Aldel Education Trust's

St. John College of Humanities & Sciences

(A Christian Religious Minority Institution)

Affiliated to University of Mumbai

NATIONAL ONLINE CONFERENCE on

Emerging Pedagogies in Professional Education

23rd April 2021

St. John Technical Campus Vevoor, Manor Road,
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Emerging Pedagogies in Professional Education

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Dr. Vijay Songire

Co-Editor

Dr. Upma Paliwal

Emerging Pedagogies in Professional Education

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PREFACE

We feel immense pleasure to release Proceeding of the One-Day National Online Conference on **Emerging Pedagogies in Professional Education** held on April 23, 2021 at St. John College of Humanities and Sciences, Palghar. The objective of the conference was to provide a vigorous platform for the faculty, educationists, and learners to share their knowledge on the current scenario of educational tools being used in professional education.

The distinguished keynote speaker Dr. Kanchan Bhatia, (Prof. Department of Management, Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal.) shared her valuable thoughts on the importance of different effective pedagogies used traditionally during classroom teaching like flipped classroom, role plays, and explained emergence of video and technology enabled pedagogies due to the recent development in the field of education. Dr. Brajbandhu Das (Principal, St. John College of Humanities and Sciences, Palghar) addressed the conference. He discussed the step by step developments and challenges in the field of education as well as highlighted the necessity to overcome the challenges prevalent in the system. The guest of honour Dr. Srishti Sharma Umekar, (Director, Sharan Welfare Foundation) delivered a speech in which she made a thoughtful discussion on the importance of practical learning. She emphasized employability skills to be included in the curriculum. Eight researchers presented their outstanding research work during the technical sessions. Some papers were very insightful elaborating on the changing scenario of education in the midst of the Corona pandemic and the challenges faced by both teachers as well as students. The papers brought various issues like drop outs, less attendance, disinterest, physical and mental health of the learners etc. in the limelight. The conference provided opportunities to share ideas and discuss the latest developments of theory in the field of teaching and learning. Some ideas discussed during the presentations were really notable to enhance the students' engagement such as mind mapping, learning evaluation, classroom teaching etc. No doubt, the conference paved a new way for academicians, learners and students for research.

Finally, we are thankful to one and all, who have contributed directly or indirectly in making this conference successful.

Editorial

Dr. Vijay Songire

Dr. Upma Paliwal

Principal

Dr. Brajabandhu Das

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CONTENT

Online Learning:
The New Paradigm in Education

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ABSTRACT

The COVID-19 pandemic has affected the educational system worldwide. It has forced educational institutions to close, which has impacted over 90% of the world's student population. As the offline teaching method is no longer appropriate during this unusual phase of the Covid-19 pandemic, the Lockdown situation led to the compulsory immersion of learners into online learning during this period. To continue teaching during the lockdown, education institutions have resorted to an online mode of learning. The pandemic has transformed the centuries-old, chalkboard teaching model into one driven by technology.

The purpose of the study was to get the overall perception of students towards online learning, the Shortcomings of online learning, and the way forward. The study concluded with the suggestion that the COVID-19 pandemic has provided an opportunity to remind ourselves of the skills, as educators, to adapt the technology of the future to truly transform education, giving our students the ability to think, learn and evolve, no matter what the challenges of tomorrow bring and be able to unleash their potential despite the challenges.

Keywords: Covid-19, Online Learning, Impact, opportunity, transform

Introduction:

The outbreak of deadly Coronavirus disease had spread to various parts of the country in a few months. The World Health Organization declared it as a pandemic on March 11th, 2020. To prevent this uninhibited spread of the coronavirus the whole world was forced to go into complete shutdown to maintain social distancing. Along with the severe health crisis posed by COVID-19 disastrously impacted the education sector.Education is one of the key determinants of a country's economic growth, which can neither be stopped nor ignored. The countrywide lockdown led to the closure of schools, colleges, and universities for an undefined period. This sudden shutting down has blocked all academic activities and caused an immediate loss in learning and further loss in human capital, jobOpportunities, and economic growth, in the long run.

As per the data of the Government of India, many Universities, Colleges, and stand-alone institutions were left closed. Students had to suffer various restrictions and the nationwide lockdown since mid of March 2020. Amid this lockdown, institutions have started an online mode of learning as an alternative to the face-to-face mode of learning.

Online studies were the only option left out in the hands of academicians to carry out academic activities, which is in line with the precautionary measures of COVID-19. Many professional course-running institutions like teacher education institutions where both theory and practical sections are equally significant to exercise have also started imparting education through online mode. The sudden change from the traditional approach of learning to a new approach of learning integrated with technology didn't give any chance to students as well as teachers for making a proper plan for lesson delivery, assessments, technical arrangements, or providing any support thereof.

The system of imparting education has changed drastically over the years. The change has taken place from the traditional education method to the progressive method Traditional method: Traditional method of teaching is when the teacher directs students to learn through memorization and recitation techniques thus not developing their critical thinking, problem-solving, and decision-making skills (Sunal et al 1994). Progressive method: Progressive educational method which is a modern method focuses more on the student's individual needs, more activity-based teaching, inquisitive, explanation, demonstration, and teamwork techniques.

Objectives of the Study

1. To explore the present situation of learners on online learning during lockdown.
2. To understand the shortcomings in the classroom learning during online classes.

Research Methodology

This paper investigates students during the Covid-19 pandemic on the online learning process of few management institutes of Bhopal various platforms used.

Data has been collected through primary source and secondary source.

Methodology and Procedure:

A well Structured open and close-ended questionnaire was prepared as an instrument for data collection for this study A respondents were students from a few selected management institutes of Bhopal. The aim and uses of the data of the questionnaire were briefly explained at the beginning of the questionnaire. An online Google form questionnaire link was shared with students.

Population

The target population for the study was the college faculty and students, post graduate students of management program.

Sample

The sample of the study was composed of two hundred and twenty students and forty faculty of the management institute of Bhopal.

Data Analysis

Statistical measures like frequency count and the percentage was used to analyze the responses.

Findings and Discussion:

Most of the management institutes had conducted orientation programmes soon after lockdown for students in the process of online learning, for smooth online teaching and learning programs, a list of online rules was shared with students and suitable directives for attending classes were given to students.

