

COVID-19 Pandemic

and INDIA

- Editors -

Mukundraj B. Patil

Vikas D. Ragole



'COVID-19 Pandemic and India' is a book which focuses on the different situations in COVID-19 pandemic specially with reference to the India. Situation will change, people will forget and will engage in their routine work but this book will help to the people to understand how it has impacted on the life of Indian people.



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RISING ONLINE LEARNING IN THE PANDEMIC OF COVID-19

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INTRODUCTION - The deadly and infectious disease Covid-19 has affected the global economy. This pandemic has also affect the education sector globally. The Covid-19 pandemic outbreak forced many schools and colleges to remain closed temporarily. Several areas are affected worldwide and there is a fear of losing this whole ongoing semester or even more in the coming future. Various schools, colleges, and universities have discontinued in-person teaching. As social distancing is preeminent at this stage, this will have negative effects on learning opportunities. Educational units are struggling to find options to deal with this challenging situation. These circumstances make us realize to planning is a need for academic institutions. This is a need to protect and save our students, faculty, academic staff, communities, societies, and the nation as a whole.

Several arguments are associated with e-learning. Accessibility, affordability, flexibility, learning pedagogy, life-long learning, and policy are some of the arguments related to online teaching. It is said that online mode of learning is easily accessible and can

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even reach to rural and remote areas. It is considered to be a relatively cheaper mode of education in terms of the lower cost of transportation, accommodation, and the overall cost of institution-based learning. Flexibility is another interesting aspect of online learning; a learner can schedule or plan their time for completion of courses available online. Combining face-to-face lectures with technology gives rise to blended learning and flipped classrooms; this type of learning environment can increase the learning potential of the students. Students can learn anytime and anywhere, thereby developing new skills in the process leading to life-long learning. The government also recognizes the increasing importance of online learning in this dynamic world.

E-LEARNING

Online learning to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime. Online learning can be termed as a tool that can make the teaching-learning process more student-oriented, more innovative, and even more flexible. Online learning is defined as "learning experiences in synchronous or asynchronous environments using different devices like mobile phones, laptops with internet access. In these environments, students can be anywhere to learn and interact with instructors and other students. The synchronous learning environment is structured in the sense that students attend live lectures, there are real-time interactions between educators and learners, and there is a possibility of instant feedback, whereas asynchronous learning environments are not properly structured. In such a learning environment, learning content is not available in the form of live lectures or classes; it is available at different learning systems. Instant feedback and immediate response are not possible under such an environment.

OBJECTIVES

To explore the online classes in the pandemic of covid-19

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To conduct an Opportunities, & Challenges of online learning in the pandemic of covid -19

NEED OF ONLINE TEACHING

The world is on quarantine due to the global pandemic Covid-19 and therefore in the many cities have affects can be seen in schools, colleges, and universities. The Corona Virus has made institutions to go from offline mode to online mode of teaching-learning.

SOCIO-ECONOMIC BARRIERS:

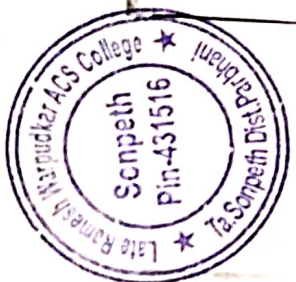
The COVID -19 pandemic has disrupted the normal lifestyle of people across the globe. Amongst many institutions schools have also shifted their base to virtual platforms to conduct classes online. Nowadays in all stages of education from pre-primary to university level, online education has emerged as an alternative to physical classes. In the field of government and private sectors they try to assist each other by online mode, apps and providing training to teachers to use these apps and platforms to the optimum level. For schooling of children they taken continuous efforts to provide customised teaching-learning material. However, in the Indian society characterised by social inequalities in terms of availability of resources, essential to access these online classes. These digital initiatives are not equally gain by all students due to the differences between rural and urban and rich and poor, work and role of the government and non-government organisations across the country. as the governments are facing financial crunch as most of the funds are being diverted to tackle the pandemic.

