback:** When teaching online, creating a supportive online community, forum or discussion board for learners is particularly important.
- 4. Effectively engaging students in online lectures:** Engaging the students by adding quizzes at specific points within presentations or videos to make them interactive.
- 5. Making e-learning content mobile friendly:** It is important to for educators to have their e-learning content customize for a small screen smartphone (and not only for laptops).

### **9. LIMITATIONS:**

This research, however, is subjected to the following limitations-

- a) Area constraint- The study is restricted to Navi Mumbai.
- b) Issue of accuracy- Respondents may not be 100% truthful with their answers.
- c) Time constraint- The study was conducted within limited amount of time.
- d) Lack of previous research studies on the topic.

### **10. CONCLUSION:**

It has been shown in this study that COVID-19 has an impact on education system. One of the major concerns is the digital divide and limited access of stable and high-speed internet connectivity acting as a barrier towards academic delivery. In a digital age, universities, colleges, and governments are better placed today more than ever to deliver students with easy access to continue their studies online. We



conclude that this study is not creating hype for virtual classrooms; our intention was to find the challenges faced by the students, teachers and HEIs during the crisis.

#### **11. ACKNOWLEDGEMENT:**

We would like to thank Prof. Raghavendra Bendigeri for helping in data analysis and testing.

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## **Impact of COVID-19 on Indian Education Sector with special reference to Teaching – Learning Process**

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### **Abstract**

*The world is battling COVID-19 and economies across the globe have declared a lockdown. Work from home (WFH) has become the norm, especially for service organizations. Following government instructions, even the academic institutions had to shut down temporarily, affecting academic delivery. Thus, they had to find new alternatives to academic delivery, and virtual classes were the way forward. The objective of the study is to assess the adoption rate for virtual classes and to determine the various opportunities, challenges, and reasons for non - adoption of virtual classes. Among those who adopted virtual mode, the mean of actual benefits was significantly less than the mean of expected benefits. Network issues, lack of training, and lack of awareness were stated to be the major challenges faced by them. Lack of awareness was stated to be the most important reason by those who did not adopt virtual classrooms followed by lack of interest and doubts regarding the usefulness of virtual classes. Less attendance, lack of personal touch, and lack of interaction due to connectivity issues were found to be the significant drawbacks of virtual classes. The paper also suggests the ways to overcome the above challenges, drawbacks, and reasons behind non - adoption of virtual classes.*

**Keywords:** COVID-19, Virtual Classes, Impact on Learning, teaching – Learning Process, Opportunities, Challenges

### **Introduction:**

***You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity he will continue the learning process as long as he lives. -Clay P. Bedford***

The COVID-19 pandemic, also known as the corona virus pandemic, is an ongoing global pandemic of corona virus disease 2019 (COVID-19), caused by severe acute respiratory syndrome corona virus 2 (SARS-CoV-2). At the moment, many countries have taken measures — some of them stringent — to slow down the spread of SARS-CoV-2, the virus that causes COVID-19. Dealing with the unforeseen challenges caused by the COVID-19 pandemic has taken a significant toll on people all across the world.

The petrifying and severe impact of COVID-19 has shaken the world to its core. Against the backdrop of such a pandemic, it is obvious that the education sector will suffer in all the countries like many other sectors. The Indian education system has been badly affected by the entry of the disease and also because of social distancing measures that were taken to prevent the spread of the disease. The ultimate act on the part of the Central government has been to impose a lockdown on the entire country. With the full lockdown being imposed in the country, the education sector initially came to a standstill. This is an unprecedented and unfamiliar situation for all. Nobody still knows when the situation will become normal. It is imperative that the lifting of lockdown should obviously not take place in one go, but gradually, as otherwise the very purpose of the imposition of lockdown will be defeated with the spreading of the disease again. It is also true that unless the social distancing measures are removed, bringing back normalcy will be difficult. It is a known fact that the educational institutions are most vulnerable for the spread of the disease due to the mass gathering in the classrooms. Therefore unless, the infection is totally eradicated from the country, it is difficult to bring back the students to the schools, colleges and universities. Resuming normal classes in classrooms therefore seems a distant dream at present.

As we are aware that education is a dynamic force in the life of every individual influencing his physical, mental, emotional, social and ethical development. The Indian education system is quite an old education system that still exists. It has produced so many genius minds that are making India proud all over the world. The role of learning is extremely important in the preparation of adolescents and youth for citizenship in a democratic society. The learning process represents the channel through which the adolescents strive to acquire the habits, skills, knowledge, attitude, values and appreciation, which are necessary for effective participation in a democracy. Learning therefore becomes a process by which changes in behavioral patterns are produced through experience. Learning is brought about through teaching.

Teaching process is the arrangement of environment within which the students can interact and study how to learn. The process of teaching learning aims at transmission of knowledge, imparting skills and formation of attitudes, values and behavior. Teaching involves setting appropriate learning experiences for students, and for that purpose includes selection and sequencing of activities or kinds of interactions that would lead to expected learning. Teaching is intended to learning, without learning teaching is incomplete.

Most of the Governments around the world have temporarily closed educational institutions in an attempt to contain the spread of the COVID-19 pandemic. These nationwide closures are impacting over 91% of the worlds' student population. The UNESCO estimates that about 32 crore students are affected in India, including those in schools and colleges. Therefore, the government has come up with e-learning program.

### **E-Learning**

E-Learning can be defined as is the combined use of computer hardware, software, and educational theory and practice to facilitate learning. The Association for Educational Communications and

Technology (AECT) has defined it as "the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources". Virtual classes, using various online platforms, have been started in many institutions. It is, however, difficult to say at this moment, how far it has been successful. India is a vast country with many complexities. Only a handful of private schools could adopt online teaching methods. Their low-income private and government school counterparts, on the other hand, have completely shut down for not having access to e-learning solutions. The economic divide, the rural-urban divide and the resulting digital divide all have played an important role. The overall response of the country to the pandemic has thus been very mixed in the education sector as far as e-learning is concerned.

The situation is very different when one looks at rural colleges and universities. Many students in rural areas may not have access to smart phones or computers. Even if they do, the net connectivity may not be as high as in urban areas.

**Objectives of E-Learning are:**

1. The principal mission of e-learning at post-graduate level is to enhance student access to the University's academic programs.
2. E-learning is intended to help students acquire the technical skills and online learning strategies important to the pursuit of their academic and career goals.
3. Teaching faculty also acquire new instructional skills to their professional growth and development.
4. Commitment to provide quality educational programs relevant to the student's future career of their desired courses.
5. Commitment to provide supplementary videos, research papers, books, journals or articles and course modules to help the students in their endless pursuit of knowledge.
6. Establishing an online platform encouraging effective communication between the professors and students.

The speed of the spread of the epidemic, the closure of higher education institutions and the transition to online teaching were so swift that it hardly gave any time to plan and to reflect on the potential risks or the potential opportunities that such a sudden change could bring.

Any change brings with it some new opportunities that will transform the higher education system worldwide and especially in a country like India which is planning to bring about a planned reform of e-learning in this sector. Universities and colleges will shift to a model of blended learning where both face to face deliveries along with an online model will become a norm. This will require all teachers to become more technology savvy and go through some training to bring them to the level that would be required.

New ways of delivery and assessments of learning outcomes will have to be adopted which open immense opportunities for a major transformation in the area of curriculum development and pedagogy. There is a great opportunity for universities and colleges to start improving the quality of the learning material that is used in the teaching and learning process. Since blended learning will be the new format of learning, there will be a push to find new ways to design and deliver quality content.

The sudden shift to online learning without any planning -- especially in countries like India where the backbone for online learning was not ready and the curriculum was not designed for such a format -- has created the risk of most of our students becoming passive learners and they seem to be losing interest due to low levels of attention span. E-learning is a special kind of methodology and not all teachers are good at it or at least not all of them are ready for this sudden transition from face to face teaching-learning to e-learning. There is a risk that in such a situation, learning outcomes may not be achieved and it may be only resulting in engaging the students.

**Thus, we can summarize the opportunities in e-learning:**

1. Convenience and flexibility in both place and time.
2. Increased opportunities for all learners to participate, including those who are shy or reticent in face-to-face communication.
3. Provide platform for spontaneous online interaction through question-answer sessions.
4. Take advantage of online material/materials in different formats such as videos, assessments and simulations.
5. Online education can cost less due to a variety of reasons. For example, there is no cost for commuting.
6. E-learning might give students access to specialized degree courses that may not be available in an easily accessible or local institution of learning.
7. Online courses can help students to study and understand the concepts from the global perspectives.

**Different ways in which Online Learning can be made effective in the COVID 19 Pandemic are:**

1. Use Good Face time apps like Zoom, WebEx Cisco and Microsoft Teams etc which have good features and can help to support the e-learning process.
2. Collaboration with top most foreign universities which can help in guiding local professors to learn and be at ease while dealing with today's technology.
3. Set up an IT Team of experts who can manage the Logistics and other common problems like technical glitches or any unlawful acts committed by students associated with e-learning so that professors can smoothly conduct their lectures

4. Always be prepared for an effective Plan B where you need to have a backup plan for all assignments and assessments that rely on technology.
5. Evaluation process must be practical based on viva, interviews etc.
6. It would be wise for a professor to take students in batches of 30-35 students for a specific subject to reduce his/her workload and engage in teaching effectively thus maintaining the online session's decorum too

### **Challenges of Online Learning:**

1. Requires self-discipline and time management skills.
2. Need to work to build on community connection.
3. Relies on technology being functional and accessible.
4. Conducting open book examinations where a lot of copying or cheating can happen due to lack of proper exam supervision in general.
5. Online Learning may create lot of isolation i.e. lack of social contact with friends
6. Lot of illegal activities like sending explicit messages, hacking and distraction may spoil the quality of online lectures.
7. Having online Examinations might be a tough challenge because of open book test or other tests
8. Problem of bogus people entering via meeting links and creating chaos in the online classroom

India is not just going through a reform in the higher education sector, but now it will go through a major transformation in general.