- 220 participants, 107 i.e (48.6%)were males, and113(51.3%) were females
- Data showed that students used several electronic devices to study online. The most used device was the smartphone 57.0% followed by laptop 36.4%, while the least used device was the personal computer 6.6%
- From the result, it showed that institutions had classes on platforms like zoom app, facebook live because of its unique features.
- Majority of the students are attending online sessions and the attendance was found satisfactory; others did not attend primarily due to internet some family issues.
- Subject groups were there on whatsapp app and assignments were given, attendance, results were sent,it can be concluded that smooth conduction of teaching was there.
- Various webinars on zoom were conducted by the colleges to educate students regarding academics and got an opportunity to interact with great personalities from country as well as abroad which was an advantage due to lockdown all over.
- Perception of students on online learning during lockdown

    i. Felt happy when they came to know about online classes during the lockdown period, faced some difficulty in joining online classes but got acquainted later on.

    ii. Online learning is felt to be less effective than the conventional system of education.

    iii. The students felt that they learn better in physical classrooms 73 %

    iv. Observed poor audio/video quality in some locality due to poor network.

    v. There were few limitations of Online classes -27 % said less Face to face interaction becomes,19% said Problems with net connectivity,42 % said no field activities,12% less co-curricular activities.

    vi. Feeling lonely and unable to share feelings with peers.

    vii. There were many live-video communication platforms are available in web, but some of the free online platforms are as listed below which can be used by learners of all categories:

- Zoom, Facebook Live, Google Meet, Skype, YouTube Live, Teams were tools that had been used to access the online classes. The distribution of these online tools was as follows; Zoom had the highest preference followed by facebook live, Microsoft Teams, Skype, and Google Meet were moderately used in management colleges of Bhopal.
- Students said that online teaching had resulted in mental overload and disconnect from people, nature and play.
- Impact on physical health students said Online teaching had resulted in weight gain and obesity as there were developed erratic sleep habits

- Eye strain, headaches and fatigue from seeing the screen for such a long time.
- Social learning is not happening as they do not have friends to talk to and build new friendships.
- Several researchers have noted that overuse of technology can result in mental overload and disconnect people from nature, play and people. A child who spends too much time in virtual worlds is
- less likely to have effective social skills to interact in the real world simply from lack of practice. Kim, Interpersonal relationships between students and teachers or between students may hamper.
- The students may get addicted to mobile and which further may cause problems in eyes, also students became lazy as at their home many of them lacked self discipline.
- No Internet connectivity, remote areas or poor network quality, tiny audio, loss of words, choppy video, etc.

Recommendations

The unexpected shift to virtual learning with no planning has created unfavorable aftermath especially in countries like India where the backbone for online learning was not ready. But still, the teachers managed to learn the new methodologies and made their students learned, flowing are few recommendations

1. Faculty development programs should be conducted for awareness of the application of online platforms.
2. Online teaching should be interactive.
3. Improvement of internet speed and providing cheaper internet packages during the pandemic.
4. Well-designed assignments and activities should be designed for students

CONCLUSION

Hence it can be concluded that · Online Learning during covid was productive which kept students safe from pandemic · It has greater access to experts/specialists (nationally and internationally) and learners can access 24/7 at their own pace and time. It allowed geographical reach to rural and remote locations. · It is a cost-effective technology that is quite affordable and enhances communication between educators and students. One educator can teach various virtual classes simultaneously which reduces traveling to various places.

Education must continue. Students should continue learning. The lockdown period should be productive. Educators should introduce innovative ways of learning. The transformation of teaching and learning to online mode has received huge acceptance from the student teachers looking into this pandemic situation. It can be concluded that online learning systems using digital platforms have changed the face of education to be better, valuable, and more enjoyable.

The teaching fraternity should be committed to the wholesome development of the scholars and learning isn't solely concerned with theoretical knowledge but also the physical, emotional, social and mental wellbeing of the students," the teachers have adopted this learning and are ready to progress of their students

The students and teachers had adapted the upgraded methods of learning despite the challenges. Teachers are becoming increasingly innovative in imparting knowledge and are increasingly creative in developing learning methods to attract student interest. Online teaching by teachers and students has adopted that learning by students. No doubt, a collective effort had made the dream of digitalization of education true.

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Effects of Online Teaching-learning on Mental and Physical Health

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This paper is an attempt to understand the effects of online teaching-learning on the mental and physical health from the perspective of the :

A) Student

B) Teacher/Faculty

C) Parents/Care givers

The rarest of rare pandemic that the world is currently experiencing due to COVID 19 is an eye opener to the entire world in all the aspects of life, education and learning being one. The professions which continued to give their unconditional support during this time of the longest lockdown were ,the medical healthcare, the law and order bearers and the teachers and educators. The pandemic also made extensive use of information and technology and applications like Zoom, Google Meet, Microsoft Teams became absolutely indispensable to continue life when face to face interaction was next to impossible.

This paper is exploring the dimensions of the effects of online teaching learning on teachers, students as well the parents and caregivers as they too have their share in the experiences.

Effects on teachers and faculty.

Effects on Students.

Effects on caregivers and parents.

Lets see each of these in detail as under:

Effects on teachers and faculty: The teachers were affected in the sense that they were completely caught off guard as to teaching students without the use of black boards and chalk and duster. Teaching without these tools was something beyond their comprehension. Even for teachers of fine arts and performing arts like music, dance, art, painting, yoga etc this was absolutely and literally out of the world.

Let's explore the effects on mental health:

Teaching with the help of applications like Zoom etc.affected negatively as well as positively, but more so positively.

Focus and concentration was sharpened as a teacher cannot teach unless there is complete undivided focus. Since the camera on the computer/ laptop/smartphone was the only tool available to make eye contact, besides using vocal cords,

the faculty had no option but to be absolutely focused with rapt attention. Though this cannot be said for the audience as they could simply vanish, keeping their gadgets on, and the teacher had almost zero control over the audience.

It drained and caused fatigue as hundred percent focus was used, as compared to offline teaching where there are lighter moments in a classroom which acted as a breather. Digital platforms drained and caused fatigue.

Effects on vocal cords, ears and eyes. Since headphone had to be used for continuously extended long hours,it discomforted the ears as well as the vocal cords as speech was now with more effort and stress.

It made teachers sedentary. Teachers are more used to being agile and mobile as they move about writing on the blackboards. They either walk around or stand while teaching. However due to online teaching they were forced to be seated for 4-5 hours at a stretch causing physical discomfort , stiff joints, stiff neck etc.

No beforehand training to use technology like applications for online teaching was provided in most institutions. Also, while college teachers are normally familiar with PPT making etc., the pre primary and primary school teachers who still use traditional blackboard and chalk to teach,found it very difficult to learn the skills of PPT and Microsoft office tools like excel, uploading and sharing videos etc.

The ambience to teach from home is certainly very different from the ambience of a formal classroom. Maintaining discipline was next to impossible as the teacher had almost no control over the audience.

Effects on the students:

Online schooling and teaching learning has made the students sedentary.The youth needs to expend their energy with physical fitness activities like sports, athletics, yoga, dance etc. However there was absolutely no scope for this, making students lethargic, obese and dull.

The students' sleep pattern has changed considerably.They are exposed to long hours of screen time on their smartphones, laptops etc, to attend lectures, make projects, presentations etc, which inturn is causing a change in their sleep schedule.

Discipline among the students is totally a concept of self monitoring and self discipline as the teacher has almost negligible control over the students during online learning.