Students and teachers also have their own struggles while accessing these online platforms. Due to financial conditions, students are not able to access the internet, and are devoid of electronic gadgets like laptop, phone, computer , radio and TV. And those who have facilities to attend to online classes face

problems like physical space, which is equally applicable to teachers who conduct online classes from their home. Also social barriers like discrimination against girls as they are expected to do household work instead of attending online classes.

ONLINE EDUCATION IN THE TIMES OF CORONA

In 1994, India's digital journey finally began in India with the launch of Educomp. A learning application. Byju's became one of the most valued online educational companies in the year 2019. UNESCO also suggested that these learning apps can help students during such pandemic. Digital payment companies, such as Paytm, Mobiwik, Tez, PhonePe, and so on, grew rapidly during and after demonetization. In the field of digital education they are trying hard to make most out of this situation by providing several free courses and e-resources to the students. Although the availability of electricity and a stable internet connection is still a bigger challenge in their way as a lot of Indian cities especially small cities still face frequent electricity shortages. Teachers in the form of facilitators face a lot of trouble while working on online teaching in the form of how can use it etc. The participation by students is not enough, educators must put considerable effort to increase student engagement, retain their attention, take feedbacks, and assess them in several ways. This will create an effective and meaningful learning environment. Online classes cannot replace a teacher but it can enhance instruction. During such tough times, when Covid-19 has forced schools and colleges to remain completely lockdown for few weeks due to the pandemic of covid19. Some of the famous online teaching apps like Vedantu,, ZOOM Classroom, ZOOM Business, Topper, Unacademy, Coursea, Kahoot, Khan Academy, e-pathshala, GuruQ etc. The government of India has recently launched the PM e-VIDYA platform, with 12 new DTH channels, one for each class to reach out to all classes of society.



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DIKSHA portal contains e-Learning content for students, teachers, and parents aligned to the curriculum, including video lessons, worksheets, textbooks and assessments. Under the guidance of its national board of education (CBSE) and NCERT, the content has been created by more than 250 teachers who teach in multiple languages. QR codes in textbooks encourage students to go beyond the book. The app is available to use offline.

e-Pathshala is an e-Learning app by NCERT for classes 1 to 12 in multiple languages. The app houses books, videos, audio, etc. aimed at students, educators and parents in multiple languages including Hindi, Urdu, and English.

The National Repository of Open Educational Resources (NROER) portal provides a host of resources for students and teachers in multiple languages including books, interactive modules and videos including a host of STEM-based games. Content is mapped to the curriculum for classes 1 – 12, including aligned resources for teachers.

SWAYAM portal is an interesting educational program that is initiated by the government of India to achieve three important objectives of our educational policy, that is, access, equity, and quality. Swayam hosts 1900 complete courses, including teaching videos, weekly assignments, exams and credit transfers, aimed both at school (class 9 to 12) and higher education (undergraduate and postgraduate) levels. Subjects are aligned to the curriculum and include engineering, humanities, social sciences, law and management courses including robotics. The main objective of SWAYAM is to provide online learning and reduce the digital divide. It provides a large number of free courses for school, distance, graduate, and postgraduate education. During the Covid-19 crisis, SWAYAM is of great help for students across the country.

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Swayam Prabha is a group of 32 Direct To Home (DTH) channels devoted to telecasting of educational programs round the clock and accessible all across the country. The channels air courses for school education (class 9-12), higher education (undergraduate, postgraduate) as well as for out-of-school children, vocational education and teacher training. Subjects include arts, science, commerce, performing arts, social sciences, humanities, engineering, technology, law, medicine, and agriculture. Schedules for the television broadcast as well as archived programs are available on the website.