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## **A Study on Digital Platform and Pricing Challenges**

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### **ABSTRACT :**

*Covid -19 is affected in all aspects of human activity, and education is no exception. Education institutions use digital platforms for their learning so this results in education institutions moving from an offline platform to an online digital platform but digital literate citizens will be able to learn and take responsibility for learning and we feel the need for more equipment and tools.*

*Use of the world wide web, internet, intranet, integrating technology that supports education became a prevalent subject in the 1990s. So today we can achieve information wherever in the world you are. By using information technology, students can decide about their study, its time, its place and their resources because the Government of India and Ministry of Human Resources Development create numbers of digital platforms like Swayam and Swayam Prabha. Digital classroom application and processes include Web-based learning, Computer-based learning, virtual classroom opportunities and digital collaboration. Content is delivered via internet, audio, video, mobile application are different forms of digital classroom. But in India rural areas people are below the poverty line and face problems with electricity internet connection. As well as urban areas are also facing problems like poor quality of net services to huge numbers of population is the biggest challenge.*

*This research paper displays how education institutions use digital platforms and what pricing challenges they faced for learning in a digital classroom.*

### **KEY WORDS :**

Digital Classroom, Digital platform, Information Technology, Pricing Challenges, Education technology .

### **INTRODUCTION :**

Nowadays, use of information and communication technology is increasing because of covid -19 pandemic large no of people doing work from home that is the reason the internet and intranet are part of our life. Today, from the wake up time in the morning until the time we sleep, we are surrounded by technology, such as e-newspaper, television, computers, internet, intranet, YouTube, Netflix, E-mail, video-conferencing. Sometimes, we are not even aware that we are surrounded by the media. But fact is gaining comprehensive knowledge in using information and communication technology

tools is important in today's fast changing society. The optimum use of ICTs in India's higher education system can propel the country to become a knowledge superpower. But in reality it's a pricing challenge. Because covid-19 pandemic largely affected education institutions in India. All educational institutions move towards offline teaching methods and online teaching methods .

But in India, educational institutions are facing many challenges for online teaching and learning while using digital platforms. Because of lack of equipment, software, internet, intranet, poor technology, lack of electricity, smartphones, computers. In rural areas this is the major challenge in online learning. According to government data from the mission antyodaya, a nationwide survey of villages conducted by the ministry of rural developments, found that 20% of India's household received less than 8 hours of electricity and only 47% received more than 12 hours. Now researchers come to this conclusion using digital platforms for online teaching is really pricing challenges for both teachers and students.

#### **DEFINITION OF DIGITAL PLATFORMS :**

A learning platform is a piece of software designed to assist during the educational process.

A learning platform is an integrated set of interactive online services that provides the teachers, learners, parents and others involved in education with information, tools and resources to support and enhance educational delivery and management.

#### **OBJECTIVES OF STUDY :**

The present study aims to examine the education problem of online teaching method and negative impact on student career and educational institutions, an made to achieve the following specific objectives :

1. To find out pricing challenges of online teaching method
2. Understand how many problems students face while learning with digital platforms .
3. To understand how digital online teaching affects students' learning process.

#### **SCOPE OF THE STUDY :**

In India the average age rate is 26.8 which shows that nearly half the population are using the Digital platform in Covid-19. While Using Digital platform country like India which is mostly covered with villages and remote areas, reaching the network and digitalization is the biggest challenge. Considering some challenges, we collected some Rural and urban area Data for pricing challenges of digital platforms.

#### **METHODOLOGY :**

We use primary data collection method for this research project :

1. Steps involved in conducting the survey:
  - Defining our objectives and scope of the survey.
  - Specifying information needs.



- Literature survey.
- Identifying primary data sources.
- Designing questionnaires.
- Modifying Questionnaires.
- Data Collection.
- Data Coding and Data Entry.
- Data Analysis.
- Preparation of Report.

2. Questionnaire Designing:

The questionnaire prepared consisted of basic information of individuals, like their age Group, Internet connection Availability, digital device availability, and some questions related to pricing challenges

3.Data Collection: We conducted a survey of sample size 200. We surveyed participants via Google Forms.

Questionnaire link:

[https://docs.google.com/forms/d/e/1FAIpQLSfh-RHILtQAY6gundfJVf16orZmNawjWfViCRrYhYDekHHU0w/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfh-RHILtQAY6gundfJVf16orZmNawjWfViCRrYhYDekHHU0w/viewform?usp=sf_link)

**DATA ANALYSIS**

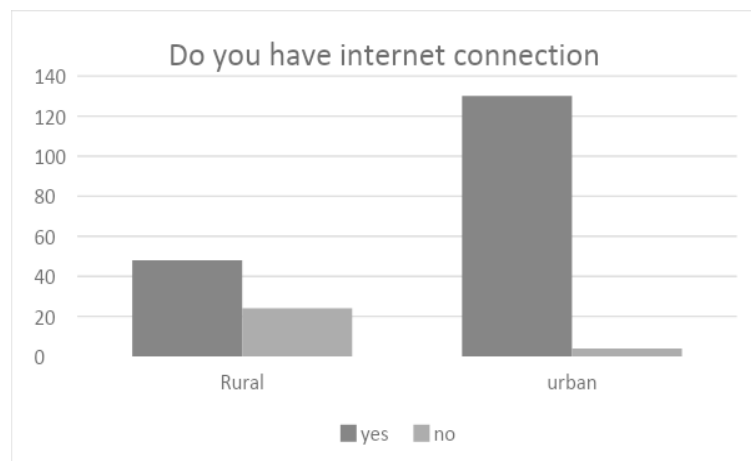
We mainly focus on people who are using digital platforms in covid-19 where we can show the actual pricing challenges so we are mainly focusing on college students who are Between 17-21-year-old. Here we collected data from two different areas (Urban and rural). While collecting data we find that 95% of people are having the internet at least one device in one family. And still 5% in sample data there is no internet service.

**GRAPHICAL PRESENTATION**

Here are some data, graphs and some Statistical tests which will clear pricing challenges in India for digital platforms.

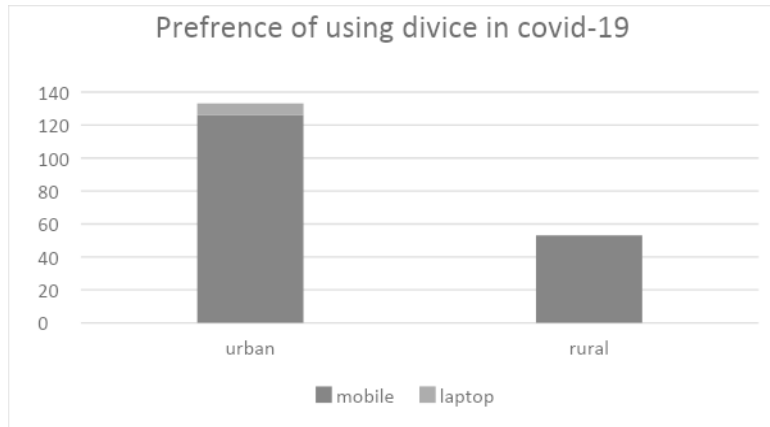
First main question: one having internet connection (anything cable net, mobile data) in different areas. Data show below result

	Rural	Urban
Yes	48	130
No	24	4



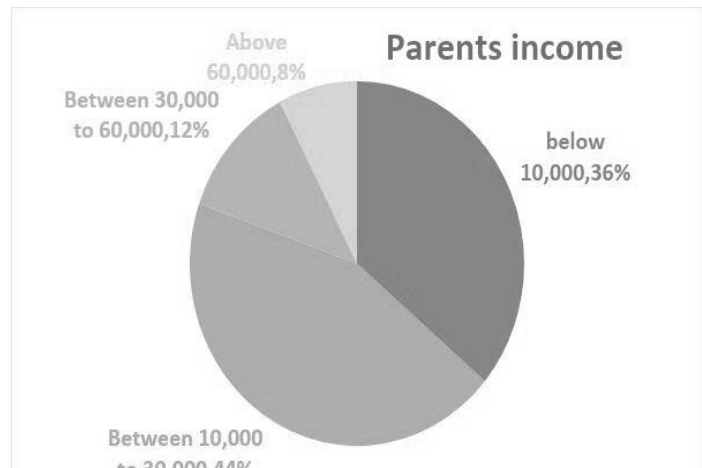
Here we can clearly see that in rural areas they have internet connection 66.33 and 33.33 people are saying They don't have internet facility whereas in urban 97% people are having internet facility and the rest 3% don't have.

	Urban	Rural
Mobile	126	53
Laptop	7	0

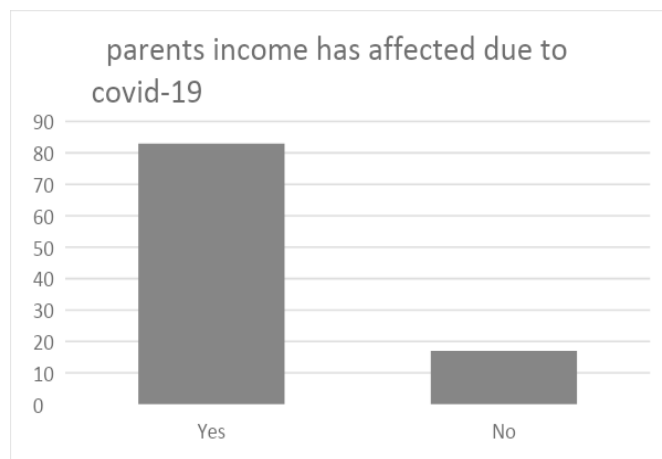


Is your parent's income has affected due to covid-19

below 10,000	36.00%
Between 10,000 to 30,000	44.00%
Between 30,000 to 60,000	12.00%
Above 60,000	7.60%



Yes	83
No	17



Here we can see the almost 83% students' parents' income has been affected due to covid-19.