Students became very self conscious as parents could now witness them and see them as students, which was almost never visible to the parents in normal schooling days prior to COVID 19 times.

Students were also conscious of their privacy as their homes were now visible to the entire class.

Screen time was heightened and it became very monotonous to see so many PPT’s presentations, Viva etc over the screen for long continuous hours.

On Caregivers/ Parents:

Parents had to compromise on their privacy and space. Middle class families had to adjust a lot as they had smaller homes with many family members, making it very difficult to adjust time and space for each family member.

Sacrifice of exposing their homes and space to online viewing for the audience.

Parents also had to reschedule their schedule to accommodate and match up with their children’s schedule.

Monitoring and maintaining discipline at home was their responsibility while the sessions were going on.

Stress of hearing sounds on computer/laptop , for extended hours on a daily basis continuously for every single day.

Pressure and responsibility to provide smartphones , Tabs, laptop or desktop to each child in the family separately for their respective online sessions.Also they had to ensure availability of uninterrupted network connection wifi etc

Parents themselves had to be technologically updated and savvy to help their wards especially younger pre primary kids to help them in their projects, assignments etc which were also on digital platforms.

Thus to conclude, online teaching learning has completely led to the metamorphosis of the education system and the pre Covid 19 methods of teaching and learning seems to be a dream now.This has led to more sharper minds, focused concentration and speedy learning though there are negative effects as well were mentioned here.One thing is almost certain for the education sector and teaching learning, and that is that there is no looking back.

Pros and Cons of Online Teaching-Learning in the Time of Corona

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Abstract

It has been over a year now since the (Corona)pandemic has struck the society in a massive way and still nobody has any clue where it will end up. Yet, prayers, optimism and courage to confront any such crises and overcome them have always been the way of human spirit and part of our value education system. In spite of this never to be defeated spirit of humankind, the crisis has been quite devastating and stubbornly persisting, engulfing almost everyone in one way or another. While its shadow continues to hover around us, our economy, education, political and social life have come to hover around it. While all of these fields have been impacted in unprecedented ways, education is the field that seem to be impacted more in dichotomous terms: Physical or offline mode of learning has come to complete halt thereby denying students and teachers any possibility of one-to-one eye contact-based doubt clearance sessions on the one hand, on the other, it has made the learners and teachers to explore the possibilities to become creative and innovative in the two-way process of learning and teaching. Teaching and Learning have never been so challenging and the experiences so mixed-at the one end the teachers and students seem to be relieved that they are not any more in direct scrutiny of each other's eye contact, they seem to be missing each other's presence in a direct mutual exchange.

Keywords: Globalization, Risk Society, Online Teaching, Offline Teaching, Flip Mode of Teaching-Learning

While teaching and learning continue in the midst of pandemic, fear, anxiety and sufferings, words of positivism, courage and caution keep on pouring from all the sides—from friends, acquaintances, educators and media to fight with the situation and not to give up. However, the Covid 19 pandemic seems to be more intimidating and devastating in its second wave than in the first and nobody has any clue where it might end. Yet teaching and learning continue—though through online mode only—to the respite of many and simultaneous boredom and sheer compulsion for some. While the education sector in India had been primarily an offline mode of education before the pandemic situation, the transition to the online mode of teaching has been quite sudden and generated out of necessity and crisis. So, the responses towards it have been quite mixed and often appearing contradictory.

Globalization, Pandemic and Teaching-Learning

Scholars of "Globalization and Modernization studies", such as Ulrich Beck (see in Wimmer and Quandt, 2006) and Anthony Giddens (2003) have already identified the risks that the modernizing and globalizing societies have to confront. Some of these risks are: the threat of global terrorism, environmental disaster of massive scale and diseases that can wipe away an entire mass of humanity as typical dangers of "risk society"—that are modernizing and globally well connected than ever, but are subject to various risks or dangers. Both—Beck and Giddens well recognize the fruits of globalization that promises greater ease in trade, commerce, economic activities and better connectivity than ever, but also draw our attention towards the zones of danger that it has opened up. Further, they have also emphasized that the "risks" are slightly different than the "dangers" because the perceived threat or dangers have always been there in all the societies, but the capabilities of estimating these threats and taking proper measures to avoid them or ward them off, have been the typical characteristics of a modernizing society which is supposed to be well prepared of all the possible risks. So, one must also think about the ways in which our education should be modified to help the teachers

and students to cope with these risks and become reflexive individuals who can be ready to modify their way of learning and teaching and adapt to the need of hour, while at the same time do not lose courage, sense of concern, compassion and care for each other.

The pandemic has definitely created fear and anxiety for everyone, and teachers and students cannot remain unaffected by its intimidating advance in waves. While the educators and learners have been trying their best to beat the odds by learning the newest and soundest online tools to fulfill their hunger for knowledge and learning, information about a near and dear one getting infected and losing them in the pandemic is really disheartening and crush their enthusiasm and progress. Besides, depressing news of scarcity of oxygen cylinder, hoarding and selling of the medicines at dealer cost and death due to lapses in the medical custody pours in and seriously affects the seeking and positive minds of the learners and teachers.

Corona Pandemic and the Experiences of Teaching and Learning

In its first wave, the pandemic confined almost everyone at home and the restrictions were stricter than in the second wave. Yet the educators and learners came out with innovative and creative usage of online tools. Some faced the challenge of unavailability of teaching materials at home, such as unavailability of boards and chalks in the home situation, and so they came up with the idea to use their white tiles floor as a board on which they can use their markers to write. Some faced the challenge of having a stable stand for their mobile and they met the challenge by using a variety of tactics, from using their own piles of books as a stand to using transparent refrigerator trays. Besides these unprecedented challenges, they had to grapple with problems, such as frequent network disconnections, embarrassment of not being able to use a tool in the right way in their first efforts, failures in fixing the bad quality voice and video images etc.

Most of the students and teachers were exposed to such online experiences and experiments for the first time. While there were excitements, experiments and enthusiasm to get exposed to something new, there were also doubts, nervousness and uncertainties about how this mode may suit each one's needs. And so, it lacks a trust factor amongst many of the educators, not just to keep aside a few traditional old timers. So, the thought to completely replace the offline mode of teaching with online teaching mode is considered naive, lacking prudence and resisted vociferously. Though considered as a good alternative to learning and teaching, especially when one is restricted in movement and contact with others, online mode of teaching and learning can never replace the former. In this regard too, we have mixed observations of the people involved in teaching and learning. Online teaching mode gives the students liberty to switch off the video and escape from the range of the teacher's eyesight that is so much impossible in an eye-to-eye contact situation of offline mode of learning. But it has also prevented the students from taking advantage of one-to-one contact with the teacher where he can clear her/his doubts immediately. Similarly, the teachers may be happy to be not in compulsion of making them visible on camera and take lectures in their own idiosyncratic manner without much bothering about the scrutinizing eyes of the students that keep them on their toes in an offline situation. They can be thus assured that any typical expression on their side is not going to invite any caricaturist depiction that the teens are very fond at their age to give expression to, during an offline situation. But then, in the absence of such eye contact with their pupils, they certainly are at a loss not to be able to interpret the variegated glances and gestures of their students that are often in response to their (teacher's) own expressions. The variety of expressions and nods that are exchanged during these interactions further assure teachers of the degree of attentiveness of their pupils.

