

Post COVID-19 and online Education in India

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Abstract: In India, the COVID-19 outbreak has been declared an epidemic in all its states and union territories. To combat COVID-19, lockdown was imposed on March 25, 2020 which has adversely affected the education system in the country. COVID-19 has brought about changes to the education system that impact teachers in different ways. The compounded by the fact that students from economically weaker sections of society have become hard to reach, and teachers do not know how to support hard-to-reach students who are also severely affected by the pandemic both urban rural areas. It has changed the traditional education system to the educational techno based model, where teaching and assessments are conducted online. This paper aims to identify the changes in teaching and assessment in different home environment settings in India.

Keywords: *Online Education Teaching, Assessment.*

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I. INTRODUCTION

The COVID-19 pandemic has been responsible for rapid and drastic change across the world, impacting global markets and pushing entire countries into lockdown. In India, the COVID-19 outbreak has been declared an epidemic in all its states and union territories. To combat COVID-19, lockdown was imposed on March 25, 2020 which has adversely affected the education system in the country. COVID-19 has brought about changes to the education system that impact teachers in multiple ways. The compounded by the fact that students from economically weaker sections of society have become hard to reach, and teachers do not know how to support hard-to-reach students who are also severely affected by the pandemic. It has changed the traditional education system to the educational techno based model, where teaching and assessments are conducted online. This paper aims to identify the changes in teaching and assessment in different home environment settings in India. The COVID-19 made changes in all walks of life.

The study indicate that socio-economic inequalities in the physical world have become more pronounced in the digital/virtual world, even in metropolitan cities like Bangalore. Beyond the stark differences between government and private schools, the study shows that many teachers are technologically savvy. Still, due to the lack of specialised training of their areas, they are mostly unfamiliar with particular issues of online pedagogy and struggle to teach online in both Govt and private schools. The disruption to most Indian's socio and economic life has been drastic and sudden change — and perhaps one of the most dramatic shifts was education's move to a virtual setting instead horizontal setting. We realize that the pandemic can transform the entire education system of the world. It has forced millions of students to stay away from the classroom and instead access education from home. This also thought us social life is more important than the economic life. As social part the educational reform in India in the Covid-19 era seems to be a live example of how preparedness "needfulness" to changes driving the innovation or research.

Background

In the History has testimonies of calamities like wars, genocides, and natural disaster that was responsible for destruction to humankind. These occurrences have altered the course of history, like the Bubonic plague that is believed to have paved the way for the rise of the Renaissance in Europe. COVID-19 and its aftermath will alter the lives of the common man and will also change the world order in many ways. This is seen as a historical divide, BC (before Corona) and AC (after Corona). It is estimated that the impact of COVID-19 on the Indian economy during 2020 may reach nearly 8 tn Indian rupees (Keelery, 2020). The pandemic had incurred an enormous loss to the economy and had a staggering impact on global education. According to UNESCO, 63 million teachers were affected in 165 countries. The traditional universities are established under the premise that there is no substitute for the ambience of any university campus and live learning with peers in the classroom. So far, these institutes have been able to maintain exclusivity. This is because the conventional classroom atmosphere enables a teacher to cater to the needs of various kinds of learners they address. This is

possible largely because of the kind of atmosphere that teacher creates in a classroom. Each classroom enriches a teacher as well.

However, Distance learning started in the mid-'80s pioneered by setting up of Indira Gandhi National Open University (IGNOU) and other state open universities to provide flexibility, openness, affordability, inclusiveness and the promise of lifelong learning for every learner. Moreover, the distance education mode also relied heavily on the availability of in-class infrastructure and connected many part-time teachers with part-time learners. The distance learning could not create enough interest among learners due to poor internet connectivity as well as non-availability of affordable laptops at students end in the 80s.

Objectives of the study.

The present study is focused on the following objectives

1. Highlight the impact of Covid-19 on online education
2. Enlist post Covid-19 trends and issues of Education

II. METHODOLOGY

Interpretative phenomenological analysis (IPA) of qualitative research methodology has been used in this research. The study was conducted among the teachers working in the government and private universities, Colleges and schools of Karnataka, India. Semi-structured in-depth interviews were conducted among teachers to collect data regarding the barriers faced by them during online teaching and assessment.