**STATISTICAL TEST**

**CHI-SQUARE TEST FOR ASSOCIATION**

This test is also called Pearson's Chi-Square test or the Chi-Square test of independence. It is used to discover if there is a relationship between two categorical variables. The two variables should be measured at an ordinal or nominal level (i.e. categorical data). The two variables should consist of two or more categorical, independent groups. The procedure involves comparing the observed cells frequencies with expected cell frequencies. Expected frequencies are the number of cases that should fall in each cell if there is no relationship between the two categorical variables.

$$\chi^2_c = \sum \frac{(O_i - E_i)^2}{E_i}$$

Test statistic:

Where,

$O_i$ : Observed frequency

$E_i$ : (Row total \* Column total)/N) Where N: Total number of observations

Decision Criteria: Reject  $H_0$ , if p-value < 0.05 If the calculated chi-square value is greater than the tabulated chi-square value, then the null hypothesis is rejected and we conclude that the two variables under consideration are not independent.

$H_0$ : Both attributes i.e. your parents' income has been affected due to covid -19 and If it is affected then internet payment and purchasing a new device is affordable to you are independent.

$H_1$ : Both attributes i.e. your parents' income has been affected due to covid -19 and If it is affected then internet payment and purchasing a new device is affordable to you are not independent.

Level of significance – 5% level of significance

Decision Criterion - Do not reject  $H_0$  if chi-square  $\leq$  3.84

	Is your parents income has affected due to covid-19			
		Yes	No	Total
If affected than purchasing new device and internet payment	Yes	46	13	59
	No	127	14	141
	Total	173	27	200

$O_i$	$E_i$	$O_i - E_i$	$(O-E)^2/E_{ij}$
46	51	-5	0.49019
13	8	5	3.125
127	122	5	0.2049
14	19	-5	1.3157
Total			5.135

As we Do not reject  $H_0$  if chi-square  $\leq$  3.84

Therefor at 5%level of significance we find that chi-square>3.84 leads to the conclusion that the given data provides sufficient evidence at 5% level of significance to reject the claim that the both attributes ie Is your parents income has affected due to covid -19 and If it is affected then internet payment and purchasing a new device is affordable to you are independent.

## **SUGGESTIONS :**

- 1) Government has to reduce load shedding hours in rural areas .
- 2) Government can Improve electricity and internet facilities in rural areas.

## **CONCLUSION :**

### **Under the pricing challenges we could find out following findings from our survey**

When the question arises, Is your mobile data pack is sufficient then almost 67% respondent has come with a response that their mobile data pack is not sufficient while the remaining 33% says that data pack is sufficient.

Because of covid 19 pandemic students' parents income has affected so almost 62% students cannot afford purchasing new device like mobile laptop desktop for online lectures as well as they can afford internet payment so in this situation almost 96% students are using mobile device which is currently available with them or with their family member. Sometimes students are unable to attend lectures due to non-availability of any device. they are also cannot afford the quality internet connection because of that they are facing connectivity issue and often disconnection affects the online lecture they are unable to concentrate on studies. For practical subject attending online lecture is costly because in that case they need to download software which are sometime payable which is not affordable to students in such cases understanding practical subject is difficult.

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## कोविड उत्तरकाल में विद्यार्थियों का सामाजिक - सांस्कृतिक विकास

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### सारांश

भूत, भविष्य और वर्तमान तीनों अलग-अलग काल होते हुए, भिन्न समय के द्योतक होने के बावजूद बड़ी गहराई से एक - दूसरे से जुड़े होते हैं। क्रमानुसार ये पहले से सीख लेते हुए विकास या पतन का रुख लेते हैं। दिसम्बर 2019 से लेकर आज तक विश्व जिस जैविक, भौतिक या प्राकृतिक महामारी से गुजर रहा है, वह मानव जीवन के हर पहलू में परिवर्तनकारी सिद्ध होगा। यद्यपि भारत समेत विश्व के कई देश अपने-अपने भौगोलिक सीमा के भीतर अनेक समस्याओं से जूझते हुए यहाँ तक पहुंचे, जहाँ से उनके सामाजिक, सांस्कृतिक और आर्थिक जीवन में बदलाव आया। आज सम्पूर्ण विश्व 1896 के प्लेग और 1918 के स्पेनिश फ्लू के बाद कोविड जैसी ऐसी महामारी की चपेट में आया है जिससे निश्चित रूप से पूरा संसार आमूल-चूल परिवर्तन से गुजरेगा।

परिवर्तन की बात जब हम करते हैं तो हम सभी जानते हैं कि यह जीवन का सत्य है, होना भी चाहिए। घटनाएं; जो परिवर्तन की कारक होती हैं, वे मनुष्य को ठहरकर कुछ सोचने का अवसर देती हैं। कोविड, संभवतः हमारी सोच में, हमारे जीवन शैली में बदलाव का सूचक बने। यद्यपि इससे विश्व स्तर पर जो नुकसान हुआ है उसकी भरपाई हमें लम्बे समय तक करनी पड़ेगी। पर 'होइहई सोई जो राम रची राखा' को जीवन का मूल मानकर भाग्यवादी बनने से अच्छा है कि हम 'कर्म प्रधान विश्व करि राखा' उक्ति को अपनाएँ। इसकी शुरुवात विद्यार्थियों से ही होनी चाहिए। क्योंकि विद्यालय, महाविद्यालय समाज के लघु परन्तु बहुत ही महत्वपूर्ण घटक होते हैं। कोविड उत्तर काल में इनके सर्वांगीण विकास को ध्यान में रखकर उस रिक्त समय की भरपाई की जा सकती है। युवा वर्ग किसी भी देश की विकास और समृद्धि का आधार होता है। अतः उत्तर कोविड काल में हम विद्यार्थियों के सामाजिक और सांस्कृतिक विकास में कई परिवर्तन देखेंगे। वर्तमान महामारी जैसी स्थिति का सामना

हर युग नहीं करता और जो करता है वह वर्तमान तथा भविष्य के लिए कई नयी सीख लेता है।

सदियों से सुनते, पढ़ते और समझते आये हैं कि मनुष्य सामाजिक प्राणी है और सामाजिक नियम समय के साथ बदलते रहते हैं। वर्तमान कितना भी कष्टदायी, संकटमय क्यों न हो उसकी कोख से भविष्य के लिए कई संभावनाएं जन्मती हैं। पूरे विश्व के वर्तमान परिदृश्य को उसी का द्योतक कहा जा सकता है। इसी परिप्रेक्ष्य में उपरोक्त शीर्षक पर बात की जायेगी।

**बीज-शब्द :** उत्तरकाल और कोविड, विद्यार्थी वर्ग, सामाजिक एवं सांस्कृतिक जीवन, वर्तमान परिदृश्य, भारतीय दर्शन एवं संस्कृति, भूमंडलीकरण और बाजारवाद, संतुलित जीवन।

भारतीय विद्यालयों और महाविद्यालयों में जिस तरह से विद्यार्थियों को प्रवेश दिया जाता रहा है, वह उनके सर्वांगीण व्यक्तित्व- विकास के हित में बिलकुल नहीं है। वर्तमान शारीरिक दूरी को मद्देनजर रखते हुए संभवतः संख्या में कमी हो और उनके विकास को केंद्र में रखकर पाठ्यक्रम निर्धारित हो। या जिस तरह से ऑन लाइन कार्यक्रमों का आयोजन आये दिनों हो रहा है उससे शारीरिक दूरी भी बनी रहेगी, सामाजिकता भी बरकरार रहेगी और विद्यार्थियों के सामाजिक विकास भी होने की संभावना भी बनी रहेगी। सर्वे बताता है कि महामारी के दौरान लॉक डाउन के चलते एक-दूसरे की सहायता करने के उद्देश्य से वर्ग-भेद की समस्या में भी कमी देखी गयी। संभवतः भविष्य में विद्यार्थी भेद-भाव मुक्त नवीन सामाजिक परिकल्पना को तरजीह दें। पहनावा, एक तरफ हमारी सामाजिक प्रतिष्ठा का सूचक बन गया है तो दूसरी तरफ पश्चिमी नकल का। कोविड 19 ने कहीं न कहीं हमारा परिचय वस्तुस्थिति से भी करवाकर एक नया स्वरूप भी हमारे सामने रखा।

अब सांस्कृतिक विकास पर एक नजर डालते हैं। भारतीय संस्कृति में संवेदना, कल्पना, दयाभाव, आचरण, भाव संयम, नैतिक विवेक, उदार आत्मीयता, विविधता में एकता और विभिन्न दर्शनों को ग्रहण करने की क्षमता के जो तत्व हैं, वे कहीं न कहीं अति पाश्चात्यीकरण और भौतिकतावाद के कारण धुंधलाते जा रहे थे। और यही वर्ग इसका अत्यधिक शिकार हो रहा था। इस दौरान विद्यार्थियों ने अपनी सकारात्मक सोच से वक्त के साथ खुद को बदला है। सरकार के आदेश का पालन करते हुए अनेक त्योहारों को नवीनीकरण के साथ अपनाया है। पाश्चात्य उत्पादों के प्रति अपने बढ़ते प्रेम का परित्याग करके भारतीय वस्तुओं को स्वीकार किया है। इसी तरह से विद्यार्थियों के खान-पान की आदतों में भी परिवर्तन लक्षित किया जा सकता है। इस संकट की घड़ी में मानव एवं प्रकृति के प्रति उनके

बढ़ते लगाव को भी नजरअंदाज नहीं किया जा सकता। जीवन नश्वर है और संचयन की प्रवृत्ति मनुष्य को मानवता से दूर कर देती है। यह इस समय की सबसे बड़ी सीख मानी जा सकती है। यह सीख विद्यार्थियों की सोच को बदल कर उनके व्यक्तित्व का विकास करने में सहायक होगी।