One of the biggest drawbacks of online teaching is that sometimes both the students and teachers have to face erratic network connections that pose obstructions in smooth delivery and receiving of the lecture to the disgust of both. A recorded video is a very good remedy to this problem and not only covers the loss of the portion that the students may have missed out but it also covers for the entire lecture which the students may not have been able to attend due to the absence in the lecture. However, the teachers' task is often increased in repeating the portions that have been lost in this way. Their tasks have already increased in preparing the electronic content of their lectures which might have been otherwise easily delivered through chalk and board medium of interaction in which she may have already had years of experience. So, making transition from one mode to another has not been certainly smooth and easy. For the students, the grievances are of different sorts. In the absence of contact with the teacher in a physical classroom situation, students' boredom reaches a peak and they find it difficult to concentrate in their lectures from the home where other

members' conversation and activities interfere with his learning process. It is another matter that the students can be made to realize here the value of the dictum—"something is better than nothing".

In the context of online learning, the flip mode of teaching-learning is said to be a noble invention where pupils are said to have more opportunity to participate in the process of teaching and learning. While in a conventional—board and chalk way of delivery of lecture there is a little possibility of two-way communications, the flip mode of learning and teaching promises an enhanced experience of two-way communication and hence greater participation for the pupils. To further clarify it, unlike in a conventional mode of teaching where the teacher delivers lecture as a monologue and students have very less opportunity to clarify the concepts or topics there and then (forget about their application which can be taken only in the next interaction), the flip mode of teaching and learning first ensures that the students have made efforts on their side to understand the lessons on their own through the short video of lectures that are sent to them in advance. And the first contact in a physical classroom like situation is not just a one-way communication from the instructor but the discussion of doubts that pupils may have with those video lessons and students are expected to present the applications of those concepts through real life situations or examples. Thus, the learners have more opportunity to learn through activities rather than passively consume the lesson delivered by the instructors.

However, the flip mode of teaching-learning may not be suitable in every situation, though the advocates of such a mode always are more assertive about its advantage over the conventional mode. But skepticism persists for many teachers, especially in the philosophical and historical discourses where one may require a more submissive listener in the first go because a sustained line of argument of the lesson or discourse is first required to be understood on the part of a non-disruptive submissive listeners before he gets into questioning and criticisms of the line of thought or ideologies that he is imparted to be learnt.

Social Impact on Educators and Learners

Besides the direct impacts on teaching and learning experiences due to the online teaching, there are impacts at the social level too. The online teaching has not only impacted the relationship of pupil and teacher but also the networks of relationships that they are in with others. Online mode of teaching has brought work for the teacher at home. While in an offline mode of teaching, teachers may have tried to complete their preparation within the premises of educational institutions, the pandemic and online teaching have pushed teachers to bring their work at home and have interfered with their quality time with their near and dear ones. Students have been also impacted in a significant sense in terms of their relationship with the family members at home. Though students may have the opportunity to learn their lessons at their own chosen time through online videos at homes, recorded videos can never be the substitute for a direct lecture, say whether offline or online. So, they have to necessarily attend the lectures delivered by their teachers. They have to manage these online lectures in the midst of younger siblings throwing tantrums to let them also try their hands on the devices that the students may themselves have borrowed from their parents for learning's sake. Besides, there are other family members also in the home and a lot of commotions are generated due to their activities and conversations that can be quite overwhelming for the students.

Conclusion

There can be an endless list of pros and cons of online teaching in the time of corona. But the paper has attempted to identify some prominent ones and discusses them briefly. "Love in the Time of Cholera" is a famous novel by a nobel laureate Gabriel Garcia Marquez that paints the passions of love in the backdrop of raging cholera in the Caribbean cities of 19th century when the epidemic was said to be as dangerous as the present time covid-19 pandemic. The novel painted a story of two lovers who went through many conflicting thoughts and passions in the midst of the dynamic changes that were seen in the Caribbean land of that time. The present paper title is very much inspired from the title of this novel. But this paper is not a fiction or any sort of story, but it attempts to present mixed and paradoxical experiences of the teachers and learners in their engagement with the online teaching and learning in the midst of the second wave of the Corona. In the present situation, online teaching-learning is the only option to rely upon but it is yet to consolidate its position.

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Is Escapism the New Face of Technological Pedagogy: A Comparative Analysis of Offline V/S Online Teaching Pedagogies

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Introduction

Due to the coronavirus pandemic schools and colleges all over India have been forced to shut down hence preventing students from attending classes in a classroom however with the help of modern technology teaching has been made possible in the pandemic through online classes. However the question arises "is technology teaching more effective than conventional classroom teaching or not?" To understand the benefits or drawbacks, the following Pros and Cons are explained-

Objectives of the Study-

1) To analyze the pros and cons of classroom teaching v/s online teaching

2) To analyze the differences in pedagogies used

3) To analyze the differences in impact of the measures taken by Instructors for the betterment of students

Research Methodology

1) The current study was conducted in the Month of April 2021. The judgment sampling method was used on a small sample of ten students preparing for competitive exams namely IITJEE or NEET using online platform. The Interview method was used and a telephonic interview was conducted.

Research Analysis

Conventional classroom teaching

PROS

- All the students sit together in a disciplined classroom setting, hence can see, interact and feel the formal setting of a classroom.

- Discipline is a part and parcel of teaching, and the teacher is able to keep an eye on its students thus preventing them from getting distracted.
- An air of seriousness studies and school is maintained in a classroom which cannot be obtained in an online class from home, being sitting in an informal setting.
- Students do not face external distractions and the teacher is able to call out its student if he/she feels the student isn't paying attention, and the students can't escape from the situation, if being called.
- A strict schedule is maintained which cannot be broken once at school building.
- Cheating in exams is not possible due to supervision of teachers during the test
- Students cannot perform distracting activities such as watch videos on a device during a class. Such a deed can result in punishment or confistication of the device by the teacher.
- Socialization, interactions, soft skills are enhanced naturally by many ways like sharing food during lunch breaks, during sports and cultural activities, thus improve their confidence and social skills which are a required part of life.
- Students cannot leave a class once it has started and are required to pay attention.
- Punishment does work as punishment to make the student feel responsible. Ex. When is given like keep standing, prepare and answer in short while, removal from class etc.
- Teachers can experiment with different pedagogies like, taking students out, Repetition method, Role play method, Flash card method, storytelling method etc.