An analysis of Online Education

The difference between online vs on-campus education. Online instructions are more intense and require more-effort in delivery. Classroom teaching cannot be replicated online. online learning turns out to be more and more practiced. Many traditional universities started to share their courses online for free. It represents an easy and comfortable method to achieve knowledge in almost every field, from law and accounting, to human sciences, such as psychology and sociology or history. Online learning is a great alternative to traditional universities, especially for people who can't afford the time and money to take real courses. The virtual classroom makes it difficult to assess and measure the teaching-learning process and its efficiency, and establishing a good teacher-student relationship is a challenge as well. Although many people still consider traditional universities as the best way to achieve knowledge and get a diploma/degree, online learning proves to be a great alternative. Students have the chance to study in their own time and especially for free. It represents a great way to study many fields and to boost the level of self-motivation. Online education is an amenable instructional delivery process that includes any learning that takes place via the internet. Online learning enables educators to communicate with students who may not be capable of enrolling in a traditional classroom course and assists students who need to work on their own schedule and at their own speed. However, despite many flaws in the on-line mode of education, it has many benefits too, online learning should be seen as a complement and extension of classical forms of learning. Not even the best online course can fully replace the personal contact with a teacher, or the human relationships that develop in a group. So, traditional classes shouldn't be replaced with online learning.

Education cannot be kept separate for long from the tide of going on-line. Online education is known to offer the benefit of synergy. Here, the format employed makes room for dynamic communications between students and the teachers. Through these communications, sources are shared, and an open-ended synergy evolves through a learning process. When each person bestows a view or opinion through discussions and comments on others' work course, it benefits the student to learn better. This unique advantage is manifested in a student-centred virtual learning environment that online learning format alone can contribute. Seminar on online help students and teachers from various institutes to stay connected beyond the academic schedule. Students through on-line mode are also exposed to a large number of Massive Open Online Courses (MOOCs), which captured global attention since 2012. One of the important aspects of online learning is its inherent flexibility, however, there is a catch, one has to be extremely self-motivated. The best online students develop various approaches for staying up to date on their coursework. Things like setting aside time every week to study and create a workspace with minimal distractions can help immensely. These online courses help learners to explore and choose any course of their passion. This is evident from the increasing number of students opting to do courses in NPTEL-SAWAYAM portals. Online mode of education delivery and assessment was an evolutionary leap in the same direction that has come up in a big way with the emergence of big players like, MOOC, NPTEL, Coursera, Edy etc. As per the survey conducted by the Ministry of Human Resources Development (MHRD), Govt. of India, there are 993 universities, 39,931 colleges and 10,725 standalone Institutions across India. These institutions further reflect the student density of India as the enrolments in higher education every year are nearly 37.4 million

As universities closed down almost overnight, the faculty and administration. Many instructors who prefer teaching using PowerPoint slides, found this transition easier to handle. Other preferred collaborative platforms like CISCO-WebEx, Zoom, Google meet and MS Team (formerly Skype professional). Tablets were found to be good substitutes for the blackboards in on-line delivery of courses. The fact is that a strong lobby in favour of the on-line mode of education delivery is likely to advocate on-line instruction mode a valid solution for many issues that traditional education is unable to address. The rationale is very similar to the benefits of distance education with the added advantage of technology providing easier solutions that did not exist in the earlier. When you complete this course, you will be able to include e-mail and web browsing as technical skills on your resume. That gives you a definite advantage over someone who doesn't have these skills. Learning how to get information via the Internet opens up a world of possibilities for your personal and professional life. You can find jobs online, get college applications online, make travel plans online, get dealer costs for cars online, comparison shop online, access great works of art and literature online, meet people from around the world online, follow sports and movies online, and so on. The possibilities are practically endless. The first problem of the digital divide in the modern digital era is that underprivileged students both from urban and rural areas do not have access to smartphones and computers. The second problem of the urban-rural divide is in digital network connectivity. As a result, the students belonging to rural areas facing erratic network problems are doubly underprivileged. Many such students of the most elite institutions. The major challenge in technology-driven education delivery system reform at the national level is to figure out how to drive engagement at scale while ensuring inclusive e-learning solutions and tackling the digital divide. Inclusive technology-based learning solutions for the most vulnerable and marginalized segment of society to be developed.