### **उत्तर कोविड काल और विद्यार्थियों का सामाजिक विकास**

समाज को यदि हम व्यापक धरातल पर देखें तो उसमें सम्पूर्ण सृष्टि समाहित है। परन्तु संभवतः भौगोलिक दूरी और व्यवस्थित रूप से संचालन की संकल्पना के कारण उसे अलग-अलग घटकों में बाँट दिया गया। और फिर हर वर्ग, जाति, धर्म, स्थान के अपने अलग-अलग समाज बन गए। इस तरह एक व्यवस्था बन गयी व्यक्ति से परिवार, परिवार से समाज, समाज से प्रदेश और प्रदेशों से राष्ट्र। इन्हीं अनेक समाजों में एक समाज है विद्यार्थी समाज, जो हर देश के भावी निर्माता माने जाते हैं। शिक्षालयों से इनके भविष्य का द्वार खुलता है और उस द्वार की चाभी वर्तमान परिस्थिति की कोख में होता है और हमारी वर्तमान परिस्थिति कोविड-19 की मार से हताहत है। आज की स्थितियों को मद्देनजर रखें तो हमारे आने वाले कई कल को इससे उबरने के लिए लंबा संघर्ष करना पड़ेगा। आज का विद्यार्थी किसी पेड़ के तले या विद्यालय की चारदीवारी में शिक्षा न ग्रहण करके अपने-अपने घरों में कैद एक स्क्रीन के सामने टकटकी लगाए शिक्षकों द्वारा दी जाने वाली शिक्षा को ग्रहण करने की कोशिश कर रहा है। यदि इसे हानि-लाभ के तराजू में तौल कर देखें तो कुछ ऐसा दृश्य हो सकता है। इस परिस्थिति में प्रथम दृष्ट्या जो दिखाई देता है वह है नुकसान। और नुकसान की बात करें तो :

1. एक ही कक्षा/महाविद्यालय में अलग-अलग संप्रदाय, जाति, धर्म के विद्यार्थी समानता का पाठ बिना पढाये पढ़ते थे। जिससे उनकी अपनी सोच का दायरा बढ़ता था। एक-दूसरे के रहन-सहन, खान-पान, आचार-विचार को स्वीकार कर सबको सहजता से अपनाने की क्षमता विकसित होती थी। उत्तर कोविड काल में लम्बे समय तक इसकी कमी विद्यार्थी समाज में देखी जा सकती है।
2. विद्यार्थियों के सर्वगीण विकास को मद्देनजर रखते हुए पुस्तकीय ज्ञान से इतर गतिविधियों में भाग लेने के लिए उन्हें प्रोत्साहित किया जाता था, जिससे उनका शारीरिक और मानसिक संतुलन बना रहे। कोविड काल के गुजर जाने के बाद भी

लम्बे समय तक दो गज की दूरी बनाये रखना जरूरी होगा |परिणामस्वरूप उनकी इतर गतिविधियों पर पाबंदी लग जाएगी|

3. विद्यार्थियों के सामाजिक ,भौगोलिक,ऐतिहासिक और सांस्कृतिक ज्ञान की वृद्धि के लिए उन्हें अनेक दर्शनीय स्थलों पर ले जाया जाता था| अब लम्बे समय तक उन्हें इससे महरूम रहना पड़ेगा|

जैसा कि मैंने पहले ही कहा कि हर सिक्के के दो पहलू होते हैं|इतनी बड़ी विपदा के बाद उसके परिणामस्वरूप जहाँ कई नुकसान होंगे वहीं इस तरह की आपदाओं के पश्चात उन्हें कई सीख भी मिलेगी| उदाहरणार्थ :

1. संभवतः भविष्य में सरकार द्वारा कक्षाओं में विद्यार्थियों की संख्या में कमी कर दी जाय| इसका सबसे अधिक फायदा यह होगा कि अध्यापक उन पर व्यक्तिगत रूप से ध्यान दे सकेंगे| कोरोना काल में विद्यार्थियों से जुड़े रहने के लिए जिस तरह से ऑन लाइन शिक्षा व्यवस्था को अपनाया गया भविष्य में इसका उपयोग अधिक बढ़ने की संभावना है| नई शिक्षा नीति में भी इसे तरजीह दिया गया है|
2. ऑन लाइन शिक्षा व्यवस्था से विद्यार्थियों के समय की बचत होगी |वे अपने निवास स्थान से इस मोड द्वारा कई कोर्सेस कर सकते हैं| जिससे लम्बे समय तक शारीरिक दूरी को सफलता पूर्वक निभाया जा सकेगा |
3. आज पूरी दुनिया एक बाज़ार में बदल गयी है| वर्तमान समय में बिना नफे-नुकसान के कोई भी मुद्दा असली जमा नहीं पहन सकता| नफे के चलते नैतिकता ताक पर रख दी जाती है| और इस उपभोक्तावादी संस्कृति में सबसे बड़ा उपभोक्ता विद्यार्थी ही बनता है| इस बढ़ते बाजारवाद के कारण सारे नियम मजाक बनकर रह गए हैं| कोरोना भय के कारण संभवतः विद्यार्थी बाहर की खाद्य सामग्री से बचें| जंक फूड का; जो कि प्रतिरोधक क्षमता को कम कर देती है, उसका सेवन न करें| और बाज़ार भी इससे सीख ले कि वह भी ऐसे खाद्य पदार्थ न बेंचे|
4. पिछले कुछ महीने से विश्व जिस महामारी से गुजर रहा है, उससे एक बड़ा सबक लिया जा सकता है| जिसकी अगुवाई भी यही वर्ग कर सकता है| आधुनिक होते हुए भी हम जिस जातिवाद की संकीर्णता से ग्रसित हैं, संभवतः इससे उबरने के बाद हम मात्र मानव बनकर जिएं| हमारी सामाजिकता का दायरा मनुष्य से शुरू होकर मनुष्य और मानवेतर के हित पर ही खत्म हो|



## उत्तर कोविड काल और विद्यार्थियों का सांस्कृतिक विकास

भारतीय संस्कृति अपनी नैतिकता, मूल्यपरकता, संवेदनशीलता, उदारता, सहनशीलता, सहकार्य भाव, स्वावलंबन और आत्मलोचन इत्यादि के लिए जानी जाती है। अर्वाचीन काल में भारतीय शिक्षण व्यवस्था में पुस्तकीय ज्ञान के साथ-साथ उसके आत्म विकास और उसके द्वारा होने वाले सामाजिक विकास पर अधिक ध्यान दिया जाता था। तक्षशिला और नालंदा इसके उदाहरण स्वरूप देखे जा सकते हैं। यही कारण था कि उनकी सोच के दायरे में मूर्खता की अपेक्षा परिजन हित अधिक होता था। शिक्षा का उद्देश्य अंधविश्वास, रुढ़ियों, स्वार्थान्धता, लोभ से मुक्ति पाना था। परन्तु धीरे-धीरे शिक्षा मात्र अर्थ प्राप्ति का, व्यक्ति के सामाजिक पहचान का हेतु बन गयी। डिग्रियों से व्यक्ति की पहचान तो बनी पर मनुष्यता दबती गयी। ऐसा नहीं है कि आज मानवता के विकास की बातें उन्हें सिखाई नहीं जाती। पर अब वे मात्र पाठ्यक्रम का एक कमजोर विषय बनकर रह गए हैं, जिन्हें वे नम्बर पाकर उत्तीर्ण हो जाते हैं। उनके जीवन तक वह नहीं पहुँच पाता।

इतिहास गवाह है कि कई ऐसी घटनाएं व्यक्ति ही नहीं अपितु समाज का चेहरा पूरी तरह से बदल देती हैं। गौतम बुद्ध, सम्राट अशोक, टॉलस्टॉय जैसे अनेक महापुरुषों के जीवन में परिवेशगत घटनाओं के कारण बदलाव आया। आये दिन समाचारों में भी पढ़ने और सुनने में आता है कि कुछ घटनाएं व्यक्ति के जीवन में संवेदनात्मक धरातल पर कितना बदलाव लायी हैं। कोविड-19 की महामारी पूरे विश्व के लिए एक बहुत बड़ी सीख बन सकती है। द्वितीय महायुद्ध के बाद जिस तरह से क्षणवाद व्यक्ति के जीवन में घर कर गया संभवतः इस तबाही के बाद विद्यार्थियों के जीवन में इस तरह के वैज्ञानिक शोध से विश्वास ही उठ जाय। कारण, शोध मानव विकास के लिए होना चाहिए न कि भौतिक विस्तारवाद के लिए। नई शिक्षा पद्धति में उच्च शिक्षा और शोध के लिए बहुत संभावनाएं हैं। जिन विद्यार्थियों ने इस विनाश को अपनी आंखों से देखा है, अपनों को खोया है वे भौतिकता की लोलुपता के शिकंजे में नहीं फंसेगे। हमारी प्राचीन संस्कृति पुनः उनके जीवन में आशावाद, सहकार्य भाव, सहनशीलता के अंकुर उगाएगी। नैतिक शिक्षा के रूप में जो मानवीय मूल्य मात्र नंबरों में घूम रहे हैं, वे असली जीवन में उतारे जायेंगे।

वैसे भी इतिहास को खंडालने पर पाते हैं कि ईस्ट इण्डिया कंपनी के आगमन के पूर्व भारतीय शिक्षा में परम्परा, संस्कृति और आधुनिकता को समान रूप से महत्व दिया जाता था। यही कारण था कि हैस्टिंग्स, जोन्स, विल्किंस और विल्सन आदि भारतीय शिक्षा और

संस्कृति के प्रशंसक रहे। उपनिवेशवाद के प्रारम्भिक दौर में वारेन हैस्टिंग्स ने इस पद्धति को प्रोत्साहित भी किया। परन्तु औपनिवेशिक नीति के चलते शिक्षा से हमारी संस्कृति का धीरे-धीरे लोप हो गया और एक ऐसी शिक्षा हम पर थोपी गयी जो मात्र पुस्तकों में सिमटी थी। कहने का तात्पर्य यह है कि गुलामी के वर्ष हमारे इतिहास में एक ऐसे काले धब्बे की तरह हैं जो आज भी साए की तरह हमारे जीवन को राहु की तरह घेरे हुए हैं। शिक्षा जीवन में तभी परिवर्तनकारी बदलाव ला सकती है जब उसे व्यावहारिक जीवन में जिया जाए, जब वह सम्पूर्ण देश को आत्मनिर्भर बनाए।