CONS

- Students may forget required study materials and cannot retrieve it easily once at school.
- Bullying is a problem faced by students at school in any form.
- The students may face peer pressure and low self-esteem due to their financial status or clothing.
- Students may also face low self-esteem due to the quality and possession of materials their peers have.
- Students may also be able to steal things of other students which can also lead to them being criminals in the future.
- Only one teacher may find it difficult to watch over so many students in offline classes.

Technology enabled teaching

PROS

- No need to physically visit to colleges by any means of transport saves valuable time, energy and resources without having to worry about traffic conditions or fear being late.
- Students don't have to worry about forgetting any school related supplies such as books, pens, lunches, etc.
- Education is provided at the comfort and safety of student's home.

- Students are automatically safeguarded from any kind to verbal or physical bullying by their peers due to lack of social interaction.
- Since a student's clothes aren't fully visible peer pressure or low self-esteem cannot be faced by one on this basis.
- Students cannot also face low self-esteem due to the quality and possession of another student's materials due to lack of visibility of such stuff.
- Students cannot steal other's goods in an online class.
- Parents of students are able to monitor them.

CONS

- Students are not able to focus on the studies due to distractions such as TV, other family members, any kind of family matters etc. Students are more likely to prone to distraction in small homes.
- Students can switch off their cameras and use the device for other activities such as watching videos thus not being able to concentrate on the subject at hand.
- Online classes seem to be lacking the required environment of teacher's control, discipline and the studious vibes that are present in an offline classroom setting.
- Network issues are a common occurrence faced by both teachers and students in online lectures, causing disturbance, leading to lack of concentration.
- Students can cheat in online exams due to lack of visibility as students may keep cameras off or keep books nearby to cheat in an exam.ven the proctored exams cannot refrain a student from using second source of information.
- Teacher is not able to monitor its students properly. Often students do not answer the teacher when asked a question or called in class.
- Students may join late, leave early the Classroom without fear, in absence of fear of punishment. Students can also blame absence in class on network issues or other excuse.
- Students may join the lecture and physically leave the class to do some other activities.
- Students are not able to socialize with the other students during breaks which are a necessity to get by in life and build confidence and social skills.
- Teachers are bound to stick to few teaching pedagogies only, as field trips, experiential methods cannot be used effectively.
- Few parents may attend the lectures with the students and may interfere or judge the teacher’s efficiency
- Continuous use of senses for longer duration leads to lower concentration levels, ill effects on sensory organs.

Differences in pedagogies used

Classroom / Offline Teaching	**Online Teaching**
Direct Instruction	Direct Instruction
Flipped Classrooms – project work	Only Partially possible, lack of physical display
Kinesthetic Learning – carrying out physical activities	Depends on the enthusiasm of the participant- Ex. Yoga
Differentiated Instruction- tailoring *instruction* to meet individual needs	Difficult to execute over devices
Inquiry-based Learning - explore the material, ask questions, and share ideas	Exploration not possible- ex field trips
Game-based Learning - playing the game and promotes critical thinking and problem solving skills.	Not possible effectively
Experiential Learning- Catering/Pharmaceutical- Tablet making	Not possible

Differences in impact of measures taken by Teachers for the betterment of students-

1) Punishments – In offline teaching students feel ashamed when given punishments and it works as a punishment only, whereas in online teaching the impact of it rather gets reversed, the punishment like removal from class, may be taken as freedom from class, and to remain in the comfort of their home.

2) Measures like changing the place of a student for the purpose of increasing attention is not possible in the online mode of teaching.

3) Formation of groups of students as per their learning capacities is not possible in online mode of teaching.

4) Asking questions from an inattentive student may not result into getting answer, instead the students may leave and join the class anonymously and blame the network as a cause.

Conclusion

So from the above given comparison we can conclude that both online and offline classes have their merits and their demerits. We cannot say one is better than the other since in the end it all comes down to the student's focus, if a student is focused and determined whether he/she is attending an online class or an offline class it shall not affect his/her performance unless there is a valid reason. We can also say that no matter what offline classes taking place in a classroom do have an air about them of seriousness, one feels at school due to its environment which is not possible to obtain in the comforts of home.

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Strategies for Increasing Students' Engagement in Online Learning

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Abstract:

Online teaching refers to the courses which are demonstrated from remote places using electronic devices. It is the newest and most popular form of Distance Education today. E- Learning is the umbrella term for any learning that takes place across distance and not in a traditional classroom. It helps those who cannot go/participate in a traditional classroom setting. The concept is over 170 years old and has its origin in correspondence courses offered in Great Britain. Information technology has changed the scenario of E- learning completely. Online learning applications like Google meet, Zoom have made teaching more convenient. However, it is challenging for the teachers to keep students motivated who are not physically present. The present paper discusses a few strategies to increase students' engagement in online learning. Moreover, it highlights advantages as well as disadvantages of online learning.

Key Words: Online Learning, Information Technology, Education, Students' engagement, Motivation, Communication, Feedback, etc.

I. Introduction

Online learning refers to the learning that takes place with the help of electronic devices. As Safsouf, Mansouri, & Poirier write, "It embodies a new learning philosophy, offering learners the opportunity to follow distance learning from any computer equipment with an Internet connection, whereby lessons can be adapted to suit individual circumstances." (88) With the rapid growth in information and technology E- learning has become a most popular and convenient tool for education. E- Learning is the umbrella term for any learning that takes place across distance and not in a traditional classroom. As Sagheb Tehrani observes about online teaching, " The online learning environment is just another learning environment in some ways similar and in some ways different from traditional classrooms." (6) The concept is over 170 years old and has its origin in correspondence courses offered in Great Britain. Later with the creation of the World Wide Web in the 1990s educational institutions soon began to incorporate technology within educational practices. It helps those who cannot go/participate in a traditional classroom setting. The online education market in India was valued at INR 39 billion in 2018 and is expected to reach **INR 360.3 billion by 2024,** expanding at a CAGR of ~43.85% during the 2019-2024 periods. Ease of learning, flexibility and a wide range of study materials have influenced the overall growth of the industry.

While teaching online one should know the advantages of it. The following points are important to keep in mind to make it more effective.

II. Merits of Online Teaching

a) More Convenient- This teaching is convenient for both learners as well as teachers because they can engage themselves at any time and from anywhere in the world.

b) Flexibility- It doesn't require many resources. Internet connection with a device like desktop computer/ laptop/ Android mobile is enough.

c) Affordable- Since it provides education within four walls traveling expenses are saved

d) Time Saving-It saves time for both learners and teachers. The learner can view the content as per his availability. Teachers too don't require teaching the same lecture repeatedly. All the content is available online on his blog, website, and drive.