It is very early to predict or comment on the effectiveness of online delivery as the education system is going through a radical transformation due to the COVID-19 pandemic. The format of e-learning as well as on-line delivery of education — virtual classroom — need to be blended with on-campus classroom to make the education system more vibrant and student-centric. Many of us don't really take the time to get to know our fellow students, especially in large classes. We might be too busy or we're just plain shy. An online course provides an opportunity to get to know other students via bulletin boards, chat rooms and mailing lists. I've had students form study groups online, meeting at a local library or coffee shop. Even if you just converse online, it gives you a type of interaction with other students and other people that just isn't practical in the time-limited on-campus classroom. Often the challenges of testing and assessment in e-learning are more complex compared to the continuous evaluation schemes adopted in traditional education systems.

Going by the recent developments pioneered by the Coursera model, relatively like choice based it makes it a lot easier on the learner by chopping down semester courses into modules and morsels which are typical of 10-hour duration coupled with online testing. In essence, it is chopping the eight-semester of education having typically 120–150 credits into small fragments, which a learner can choose at his/her. The strong possibility is that every University/Institute will be forced to adopt a hybrid model. In that case, education could become the monopoly of a few hundred elite Universities/ Institutes. Seemingly the on-line model will allow a university (service provider) to reach out to a large number of pupils than the current enrollment scheme, thereby justifying a fewer institution.

The Centre for Monitoring Indian Economy's estimates on unemployment shot up from 8.4% in mid-March to 23% in early April and the urban unemployment rate to 30.9%. There is a strong need to evolve a comprehensive strategy for the higher education sector to handle the current demand of the students for higher studies in India. Further, immediate measures are required to mitigate the effects of the pandemic on job offers, internship programs, and research projects. *In this critical time*, a well-rounded, resilient and effective educational practice is needed for the capacity building of human resources with strong technical skills and strong research potential. This, in turn, will drive the employability, productivity, health, and well-being of graduate/undergraduate students in the decades to come, and ensure the overall progress of India. The biggest advantage of an online course is that your classroom and instructor (theoretically) are available 24 hours a day, seven days a week. Your only excuse for missing class is not getting online! Otherwise, everything is available to you. You can get announcements, access notes, review assignments, take practice quizzes, discuss questions, chat with fellow students and study any time you want. Other than certain due dates, you make your own schedule for completing the requirements of the course.

Findings of the study.

The findings revealed the barriers that are faced by teachers during online teaching and assessments. Lack of Connectivity between teacher and students, nonavailability of data with students. Poor net work facilities. Under home environment settings, a lack of basic facilities, external distraction and family interruption during teaching and conducting assessments were major issues reported. Students laziness. Institutional support barriers such as the budget for purchasing advanced technological instruments, a lack of training, a lack of technical support and clarity reported. Teachers also faced technical difficulties. The difficulties were grouped under a lack of technical support, it included a lack of digital infrastructure, limited

awareness of online teaching platform apps and security concerns and issues. Teachers' personal problems including a lack of technical usage knowledge, negative attitude, course integration with technology and a lack of motivation students and teachers are identified as the fourth category to restrict their engagement in online learning, teaching, assessments and continues learning.

Policy matters and scope for changes

The findings of the study can be helpful authorities and employers of educational institutions who are planning to adopt online teaching as a regular activity in the future. The new techno edu policy frame work can be adapted the resolve the issues. The policy should be students and teachers friendly. Teachers and students to be prepared to meet any kind of eventuality in the near future. Covid -19 gave good scope for the online learning space. The insights gained from the findings can help govt and policy makers to revisit their existing policy frameworks by designing new strategies and technical structures to assist their teachers in successfully embracing the gap between online and offline learning to deal with any crisis in the future.

III. CONCLUSION

The school and college as a physical space is indispensable at the movement. It is insist that we are not lose the concept of "going to school and college" and that we keep the school and college "as a separate space-time, specific learning and different from home and other spaces of learning, where there is as much growth and expansion of social understanding as there is acquisition of skills, competencies and knowledge is more important than the complete establishment of digital space" After the global pandemic had its first breakout and started to have major impacts on our daily socio economic life, many have been the alternatives proposed to face the so called "new reality of changing life", in which one of the main concerns is how are we going to continue educating under such circumstances.

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