आत्मनिर्भरता, स्वावलंबन को गांधी जी ने भी विकास का मूल माना था। आज जिस कौशल शिक्षा की बात की जा रही है यह उसी समय की देन है। प्रारम्भिक दौर की शिक्षा नीति में इसे स्वीकार भी किया गया था। परन्तु धीरे-धीरे नव उपनिवेशवाद और भूमंडलीकरण के चलते इसके स्वरूप में बड़ा परिवर्तन आ गया। जिसके कारण शिक्षा से संस्कृति दूर होती गयी। यही कारण रहा कि शिक्षा में पुस्तकें तथा प्रमाण-पत्र महत्वपूर्ण बन गए व्यवहार हाशिये पर चला गया। शिक्षा के क्षेत्र में बाज़ार ने अपनी इतनी पैठ बना ली कि सारी व्यवस्था गड़मड़ हो गयी। हम इस समय एक ऐसे दौर से गुजर रहे हैं जब एक ओर हमारी ही मृगतृष्णा के चलते हम प्राकृतिक आपदाओं के शिकार बन रहे हैं तो दूसरी ओर कई देशों के विस्तारवाद के शिकार हो रहे हैं। बाजारवाद ने हम पर 19 वीं शती से ही शिकंजा कसे हुए है। इन विकट परिस्थितियों से हमें मूल्यपरक शिक्षा ही बचा सकती है। जिसमें आत्मनिर्भर बनाने की क्षमता हो, जिससे चरित्र विकास संभव हो, जिसमें डिग्री की अपेक्षा कौशल पर जोर दिया गया हो। जो हमारी संस्कृति और आधुनिकता के मेल से बना हो। यही समय वह भी है जब नई शिक्षा नीति की घोषणा भी हो गई है जिसमें विद्यार्थियों के सर्वांगीण विकास पर ध्यान दिया गया है। इन सबको मद्देनजर रखते हुए विद्यार्थियों के सांस्कृतिक विकास की निम्न संभावनाएं हो सकती हैं :

1. बुनियादी शिक्षा से बहुसंख्यक वर्ग जुड़ेगा और उदार दृष्टि कोण के कारण संस्कृतियों में पड गई खाई कम होगी। इस क्षेत्र में अनिवार्य रूप से शिक्षा का अधिकार भी सहायक होगा ।
2. शिक्षा के व्यवसायीकरण और विदेशी शिक्षा के मोह के कारण पिछले कुछ वर्षों से हमारे देश के युवाओं में विदेश जाकर पढने का शौक अधिक हो गया था । इसका एक बहुत बड़ा कारण भारतीय व्यवस्था में फैली बाबूगिरी, भ्रष्टाचार और भाई-भतीजावाद भी है। लेकिन कोरोना काल में जिस तरह का व्यवहार दूसरे देश में विद्यार्थियों के

साथ हुआ और भारत सरकार द्वारा जिस तरह का सहयोग दिया गया,उससे निश्चित रूप से विद्यार्थियों में अपने देश में रहकर उसे सुधारने का भाव जगा होगा | भविष्य में इसका सकारात्मक प्रभाव देखा जा सकेगा |

3. समय-समय पर प्राकृतिक आपदाओं के दौरान जिस तरह से सहयोग का अम्बार लग जाता है, वह एक बार फिर कोविड -19 के समय भी देखा गया| यह भारतीय संस्कृति की खासियत है| और यह कर्म द्वारा दी जाने वाली ऐसी सीख है जो पुस्तकीय ज्ञान से परे भारतीय जन-मानस में गहरे तक पैठी? है| इसका प्रभाव भी भविष्य में विद्यार्थियों के आचरण में देखा जा सकेगा |
4. द्वितीय विश्व युद्ध,विशेषतः भूमंडलीकरण के पश्चात् जिस तरह से वैश्विक स्तर पर प्रतियोगिता बढ़ी है, उसका प्रभाव विद्यार्थियों पर स्पष्टतः दिखाई दे रहा है | गला काट प्रतियोगिता में मानव ने जो सबसे पहला त्याग किया है वह है मानवता का | वह यह भूल गया कि संस्कारित मानवता के बिना मनुष्य पशुवत है| अपने भौतिक विकास के लोभ में उसने इस पाशविकता को स्वीकार कर लिया| लेकिन ऐसी घटनाएं मनुष्य के अन्दर सिमट गयी भावनाओं को झकझोर देती हैं| इस दौरान व्यक्तिगत तौर और संगठनात्मक तौर पर कई उदाहरण देखे जा सकते हैं| विद्यार्थियों के मानस-पटल पर अंकित ये मानवीय पहलू भविष्य में अपना प्रभाव जरूर छोड़ेंगे |
5. भारतीय संस्कृति में संग्रहण की प्रवृत्ति को त्याज्य माना गया है| इसीलिए तो कहा गया है -खाली हाथ आये हैं और खाली हाथ ही जाना है | इसी बात को कबीर ने बड़े प्रभावी तरीके से कहा है -  
कबीर औंधी खोपड़ी, कबहूँ धापै नाहिं |  
तिन लोक की सम्पदा कब आवै घर मांहि ||  
परन्तु समय के साथ मनुष्य ने संग्रहण को अपने जीवन का लक्ष्य बना लिया और इसी प्रवृत्ति ने मनुष्य को व्यक्ति केन्द्रित एवं स्वार्थी बना दिया है| अपनी संस्कृति से दूर होने का दर्जाना भी हम भुगत रहे हैं| संभवतः विश्व के इतिहास में हुई इस पहली महामारी के बाद नये सिरे से इस पर विचार किया जायेगा और मानवता की अलख जगाने के लिए यादों के पिटारे में बंद कर दिए गए मानवीय गुणों को पुनः रोपा जायेगा , जिससे हमारी नयी पौध अपने हरेपन को बिखेर पायेगी|
6. बाज़ारवाद के कारण ही जो अधिक से अधिक धन अर्जन और संग्रहण की प्रवृत्ति से मनुष्य ग्रसित हो गया था,उसका एक बहुत ही बुरा प्रभाव उसके पारिवारिक संबंधों और स्वास्थ्य पर दिखाई देने लगा था |कोविड-19 के कारण लाक डाउन में उसने यह

जाना कि परिवार और स्वास्थ्य ही जीवन की सबसे बड़ी कमाई है | इसमें एक बहुत बड़ा और भुक्तभोगी वर्ग विद्यार्थी का है। संभवतः यह उनके जीवन में सकारात्मक बदलाव लाये |

7. लॉक डाउन ने जिस तरह से लोगों को संयम एवं कम से कम संसाधनों में जीने की आदत डाली, वह भी भारतीय संस्कृति की बहुत बड़ी पहचान है। संभवतः यह हर वर्ग के विद्यार्थियों के लिए एक बहुत बड़ा सबक बनेगा। साथ ही जिस तरह से लोगों ने अपने पारिवारिक और सामाजिक उत्सवों को सीमित दायरे में मनाया यह भी लॉक डाउन में जीवन जीने की एक बहुत बड़ी उपलब्धि है। जिसका प्रभाव सभी वर्ग के विद्यार्थियों पर पड़ेगा।
8. संतुलन ही जीवन है | वह संतुलन चाहे संबंधों में हो, विचारों में हो या किसी सृजन या निर्माण में हो | इतिहास गवाह है जब-जब संतुलन में कमी आई है तब-तब संकट के बादल छाये हैं। वर्तमान में भी हम उसी दौर से गुजर रहे हैं। वैचारिक धरातल पर तो मतभेद को समझा जा सकता है पर संबंधों और प्रकृति तथा मनुष्य के जीवन में बढ़ता असंतुलन विनाशकारी होता है | पिछले कई वर्षों से भौतिक लालसाओं के पीछे भागते रहने के कारण मनुष्य के हाथ से रेत की तरह यदि कुछ फिसला है तो वह है मनुष्य और मनुष्य के बीच तथा मनुष्य का प्रकृति के साथ का सम्बन्ध | जिसके दुष्परिणाम भी हमें भुगत रहे हैं। जलवायु परिवर्तन इसका प्रत्यक्ष उदाहारण है। इन दिनों मशीनी जगत के ठप हो जाने से प्रकृति ने जो चैन की सांस ली है वह प्रत्यक्षतः लक्षित किया जा सकता है। यह इस वर्ग के लिए बहुत बड़ा सबक है कि हमें प्रकृति के दोहन से बचना चाहिए। अन्यथा जब प्रकृति हमसे हर्जाना माँगने लगेगी तो हमारे पास बचने का कोई विकल्प नहीं रहेगा |

#### उपसंहार :

विश्व इतिहास में कोरोना महामारी को युग - परिवर्तन के कारक रूप में देखा जा सकता है। विश्व की आर्थिक स्थिति पर संभवतः कभी इतना बड़ा झटका लगा हो | आर्थिक संकट से उबरने में तो वक्त लगेगा ही पर इससे जो सामाजिक और सांस्कृतिक बदलाव आएगा उस पर भी एक सर्वे की आवश्यकता है। यह हर एक के लिए आत्मलोचन का समय है। बीते कुछ वर्षों में जिस तरह से हमारे सामाजिक एवं सांस्कृतिक जीवन में बदलाव आया उसे हम विकास का सूचक भले ही माने पर वह चिंतनीय था/है | क्योंकि हम विकास की अपेक्षा विकास के प्रवाह में बहने लगे थे। विकास का स्वरूप भी नितांत अकेलेपन को लेकर आया,

जहाँ भीड़ तो है पर व्यक्ति अकेला पड़ता जा रहा है। दोहन की प्रवृत्ति बढ़ती जा रही है। वैज्ञानिक साधनों का उपयोग भौतिक विलास के लिए होने लगा है। प्रकृति से हम मात्र दूर ही नहीं जा रहे हैं अपितु उसका भी दोहन करने लगे। यह मनुष्य के लिए, मानवता के लिए घातक है। सामाजिकता का स्वरूप तो बदल ही रहा है हमारी संस्कृति को भी जड़ से उखाड़ कर बाज़ार में पहुँचा दिया गया है। हमने अपनी उड़ाने तो तेज कर दी है पर ज़मीन को उखाड़ने लगे। इससे उबरने के लिए सरकारें तो अपनी तरफ से अनेक योजनाएं बना रही हैं और बनायेंगी भी पर इन स्थितियों में हर व्यक्ति के लिए अपने अन्दर झाकने का वक्त है। यह समझने का वक्त है कि पृथ्वी को बचाने के लिए हमें क्या करना चाहिए ? आखिर ऐसी स्थितियां क्यों बन रही हैं ?