III. Tools Available for Online Teaching – In online learning different tools are available for the teacher. He/she should select the appropriate tool for teaching. He should himself get familiar with these tools and should create awareness about these tools among the learners.

a) Video Conferencing-Video conferencing is a visual communication session between two or more users regardless of their location,

b) ZOOM app- This is an app used for online sessions. The growing concern regarding the use of this app is its default settings and security issues of data. Later, the CEO of the company promised to look into these issues.

c) Skype- specializes in providing video chat and voice calls between computers, tablets, mobile devices

d) Google classroom- Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments

e) Google Meet- This is a video communicating service developed by Google. Comparatively, this app is more convenient to you than any other apps.

- Unlimited number of meetings
- Duration more than 60 Minutes. Till September 2020 there is no any time limit for free users
- Live captioning
- Video and audio preview screen
- Control for meeting host
- Screen sharing with the participants
- Messaging with participants

f) Whatsapp- It allows users to send text messages and voice messages, make voice and video calls, and share images, documents, user locations, and other media.

g) Blogs- A blog (a truncation of "weblog") is a discussion or informational website published on the World Wide Web consisting of discrete, often informal diary-style text entries (posts)

h) Websites -A website is a collection of web pages and related content that is identified by a common domain name and published on at least one web server.

IV. Strategies for Online Learning: Any teacher who is teaching online must be familiar with online mode of education. He/she requires certain training as well as practice sessions before starting the journey of online education. If proper guidance is not received then the teacher may get demotivated while taking the classes and it can lower the impact of teaching. The following strategies are useful for teachers while taking classes online.

a) **Proper Set up-** While taking sessions online one needs to be very punctual regarding set up. It has been experienced that sometimes the teacher has not decided a specific place for conducting classes. Therefore, he/ she have developed a casual approach. If a proper set up with all necessary devices like a personal laptop, a microphone and any other essential

b) **Communication Skills-**The teacher should deliver fully engaged sessions online. He should create such an atmosphere online that even poor and average learners should develop interest in the class. He should make the sessions more interactive with the topics like group discussions, topic presentations and doubt solving sessions etc.

c) **Techno- Savvy** – Using Technology, the teacher should update his content.

Learning Management Systems (LMS) are web-based applications that are used as a technology to deliver e-learning. The attempt here is to make learning easier and more flexible. It definitely makes online learning easier to manage, organize and plan. Though the teachers and students are sitting at distant places the LMS application fills this gap and makes communication even faster than the traditional classroom teaching. It is possible for the teachers to make changes in the methods after receiving feedback.

d) **Innovative-** Using audio- visual aids, video recording the teacher should innovate his content delivery. The follow up of the students' progress should be taken using tools like Google classroom.

e) **Facilitating-** The teacher should play a role of a facilitator who engages the learners in some activities and observe their progress.

V. **Demerits of Online Teaching:** When one is the part of online learning just knowing the advantages is not enough. One must know the disadvantages of it so that appropriate action can be taken whenever necessary.

a) **Social Isolation** - A continuous online teaching platform leads to social isolation in the long run for both learners and teachers.

b) **Lacks personal touch**- In traditional teaching, the teacher observes Verbal and non- verbal signs of the students while teaching and receives feedback spontaneously .It is not possible in online teaching. Though the learners are logged in they may be doing something else.

c) **Lack in Communication Skills**- Online Teaching affects the quality of Communication. The teacher tends to focus more on theory than practice. For improving public skills the learner must present in front of others. It is possible in traditional teaching only.

d) **Less Motivation**- In traditional teaching the relationship between the learners and teachers lived for long years due to their face to face Communication and they developed rapport between each other. However, online teaching does not motivate the learners because they are isolated from the institute as well as from the teacher.

Studying the rapid growth in technology and its use in online learning Radwan rightly asserts, "With the fundamental changes in e-learning technology, there is a need to take into considerations the current trends and challenges of developing and evaluating Learning Management Systems (LMS) to benefit learners and organizations." (369)

To Sum up

Online education in the face of advancement of information technology has brought revolution in the field of education. Being a teacher one has to empower and innovate the available online teaching tools. Being a learner, one has to see it as an opportunity to learn with flexibility. If online tools are used strategically E- learning is one of the best resources available in the field of education.

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A Study of Relationship between Employability and Skill Development in India

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Abstract:

Skill development has become an integral part of Government planning .Skill development is one of the important objectives of Indian government to increase skills to make people employable and productive. The idea of skill India mission is to lift up confidence, get better productivity and provide a way for proper skill development .It is important for our country to provide youth with suitable job prospects .Skill development needs to reach the rural and remote areas as well. India is recognized as one of the youngest nation in the world with our 50% of the population under 30years .It is expected that about 2025 India will have 25% of the total global workforce hence there is need to further develop and empower the human capital to ensure the nation's global competitiveness .This paper studies about the skill development schemes of India Government and relative measure of responsiveness of employment rate due to change in skill development expenses of government .

Keywords: Skill development, Employable, Productive, Youngest, competitiveness, Global workforce.

1. **Introduction**:

Now a day, Skilling is promising as an important agenda for the development of any country. With the rapid growth in every sector, there has emerged the need for skilled manpower to accelerate the development of the country. As a result of that, there is growing demand for a skilled workforce and improving the condition of the economy. The government of India is giving special focus to Skill Development and employment generation in the budget also. Various policies have been made and implemented to gear up the skilled labour force like establishment of NSDM, PMKVY. The skill processed by each country's population provides the fundamental determinants of growth of the country .Spending money on skills is an investment of the country. It is costly so an investment portfolio is to be prepared wisely because investment made in skills gives return in terms of economic and social outcomes. It is most challenging in low income countries where the resources are scarce to conduct research for skill analytics.

Skill indicators are developed by the International Organization to make this comparable .This was made under the Human Resource Development Pillar.

G20 report consists of 5 inter related domain of Indicator of skilling India:

I Contextual Factors

II Skill Acquisition

III Skill Requirements

IV Matching

V Outcomes

2. **Statement of the Problem:**

This study will be undertaken to analyze the linkages between Skill development Initiatives performed by PPP and Employment rate of India and current Skill development schemes of the government of India.

3. **Objectives**:

I To study the various initiatives of Indian Government for skill development in India.

II To identify the budget line for skill development by the government of India during 2015-2019.

III To identify Linkages between skill development expense and employment generation.

4. **Research Methodology:**

4.1 Data: The study conducted is based on secondary data taken from MSME portal, NSDC and from the other news portal. The data has been taken from the year 2015-16 to 2018-19.

4.2 Limitation: The data has been taken from a secondary source so authentication of data depends on information shown on official websites and news portals.

4.3 Research Design: The study is a descriptive type of research.

5. **Literature review:**

Some of the research reviews that came across during the study are as follows:

Gupta and Agrawal (2018), conducted a survey on "Training prospects in power sector in India". The objective of the study is to find out the training activities running in the power sector .It also studied the kind, level of training provided by organizations and also kind of organization involved in providing training .It covers also public and private players involved in providing training in the power sector. The study found that skill training is also provided to existing labour to increase their knowhow and employability as per technical updations. After a lot of efforts in skilling India still there is a gap between manpower required and manpower available in the power sector.