BENEFITS OF ONLINE CLASSES

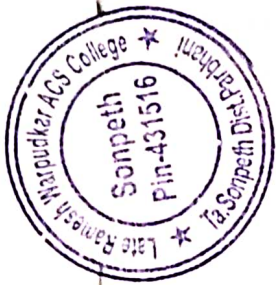
Online education is more flexible, which makes higher education more inclusive. Online classes also provide opportunities for students from traditionally marginalized groups. Online classes also appeal to newer generations of students. Online classes appeal who are comfortable with technology. Evidence shows that active learning focuses more on understanding and other higher order functions, rather than mere knowledge retention. While not all active learning activities are possible during online classes, many are enhanced by technology. Studies have shown that online classes are particularly helpful for encouraging collaborative learning. asynchronous interactions between teachers and students helps to engage learners and encourage reflection. Also Online learning gives opportunities for people continuing their higher education, technology reduces teachers workload and improved teaching skill to maintaining student engagement.

CHALLENGES OF ONLINE CLASSES

Online classes, have some limitations regarding the Indian society online classes may cause lower enrollment rates in educational institutions. As compared to face-to-face teaching

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earlier studies show lower completion rate for online classes, although there is a lack of evidence in blended which have both type of teaching. Technical difficulties occurs to both students and teachers, and these difficulties lead to students engaging less with the courses. Teacher can not give lot of time for technical difficulties, modules can alienate some students, just as they include others. Online learning for students take more responsibility for their learning, transforming them from passive to active learners. However, this can be a challenge for some students, particularly those more used to passive learning in school. These students may need more motivation, organization and discipline to be able to be successful. Accessibility of online courses with full-online learning also have another difficulty. The availability of internet connection, laptop, mobile phones or suitable learning environment different among the students.

IMPROVING ONLINE COURSE DELIVERY

For improving online classes delivery have lot of problems such as lack of integration, skills or technical problems must be resolve first. Access to a strong, reliable internet connection still presents a critical challenge for students in several developing countries. Focus on low bandwidth learning management systems and e-courses accessible on a range of devices, particularly mobile phones, to minimize access barriers, enhance student participation and potentially improve students' course completion rates.

Learning is here to stay: Regardless of the complex situation faced by universities in adapting to the new demands, there is no turning back. E-learning is here to stay, with or without COVID-19, and it is crucial to address the digital divide now. Beyond responding to COVID-19, educational institutes need to focus on how they can capitalize on e-learning solutions to support learning everywhere.

Digital specific course design: In Online classes there is need of specifically designed digital devices. Teachers in a recent study noted that lecture content converted to video format was not enough to engage their students. To overcome this problem teachers can use Interactive Video to make their online lectures more engaging.

Face-to-face Interactions: Poor retention rates is another problem in online classes. If online classes are carefully combined with face-to-face interactions, retention rates are more likely to improve. Face-to-face contact does not necessarily have to involve teaching, but can use of Skype or Zoom.

Different modes of delivery: Since the current COVID-19 situation began, there has been a significant increase in the uptake of e-learning solutions, including tools and methods such as video conferencing, virtual tutoring, digital libraries and online learning software, causing a massive demand for online education connectivity. A mix-and-match of these tools with a variety of delivery methods, such as interactive e-learning courses, live and recorded lectures and collaborative documents for group work, can work well to provide a comprehensive learning experience.

Engaging students: Teachers can use educational tools like assignment and review can deliver their feedback in the form of discussion response, regular formative assessment and group activities such as forums.

Clear expectations from students: Many students will have no experience of managing their own learning experience. This disconnection can be even stronger with online classes. Expectations such as requiring students to submit regular formative assessments can be helpful in directing students' energies.



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CONCLUSION

Online learning is a complex and emerging field. There are both challenges and benefits to the use of digital technologies, either as integrated with traditional course delivery methods. However in order for online learning to be successful it is clear that the mindset of teaching must change. Teachers need to move from a teaching-centred paradigm to a learning-centred paradigm'.

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