कोविड -19 के बाद हर प्रकार का बदलाव आयेगा |उसे कोई रोक नहीं सकता| पर इससे सबक लेना जरूर हमारे हाथ में है |यदि हम अपने अतीत और वर्तमान ने सीख नहीं लेंगे तो इस तरह की घटनाओं के दुहराव की संभावनाएं निरंतर बढ़ती रहेंगी| विद्यार्थी वर्ग इसका प्रत्यक्षदर्शी है| वे ही भविष्य के निर्माता हैं| अतः उनके जीवन में इसका सकारात्मक प्रभाव ही होना चाहिए |

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## डिजिटल शिक्षा प्रणाली: एक अवलोकन

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ठाणे - ४००६०१

### सारांश

बीते कुछ महीनों में हमारी पूरी दुनिया ही बदल गई। पिछले वर्ष के अंत में 'कोविड' -19 नामक एक नया वाइरस अस्तित्व में आया और देखते ही देखते पूरे विश्व में फैल गया। संक्रमण के भय से विदेशों से स्वदेश में, शहरों से गावों में और समुदाय से कट कर अपने घरों में कैद होने लगे हैं। एक स्थान से दूसरे स्थान तक यात्रा करने वाले उन बहुसंख्यक लोगों के साथ-साथ संक्रमण भी विश्व के एक देश से दूसरे देश, एक शहर से दूसरे शहर, और एक समुदाय से दूसरे समुदाय तक फैलता चला गया। इसके पहले कि मानव समुदाय कुछ समझता वाइरस ने विश्व के लाखों लोगों को संक्रमित कर महामारी का रूप ले लिया। कोई नहीं जानता कि इन स्थितियों में हमें और कितने दिन बिताने होंगे। ऐसी स्थिति में जब घर से निकलना ही खतरों से खाली नहीं तो ऐसे में विद्यार्थियों को क्लासरूम में पढ़ा पाने की कल्पना अब लगभग अकल्पनीय है। उससे भी अधिक अकल्पनीय है अध्ययन - अध्यापन का वो डिजिटल मंच जिसकी अपनी भी कुछ सीमाएं हैं। डिजिटल मंच से संबंधित कई जटिल सवाल हैं जिन पर गहराई से विचार करने की आवश्यकता है।

**बीज शब्द :** समसामयिक परिवेश, परिवर्तन एवं विकास, अध्ययन-अध्यापन में यांत्रिकता, संबंध शून्यता, मूल्य सम्प्रेषण की चुनौती।

परिवर्तन सृष्टि का नियम है। सृष्टि का यह नियम काल, परिस्थिति, समाज और व्यक्ति सापेक्ष होता है। किन्तु इसके बावजूद भी कहीं सकारात्मक तो कहीं नकारात्मक प्रभाव भी परिलक्षित होते हैं। कभी-कभी यह परिवर्तन किसी समाज, व्यक्ति, स्थान विशेष में ही परिलक्षित होते हैं तो कभी यह प्रभाव सम्पूर्ण सजीव सृष्टि पर एक समय में एक समान भी दृष्टिगोचर होते हैं। सृष्टि के परिवर्तन का यह रूप गत वर्ष अर्थात् 2019 के आखिरी महीनों में 'कोरोना' इस नाम से अस्तित्व में आया। 'कोरोना' जिसके अस्तित्व का गढ़ चीन देश के वुहान शहर को माना जाता है। कई बार इसकी पुष्टि भी की जा चुकी है। 'कोरोना' ऐसा वाइरस है जो संक्रामण से फैलता है। अपने शुरुवाती दौर में यह महामारी स्थान विशेष से संबद्ध थी

किन्तु फैलने या संक्रमण का दायरा जैसे-जैसे बढ़ता गया इस महामारी ने वैश्विक रूप धारण कर लिया। अतः वैश्विक महामारी 'कोविड-19' की संज्ञा इसे दी गई। 'कोविड-19' अर्थात् 'कोरोना वाइरस-2019' एक महामारी जिसने पूरे विश्व में आज तहलका मचा रखा है। यह एक ऐसी महामारी के रूप में आज भी हमारे बीच में विद्यमान है जिसने पूरे विश्व में अपने पैर पसार लिए हैं और दुनिया के पैरों में बेड़ियाँ डाल दी है अर्थात् दुनिया की गतिशीलता में स्थिरता पैदा कर दी है। इस महामारी के लक्षण मनुष्य वर्ग में ही परिलिखित हो रहे हैं; कारण यह मनुष्य से मनुष्य में काफी तेजी से संक्रमित हो रही है। कोरोना से होनेवाली मौत संबंधी आंकड़ों की भयावहता से भी मनुष्य वर्ग आतंकित है। अपनी जान की रक्षा के प्रयास में व्यक्ति विदेश से स्वदेश, शहर से गाँव, और गाँव से अपने घर को लौटने को आमादा हुआ है। लोग विदेशों और शहरों में बसे-फंसे अपने घर परिवार के सदस्यों से मिलने हेतु आतुर हो उठे। रिशतों में प्रगाढ़ता पनपी है। जहां एक ओर समाज का विघटित रूप दृष्टव्य हुआ तो दूसरी ओर पुनः संयुक्त परिवार की परिभाषा ने साकार रूप ग्रहण किया। यह भी सामाजिक परिवर्तन का एक सकारात्मक रूप माना जा सकता है। गाँव जो खाली पड़े थे, लोगों के लौटने से बाग-बाग हो गए। गाँव अपने सीमित व्यवस्था के बावजूद जीवन के प्रणेता बन गए। तो वही दूसरी ओर शहरों से अपनापन गायब हो गया। अतएव विदेशों से आई यह महामारी देश, देश से शहर और शहर से गाँव तक न पहुँचें, आवश्यक तक था इसे रोकना, सीमा में बांधना, इसे ही 'तालाबंदी' अर्थात् 'Lockdown' से संबोधित किया गया। 'लॉकडाउन' अर्थात् तालाबंदी: अर्थात् सम्पूर्ण पाबंदी। इस महामारी के कारण वैश्विक स्तर पर सामाजिक, आर्थिक, व्यक्तिगत, एवं शैक्षिक जीवन धराशायी हो गया है। उद्योग जगत, मनोरंजन के साधनों के साथ ही शैक्षणिक संस्थानों के द्वारपटल भी 'लॉक' हो गए हैं। वर्तमान समय में भी शैक्षणिक, संस्थानों के कपात सुरक्षा के मद्देनजर बंद ही हैं। उद्योग धंधों, व्यवसाय, व्यापार से तो मनुष्य का केवल आर्थिक विकास संभव है किन्तु शिक्षा से तो व्यक्ति का नैतिक, सामाजिक, आर्थिक, भावनिक, बौद्धिक, मानसिक सभी तरह का विकास जुड़ा है। व्यक्ति के सर्वांगीण विकास की नींव की आधारशीला तो 'शिक्षा' ही है। यदि इसे विराम दिया गया तो व्यक्ति का विकास कई समय पीछे चला जाएगा। वर्तमान में इसे यदि सुचारु रूप से गतिशील न रखा गया तो भविष्य में इसकी भरपाई करना मुश्किल ही नहीं, वरन अप्राप्य भी हो जाएगा। अतः आवश्यक है कि सामाजिक दूरी - Social Distancing का पालन करने के साथ ही शिक्षा कार्यक्रमों को भी यथावत जारी रखने का प्रयास करें। हालांकि अब यह कार्य अपने पूर्ववत रूप में साकार करना आसान नहीं है क्योंकि अब सामाजिक दूरी का पालन करना अत्यावश्यक है। अतः पारंपरिक रूप से न सही किन्तु वर्तमान में प्रचलित आभासी अर्थात् ऑनलाइन शिक्षण पद्धति का अवलंब लेना ही उचित

है। इस ओर भारत सरकार और शिक्षा विभाग अपने स्तर पर कार्य करना प्रारम्भ भी कर चुकी है। शिक्षा यह समाज परिवर्तन का सशक्त माध्यम है। समाज की आवश्यकता के अनुरूप यदि शिक्षा दी जाए तो समाज को गतिशीलता प्राप्त होती है। विद्यार्थियों के ज्ञान और अनुभव को समृद्ध करने में शिक्षा की अहम भूमिका होती है। भगवद्गीता में श्रीकृष्ण ने ही कहा है “नहि ज्ञानेन सदृश्यम पवित्रमिह विद्यते” ।