Srivastava and Jatav (2017), conducted a study entitled "An analysis of benefits and challenges of skilling India" the main objective of this paper was to study the prospects / opportunities and challenges for skilling in India .This study shows that the main challenge in skilling India is financial resources availability. The financial resources are not abundant to provide the skills therefore the government takes help from the World bank and other funding agencies. In this paper the data collected from surveys through secondary sources like MSME. The study concluded which type of training programs are provided by Indian government and also found out the overall status of skill capacity available, skill required, skilling gap and Institutions taken by the government for providing skills the major action is to be taken by the government for the infrastructure development for providing the training programs and Labour force should be given incentives during the training programs with the help of the private participation.

Singh and Sanjeev (2016), explained that the study on need for skill training towards make in India initiative the objective of this study was to identify the factors affecting the employees attitude in an organisation towards skill training .An empirical study is conducted in the IT sector situated in Delhi and NCR. The research was exploratory in nature. All the data collected from the primary sources through questionnaires from the executive in organisations working at different levels to find out the importance of reskilling for job creation and growth .Technical knowhow as

per the changing environment should be given to the labour force and job aspirants. Companies should focus more on reskilling rather than hiring new job professionals on which company has to pay cost and spend time also to train them.

India skill report (2014), revealed that the Indian government concentrate in the current pace in skill training .There is a skill gap of 75 to 80% across industrial sector in India .There is a huge youth or young citizens in India are skilled but not have updated technical knowhow if it is not available, there is educated youth but not having jobs in hand is unbelievable.

Sonali Kanchan and Sakshi Varshney (2015), explained in the research paper titled "Skill development initiatives and strategies" that skill development is the most important focus area of government for action plan.It is important all the beneficiaries will get the benefit and and these programme will make them employable and self reliant.

Rajni Arora and Manoj Chhadwani (2018), discussed in the paper "Analyzing the impact of skill India as a tool for reshaping Indian economy" that the government should set a target to increase the pace of skill development which is comparatively low with the other countries. The research paper found that other developed countries like Japan, US and South Korea are contributing a lot in the growth of their respective countries so our country should work on the acquisition and implementation rate of training schemes.

Aya Okada (2012), examined the opportunities and challenges for Indian young people in the research paper "Skills Development for Youth in India "this paper found a huge gap between provided skills and skills demand of the market .It shows that vocational training programmes need to be upgraded as per market conditions because of this reason industries needs cannot be satisfied with the current training programmes .This is biggest challenge informant of the Government.

Andre Sobczak, Gervaise Debucquet and Christelle Havard (2006), in this paper, the authors analysed the impact of education on students and young students and young managers .This research paper was questioned from students and Alumni of different institutions of higher education .In this paper perception of students has been taken from respondents about the companies and their CSR attitude .

6. **Research Gap:**

The linkages between the skill development expenses and employment generation has not yet been clarified in any of the research till now. We therefore analyzed the linkages between expenditure incurred in skill schemes to know the % change in employment rate due to the % change in % increase in Skill Development expenses.

7. **Recent Government Developments in Skilling India**

The various initiatives of Indian Government for skill development in India.

1. PMKY (1.0)2015 - This was launched on 15 July 2015 .The objective of encouraging skill development for youth by providing monetary rewards for successful completion of approved training programmes during the period 2015-16.NSDC was assigned as a implementing agency of PMKVY 2015.Target of this scheme to provide skill to 24 lakhs students with approximate total cost of Rs.1500 crore.

2. PMKVY 2016-20 2.0-This project was approved for four years from 2016-20 to benefit 10 million youth allocated budget 12000 crores .Its flagship schemes of the ministry of skill development & entrepreneurship implemented by national Skill Development Corporation. The objective of this scheme is to make it possible for youth to acquire skills that will help them in securing a better income.

3. PMKK 2015 - Pradhan Mantri Kausal Kendra –PMKK has partnership with training partners across India. PMKK is a big step in establishing a model and iconic centre of excellence for skill development.

4. National Apprenticeship Promotion Scheme 2016 – NAPS a scheme was introduced by the government on 19th August 2016.The objective of this scheme is to promote apprenticeship training .NAPS has been replaced by apprentice Protsahan Yojna from 19th August 2016.

5. SANKALP – Skill acquisition knowledge for promotion to strengthen institutional momentum for skill development and increase access to quality and provide training as per the current requirement. It was introduced on 19th June 2018 .It's a 6 year project and this project is funded by the World Bank loan assistance, state funding and industry contribution.

6. STRIVE 2017 - Skill strengthening for Industrial value enhancement is a new project which is funded by World Bank .This is outcome based funding of World Bank. The objective of this project is to create awareness through industry clusters and geographical chambers and to robust the skill India Mission.

8. **Data analysis:**

Table 1: Skill development expenditure and Employment Rate

Year	Skill development Expenses (Budgeted Expenditure)	Actual Expenditure (Δ SE)	Employment Rate (ΔE)	Elasticity of employment (Ɛ)	% change in Actual Expenditure
2015-16	1007.4	697.82	37.22	1.4	69.27
2016-17	1553.09	955.74	38.12	1.3	61.54
2017-18	2198.01	1488.4	40.44	2.1	67.72
2018-19	2531.04	1909.44	45.6	4.2	75.44

Figure 1: Skill development expenditure Actual Expenditure and Employment Rate

9. Findings:

1. Skill development expenses are increasing continuously. In the last five years the major amount of budget spent on Skill development by the PPP .It has been seen that spending on skill schemes for all the sectors are increasing year by year but in 2016 there was the highest hike in budgeted and actual expenditure .

2. Employment rate is also increasing continuously but in 2018 it was increased just double that shows more employment increase in 2018 but with the same time youth population is increasing as a result of that again unemployment rate is reducing at low rate.

3. There is difference between budgeted and actual expenditure in every year. It has been seen that every year actual expenditure was increased but in comparison of Budgeted expenditure it is having the difference between 25-33 %.

4. The employment elasticity refers to the % change in employment rate due to the % change in % increase in Skill Development expenses. Therefore, the higher the skill development, the more employment generation and economic development of the country.

10. **Recommendations**:

1. Government should make the budget effectively for skilling and an implementation agency should be appointed for getting the expected results.

2. There is need for proper survey before making a action plan of any skill development scheme

3. There is need for upgradation in existing schemes running as per the market condition. It means work for Technical knowhow is on priority basis.

4. After conducting skill training there should be proper placement should be given to aspirants with the help of Private Companies.

5. Budgeted and actual expenditure differences should be identified with the reasons so that next budget planning will be more effective.