### **पारंपरिक शिक्षा बनाम डिजिटल शिक्षा -**

भारतीय शिक्षा प्रणाली गुरुकुल और आश्रम शिक्षा पद्धति पर आधारित थी। प्राचीन समय में शिष्य गुरुगृह या आश्रम में रहकर उनका सानिध्य प्राप्त कर अपने घर परिवार से विलग होने के पश्चात भी सामाजिक उत्तरदायित्वों को निभाने योग्य, नैतिक मूल्यों का पालन करने योग्य, सदाचार रूपी अर्थात् योग्य नागरिकता के गुणों से ओत-प्रोत होकर गृहस्थ रूपी समाज की ओर लौटता था। अतएव प्राप्त शिक्षा का जीवन पर्यंत आचरण व व्यवहार में उपयोग करता था; किन्तु समय में आए बदलाव के फलस्वरूप शिक्षा के पैटर्न अर्थात् स्वरूप में भी बदलाव परिलक्षित होने लगा। अब प्राचीन काल की भाँति न तो गुरुकुल व आश्रम व्यवस्था अस्तित्व में रह सकी और न ही विद्यार्थी को अपने परिवार को छोड़कर गुरु गृह में रहकर शिक्षा प्राप्त करने के लिए बाध्य होना पड़ा। किन्तु इस परिवर्तन के पश्चात भी शिक्षा अपने उद्देश्य से भटकी नहीं। शिक्षा का उद्देश्य रहा है, विद्यार्थी का सर्वांगीण विकास। यह सर्वांगीण विकास विद्यार्थी के सामाजिक, नैतिक, भावनिक, बौद्धिक, व मानसिक विकास से संबद्ध है। पारंपरिक शिक्षा के अंतर्गत विद्यार्थी का यह विकास विद्यालयीन परिसर व उसके पश्चात भी प्रत्यक्ष व अप्रत्यक्ष रूप से क्रियान्वित होता रहा है। कहने का तात्पर्य है कि संस्कार रूपी जड़ से जीवन रूपी वृक्ष फले-फूलेगा ही। किन्तु पिछले दो-तीन दशकों पर गौर करें तो पाते हैं कि भारतीय जीवन के हर क्षेत्र में सूचना और संचार प्रौद्योगिकी का काफी विस्तार हुआ है और यही कारण है कि अब भारत शिक्षा जगत में भी डिजिटलाइज होने जा रहा है। अब कक्षाओं में विद्यार्थी व शिक्षक की अनिवार्यता गौण हो रही है। स्लाइड प्रॉजेक्टर, एलसीडी प्रॉजेक्टर कक्षाओं की अनिवार्य आवश्यकता बनते जा रहे हैं। वेब आधारित लर्निंग, मोबाइल आधारित लर्निंग और कम्प्यूटर आधारित लर्निंग ने सजीव कक्षाओं को वर्चुअल कक्षाओं में रूपांतरित कर दिया है। इस दृष्टि से पारंपरिक शिक्षा औपचारिक शिक्षा कहलाएगी और डिजिटल शिक्षा अनौपचारिक शिक्षा। डिजिटल शिक्षा के लिए उपलब्ध प्लैटफॉर्म को बढ़ावा देने के लिए सरकार द्वारा “भारत पढे ऑनलाइन” कार्यक्रम की शुरुवात भी की जा चुकी है। स्कूल से लेकर कॉलेज तक के तमाम पाठ्यक्रमों के लिए ऑनलाइन पठन-पाठन प्रारम्भ हो चुके हैं। अतएव भारत सरकार भी शिक्षा को बढ़ावा देने के लिए ई-लर्निंग या डिजिटल लर्निंग कार्यक्रमों का समर्थन कर रही



है। ऑनलाइन या डिजिटल शिक्षा को वास्तविक शिक्षा का रूप देने का अथक प्रयास जारी है किन्तु वास्तविकता तो वास्तविकता ही होती है। मसलन निसर्ग की खूबसूरती, नदियों की कल-कल बहती धारा की ध्वनि को सुनना, समुद्र किनारे की एक शाम को निहारना, यह जब वास्तविक एहसास निसर्ग के सानिध्य में रहकर ही प्राप्त किया जा सकता है। इसके एहसास को आभासी पटल के माध्यम से प्राप्त कर क्षणिक आनंद तो प्राप्त हो सकता है किन्तु मन के एहसास से यह निरा भाव शून्य ही रह जाएगा। पारंपरिक शिक्षा और डिजिटल शिक्षा में यह खाई तो बनी ही रहेगी। क्या किसी फूल की खुशबू को डिजिटलाइज महसूस किया जा सकता है। फूल के सूक्ष्म रूप से प्रभावित या परिचित होने के पश्चात भी गंध से वंचित राहेंगे। यही सूक्ष्म अंतर है पारंपरिक शिक्षा और डिजिटल शिक्षा में। शायद हमारे शिक्षक व हमारी शिक्षा व्यवस्था में इस भाव के सम्प्रेषण में कोई कमी या कोताई बरती गई होगी तभी डिजिटल शिक्षा न केवल पारंपरिक शिक्षा का स्थान ग्रहण कर रही है बल्कि लोगों को पसंद भी आ रही है। कहने का तात्पर्य है कि पारंपरिक शिक्षा और डिजिटल शिक्षा के अंतरसंबंधों ने शिक्षक और विद्यार्थी के अंतरसंबंधों को भी प्रभावित किया है। आज की शिक्षा डिजिटल उन्मुख शिक्षा का रूप धारण कर रही है। शिक्षा जगत में एक ऐसा डिजिटल मंच तैयार हो रहा है जहां शिक्षक और विद्यार्थी के बीच के अंतर को तो समाप्त कर ही रहा है साथ एक ही मंच भी प्रदान कर रहा है जिसमें शिक्षक और विद्यार्थी का अंतर मिट रहा है।

आज की शिक्षा ने जो आधुनिक होने के साथ ही साथ डिजिटलाइज भी हो गई है, शिक्षक और विद्यार्थी के बीच के अंतर को समाप्त कर दोनों ही को एक ही मंच प्रदान कर दिया है। आज डिजिटल शिक्षा में शिक्षक भी एक विद्यार्थी की भूमिका का निर्वाह करता है तो वही दूसरी और विद्यार्थी इस डिजिटल शिक्षा सीखने की कला में माहिर पाये गए हैं व कभी स्वयं विद्यार्थी, शिक्षक का गुरु बन जाता है। डिजिटल शिक्षा में शिक्षक और विद्यार्थी की भूमिका बदलती है या कह सकते हैं की रूपांतरित होती रहती है। शिक्षक और विद्यार्थी के बीच की दूरी मिटने से और भूमिका में रूपान्तरण होने से आदर सम्मान में भी परिवर्तन पाया गया है। अक्सर विद्यार्थी, शिक्षक की नितांत आवश्यकता को महसूस नहीं करता है। डिजिटल शिक्षा में वो स्वयं को प्रेरित करता हुआ, रमता हुआ अपने कार्य को अंजाम देकर आत्म संतुष्टि और आत्मनिर्भर महसूस करता है। डिजिटल शिक्षा ने इतनी अधिक सूचनाएँ और जानकारी मुहैया करा दी है कि शिक्षक भी ज्ञान के संदर्भ में गौण साबित हो रहा है। वही विद्यार्थी के लिए बस एक क्लिक में भी सारी सूचना और जानकारी उपलब्ध होने से शिक्षक का महत्व व आवश्यकता अब शनैः शनैः गौण होती जा रही है। इंसान ने मशीन का निर्माण किया किन्तु अब मशीन ही इंसान की जगह लेकर इंसान का रूप धारण करने जा रही है। संसार अब मशीनी

संसार में तब्दील हो रहा है। मशीन को दिमाग और गुणवत्ता तो इंसान ने ही प्रदान की है और मशीन ने इसे बहुत ही उम्दा तरीके से साबित भी कर दिया है। आज मशीन इंसान की जगह ले रही है या यों कहें कि ले चुकी है। डिजिटल मंच ने शिक्षक और विद्यार्थी के बीच कि खाई को पाट दिया है। ऐसा नहीं है कि शिक्षक और विद्यार्थी के मध्य अंतर संबंध समाप्त हो गए हैं बल्कि एक नए रूप में तब्दील भी हो गए हैं। जिसके कुछ सकारात्मक और नकारात्मक दोनों ही पहलू सामने आते हैं।

ऐसा कदापि नहीं है या यों कहें कि संभव हो सकता है कि विद्यार्थी को शिक्षक की आवश्यकता नहीं हो सकती है। भौगोलिक भाषा में कहें तो सूर्य के अस्त होने के पश्चात तारे टिमटिमाते हैं किन्तु पश्च में सूर्य ही तो एकमात्र प्रकाश और ऊर्जा का स्रोत है। कहने का तात्पर्य है कि प्रत्यक्ष या अप्रत्यक्ष रूप से शिक्षक की आवश्यकता को नकारा नहीं जा सकता है। शिक्षक केवल शिक्षा प्रदाता नहीं है वो तो एक मार्गदर्शक भी होता है और आज के इस डिजिटल युग में तो एक सच्चे मार्गदर्शक की नितांत आवश्यकता है और शिक्षक ही इस भूमिका का निर्वाह कर सकता है। आज डिजिटल शिक्षा के अंतर्गत बहुत से विडियो जो शिक्षा, ज्ञान, अथवा हमारे अध्ययन के विषयों पर आधारित होते हैं, आसानी से उपलब्ध हो जाते हैं किन्तु गौर करें तो वो भी किसी न किसी शिक्षक के माध्यम से ही अध्यापन करवाते हैं अर्थात् कक्षा शिक्षक हो या फिर डिजिटल शिक्षक, शिक्षक को रिप्लेस करना आसान नहीं। आज भी विद्यार्थी शिक्षक का अनुकरण करते पाये जाते हैं वो शिक्षक को आदर्श गुरु मानते हैं। अतएव आज के डिजिटल युग में जहाँ डिजिटल शिक्षक भी उपलब्ध होते हैं बहुत सोच समझकर गुरु या शिक्षक को अपनाना चाहिए।

**“गुरु गोविंद दोऊ खड़े, कांके लागू पाय ।**

**बलिहारी गुरु आपने, गोविंद दियो बताय ॥**

शिक्षक केवल ज्ञान ही नहीं बल्कि वो मर्मदृष्टि भी प्रदान करता है जिससे गुरु और गोविंद के सूक्ष्म भेद को पहचान सकें।

आज शिक्षा में नए-नए आयाम विकसित हो रहे हैं। इसी नए आयाम अंतर्गत ज्ञानरचनावाद को भी विकसित किया गया है जिसके अंतर्गत न्यूटन के गुरुत्वाकर्षण के खोज की भांति आज का विद्यार्थी भी ज्ञान की सहायता से नवीन खोजों की ओर स्वयं अध्ययन के माध्यम से प्रवृत्त हो। अतएव ज्ञानरचनावाद में यह कसौटी निहित है। यहाँ स्वयं अध्ययन से तात्पर्य यह नहीं है कि विद्यार्थी विद्यालय, शिक्षक, पुस्तक, आदि से अलिप्त रहकर केवल मोबाइल, अथवा डिजिटल साधनों के माध्यम से ही अध्ययन करें बल्कि शिक्षक प्रेरणा स्रोत की भांति सतत मार्गदर्शक की भूमिका निभाते हुए विद्यार्थी के आत्मविश्वास और मनोबल को बढ़ाते हुए उसे

स्वयं अध्ययन की ओर प्रेरित करें। यदि गुरुकुल पद्धति पर गौर करें तो वहाँ भी शिक्षक के अध्यापन के पश्चात विद्यार्थी ही स्वयं अध्ययन कर अपनी स्मरण शक्ति को भी बढ़ाते थे। फर्क केवल इतना है कि आज विद्यार्थी डिजिटल युग में निर्वाह कर रहा है। अतः ज्ञान उसके चारों ओर होने के साथ ही उसकी मुट्टी में भी संचित रूप में मौजूद है। सौ वर्ष पूर्व अर्थात् वर्ष 1920 में जब इसी तरह महामारी ने संक्रमण का रूप धारण किया था और पूरे विश्व को अपनी चपेट में ले लिया था। तब आज कि भांति तंत्र युग का विकास ना होने से पूरी दुनिया एक दूसरे से संपर्क ना करने की मजबूरी में पूर्णतया एक दूसरे से कट गई थी। लगभग दो वर्षों के लिए विद्यार्थियों की शिक्षा पूर्ण रूप से स्थगित हो गई थी। लगभग दो वर्षों के लिए दुनिया पीछे चली गई थी। वर्तमान में जब आज फिर विश्व इस महामारी के प्रकोप को झेल रहा था तब भारत के प्रधानमंत्री श्री नरेंद्र मोदी जी ने कहा था कि इस महामारी से बचने के नियमों का सख्ती से पालन नहीं किया गया तो देश कई युगों पीछे चला जाएगा। आज देश को कई युगों पीछे ले जाने से बचाने में इसी डिजिटल तंत्र की अहम भूमिका है और इस सच को नकारा नहीं जा सकता है। क्योंकि शिक्षा में इस महामारी से बनने वाली खाई को इस डिजिटल शिक्षा ने पाट दिया है। ऑनलाइन अध्ययन -अध्यापन के माध्यम से शिक्षक और विद्यार्थी दोनों ही अपनी-अपनी जिम्मेदारियों का बखूबी निर्वाह करते रहे हैं। डिजिटल शिक्षा के माध्यम से ही यह संभव हो सका की शनैः - शनैः ही किन्तु शिक्षक डिजिटल शिक्षक के माध्यम से विद्यार्थी के सर्वांगीण विकास को साध्य करने हेतु तत्पर रहे तो वही दूसरी विद्यार्थी भी जिज्ञासा और रोचकता के साथ आनंद लेते हेतु इस डिजिटल शिक्षा के माध्यम से शिक्षा को यथावत जारी रख सके। डिजिटल मंच पर शिक्षक और विद्यार्थी के अंतरसंबंध के सकारात्मक पक्ष पर गौर करें तो पाते हैं कि शिक्षक और विद्यार्थी दोनों ही अब डिजिटलाइज्ड शिक्षा अंतर्गत सीखने के दौर में हैं। दोनों ही अब आदान-प्रदान के माध्यम से सीखने की दिशा में उद्यत हैं। सीखने की इस प्रक्रिया में शिक्षक और विद्यार्थी अपने विचार अपने अनुभव को साझा करते चलते हैं क्योंकि ज्ञान नित नवीन नए रूप में हमारे सामने उपस्थित हो रहा है। जो इस ज्ञान को जिस द्रुतगति से सीखता है वही गुरु बन जाता है 'इसीलिए गुरु अर्थात् शिक्षक और विद्यार्थी की भूमिका सतत बदलती रहती है। कभी शिक्षक विद्यार्थी बन जाता है तो कभी विद्यार्थी शिक्षक।

सिक्के के दूसरे ओर की भांति डिजिटल शिक्षा के भी अपनी कुछ खामियाँ और कमियाँ भी हैं। डिजिटल मंच पर शिक्षक और विद्यार्थी के अंतरसंबंध के नकारात्मक पक्ष पर गौर करें तो पाते हैं कि शिक्षक कई बार अपनी जिम्मेदारी का निर्वाह करने से बचते हैं और डिजिटल शिक्षा को विद्यार्थी हेतु किस प्रकार से सेल्फ लर्निंग में बदला जाए इस ओर सोच प्रवृत्त होती है। चूंकि

डिजिटल मंच को आभासी पटल के नाम से भी अभिहित किया जाता है, जिसका तात्पर्य है आभास न होना। शायद यही कारण भी है कि डिजिटल मंच पर ऑनलाइन अध्ययन - अध्यापन के दौरान शिक्षक को कई बार विद्यार्थी का और विद्यार्थी को शिक्षक का आभास ही नहीं होता अर्थात् दोनों एक दूसरे को न देखते हुए भी अध्ययन - अध्यापन प्रक्रिया में शामिल रहते हैं या यों कहे कि अपनी-अपनी जिम्मेदारियों का निर्वाह करते हैं। डिजिटल मंच पर अक्सर कक्षा अनुरूप वातावरण निर्मिति कि आवश्यकता भी महसूस नहीं होती। शिक्षक के भेजे पठन सामाग्री को विद्यार्थी अपनी सुविधानुसार पढ़ लेता है। नकली सामान बाज़ारों में बहुत जल्द ही बिक जाता है। इस डिजिटल युग में ज्ञान नकली होने से बचाने हेतु ही शिक्षक की आवश्यकता है। किसी भी मुद्दे के नकारात्मक पक्ष की ओर दृष्टिपात करने का तात्पर्य केवल उसके सकारात्मक पक्ष ओर ध्यान आकर्षित करना है जिससे सही और गलत का अंतर समझने में आसानी हो। सारांश रूप में इतना ही कहना आवश्यक है कि डिजिटल शिक्षा ने शिक्षा जगत में महामारी से बनने वाली खाई को ना केवल अपनी द्रुतगति की क्षमता से पाट दिया है बल्कि शिक्षक और विद्यार्थी को इस कठिन समय में भी बखूबी अध्ययन-अध्यापन करने की अदम्य इच्छा और प्रेरणा से अपनी - अपनी जिम्मेदारियों का निर्वाह करने हेतु डिजिटल मंच भी उपलब्ध करा दिया है। आज के इस डिजिटल युग में विद्यार्थी को शिक्षक की आवश्यकता न हो यह तो कदापि संभव नहीं है। शिक्षक और विद्यार्थी दो ज्ञान रूपी धारा का दो तटस्थ किनारे हैं दोनों के संतुलन, सहयोग, व समर्पण के मध्य ज्ञान रूपी धारा सतत प्रवाहमान है। किसी एक किनारे की अनुपस्थिति अथवा खंडित, टूटन की अवस्था से जलधारा के बहने की कल्पना नहीं की जा सकती है ठीक उसी प्रकार से प्रत्यक्ष अथवा अप्रत्यक्ष रूप से शिक्षक बिना ज्ञान की कल्पना भी संभव नहीं है। आज के डिजिटल युगीन शिक्षा में विद्यार्थी डिजिटल साधनों के माध्यम से स्वयं शिक्षा की ओर पृव्रत्त तो हो रहा है किन्तु उचित मार्गदर्शन हेतु शिक्षक का होना नितांत अनिवार्य भी है क्योंकि डिजिटल साधन हमें उचित और अनुचित का ज्ञान नहीं कराते हैं। उचित और अनुचित का ज्ञान तो केवल हमारे अभिभावक अथवा गुरु ही करा सकते हैं। गुरु को तो हमारे देश में प्रकाश मार्ग की संज्ञा दी जाती है। गुरु ही है जो हमें ईश्वर की अनुभूति कराते हैं। अतः गुरु से बढ़कर सच्चा मार्गदर्शक कोई हो नहीं सकता है। विद्यार्थी के सर्वांगीण विकास में बहुत हद तक तो डिजिटल शिक्षा सहायक तो हो सकती है किन्तु सम्पूर्ण विकास का आधार केवल डिजिटल शिक्षा को नहीं माना जा सकता है। डिजिटल शिक्षा से विद्यार्थी का बौद्धिक, सामाजिक, विकास तो कुछ हद तक सध्या किया जा सकता है किन्तु भावनिक, मानसिक और कुछ हद तक सामाजिक जिसमें पारिवारिक, सामूहिक निहित है, का विकास तो औपचारिक शिक्षा के माध्यम से ही संभव है। विद्यालय, विद्यालय का प्रांगण, खेल का मैदान, शिक्षक

की डांट, दोस्तों के साथ मस्तिष्क, एक-दूसरे के टिफिन को साझा करना, पढ़ने में सहायता करना, यह सब खट्टी-मीठी यादें जो आज तक हमारे यादों में रची-बसी हैं और पल-पल की याद से हम आनंदित हो उठते हैं यह सब तो पारंपरिक शिक्षा में ही संभव हैं, डिजिटल शिक्षा से तो नहीं। आज तो हालात यह भी दर्शाते हैं कि विद्यार्थी इस डिजिटल शिक्षा के बहाने कक्षा में उपस्थिति बताकर, अनुपस्थित भी पाये गए हैं, क्योंकि डिजिटल शिक्षा के माध्यमों में कैमरे को बंद कर विद्यार्थी कक्षा में नहीं पढ़ने के प्रति अपनी अरुचि दर्शाते हैं। इसीलिए यह कहना अतिशयोक्ति नहीं होगा कि डिजिटल शिक्षा विद्यार्थी के सर्वांगीण विकास, व शिक्षा के उद्देश्य को पूर्णतः साध्य कर प्राप्त करने में सार्थक होगी, अनुचित है। डिजिटल शिक्षा साधन हो सकती है किन्तु साध्य नहीं। शिक्षा प्राप्त करना साधना है, और इसे साध्य करने हेतु शिक्षक और विद्यार्थी का अंतरंग संबंध प्रगाढ़ होना आवश्यक भी है। हालाँकि आज की विश्व की वर्तमान स्थिति से हम सभी अवगत हैं और ऐसी स्थिति में शिक्षक और विद्यार्थी के अंतरसंबंधों की प्रगाढ़ता को यथास्थिति बनाए रखने में डिजिटल मंच ने बेहद अहम भूमिका का निर्वाह किया है इस सत्य को भी नकारा नहीं जा सकता है। डिजिटल मंच ने शिक्षक और विद्यार्थी दोनों ही को एक समान सीखने की संधि उपलब्ध करा दी है। दोनों ही साझा संस्कृति के भांति अपने ज्ञान का आदान-प्रदान करते रहे हैं।

#### **परिशिष्ट :**

1. <http://www.youtube.com/watch?v=w99RnQYti98>
2. <https://www.bbc.com/hindi/india-53973974>



## **Vidya Prasarak Mandal, Thane**

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