11. **Conclusion**:

Government has increased the momentum of skill India mission for the growth and development of our country but this study shows that the training to jobs transition rate is not up to the mark or very low then the Expectations .This skilling to placement ratio is very low at present. India focus on major shortage of training know-how and employability as per the technical updations Only 2.3 of the India's workforce has formally skill training with comparison of other countries like 68% in UK ,75% in Germany .80% in Japan therefore government need to impart skills in more efficient way so that all the expenses which are spent by the government can increase employment as per the expected rate .For the growth in India economy it is essential to see the expenditure amount on skill schemes as per the population of youth deserving training, conversion in job and updated skill acquisition .Proper implementation should be undertaken in an effective manner so that the main objective of a skilling India can be fulfilled .

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The Effects of Online Teaching on Physical Health

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Abstract:

Amidst Covid 19 pandemic outbreak, educational institutes have been forced to shift to E-learning also known as Distance learning or Online Learning. Educators, Parents & Teachers are the ones who have been affected the most due to this. The shift in the learning methods has impacted their learning & Teaching styles, their routines, their approaches towards education. The pandemic no doubt has opened many avenues of learning & upgradation but also has affected the stakeholders adversely in many different ways. The Research paper aims to understand one such impact, namely the impact on their Physical health.

Introduction:

Online Teaching learning hasn't been a new concept, with the advent of the internet came the revolutionary ideas of teaching & Learning Online through various platforms like Youtube, Language Laboratories etc. But 2020, a year that brought about a revolution in the lives of every living species hasn't left Teaching Learning processes untouched. It was the Covid - 19 pandemic that revolutionized the teaching methodologies worldwide and made it mandatory for formal educational institutions to shut down entry in their campuses, with **174,240,920 affected learners, 27 country-wide closures resulting into the** shift to E- Learning! Many of us got equipped with the various tools & necessary skills to face the situation courageously. With this paradigm shift for almost a year now there arises a need to understand the impact of this change on various individuals involved in the process. The present paper aims to understand the impact of Online Education on physical health of people subjected to online teaching during the pandemic.

The Research

A survey with the help **of Google Form** was conducted to understand the impact of E- Learning on the physical health of different stratas of people involved in online teaching.

The survey received responses from **244 participants**, the results of the survey are as follows The Different Problems faced by Surveyors of different age groups are as follows

I Age group v/s issues reported

Age Groups	Survey attempted by	Eye Issue	%	Headache	%	Back Ache	%	Lack of Sleep	%	Gas / Digestive Issues	%	Others	%	None	%
10-15	8	2	25	5	62.5	2	25	2	25	0	0	0	0	2	25
15-21	195	91	46.67	69	35.38	23	11.79	20	10.26	1	0.51	9	4.62	37	18.97
21-25	13	7	53.85	8	61.54	4	30.77	3	23.08	1	7.69	2	15.38	1	7.69
25+	30	13	43.33	11	36.67	12	40	9	30	3	10	4	13.33	3	10
Total	246	113	45.93	93	37.80	41	16.67	34	13.82	5	2.03	15	6.10	43	17.48

Role in Teaching Learning Process v/s Problems Reported

Role	Survey attempted	Eye Issue	%	Headache	%	Back Ache	%	Lack of Sleep	%	Gas / Digestive Issues	%	Others	%	None	%
Student	214	94	43.93	82	38.32	29	13.55	25	11.68	2	0.94	15	7.01	41	19.16
Educator	32	18	56.25	11	34.38	12	37.5	8	25	3	9.375	0	0	2	6.25
Parent	2	1	50	0	0	0	0	1	50	0	0	0	0	0	0
Total	248	113	45.56	93	37.5	41	16.53	34	13.71	5	2.02	15	6.05	43	17.34

Device Used v/s Issues Reported

Device used	Survey attempted	Eye Issue	%	Headache	%	Back Ache	%	Lack of Sleep	%	Gas / Digestive Issues	%	Others	%	None	%
Desktop	15	5	33.33	4	26.67	2	13.33	1	6.67	0	0	0	0	3	20
Laptop	76	27	35.53	21	27.63	11	14.47	10	13.16	3	3.95	3	3.95	1	1.32
Cellphone	205	81	39.51	68	33.17	28	13.66	23	11.22	2	0.98	12	5.86	40	19.51
	296	113	38.18	93	31.42	41	13.85	34	11.49	5	1.69	15	5.07	44	14.85

Exposure Time v/s Issues Reported

Exposure Time	Survey attempted	Eye Issue	%	Headache	%	Back Ache	%	Lack of Sleep	%	Gas / Digestive Issues	%	Others	%	None	%
<1 hour	8	3	37.5	1	12.5	0	0	1	12.5	0	0	0	0	3	37.5
1-2 hours	31	7	22.58	9	29.03	3	9.68	2	6.45	0	0	0	0	10	32.26
2-3 hours	86	25	29.07	25	29.07	10	11.63	7	8.14	0	0	4	4.65	15	17.44
3-5 hours	155	61	39.35	41	26.45	17	10.97	16	10.32	2	1.29	4	2.58	14	9.03
>5 hours	64	18	28.125	18	28.125	12	18.75	9	14.06	3	4.69	2	3.125	2	3.125

Total	344	113	33.14	93	27.33	42	12.21	34	10.17	5	1.45	15	2.91	44	12.79

Summary

It is found that out of the people surveyed, the maximum issues in each category were observed in surveyors as follows

Category	**Eye Issues**	**Head ache**	**Back Ache**	**Lack of Sleep**	**Gas/Other Digestive Issues**	**Others**	**None**
Age	15-21	21-25	25+	25+	25+	21-25	10-15
Role	Educator	Student	Educator	Parent	Educator	Student	Student
Device	Cellphone	Cellphone	Laptop	Laptop	Laptop	Cellphone	Desktop
Exposure Time	3-5 hours	2-3 hours	More than 5 hours	More than 5 hours	More than 5 hours	2-3 hours	Less than 1 hour

Conclusion:

The table of Maximum values help us conclude the following:

The younger users have lesser health issues.

The Educators face more Health issues than the Students or parents

Cellphone & Laptop users have more issues compared to Desktop users

People with Screen time exposure more than 5 hours are facing more Health issues.

Tools Used

Google Form:
https://docs.google.com/forms/d/e/1FAIpQLSfpWQ2heQG6LnYldjHht76rWW0RQ0pke_0aAAkBdBPePxlZnQ/viewform?usp=sf_link

Google Sheets**:**
https://docs.google.com/spreadsheets/d/1USjEuVcCN5xQJA1MV5D0v8mUUB3D4yMSby5Q0iND2QY/edit?usp=sharing

References: https://www.ischool.berkeley.edu/sites/default/files/student_projects/paperreportforfinalproject.pdf

https://en.unesco.org/covid19/educationresponse

Grammarly.com

Professional Education Technology: A Need of Modern Society

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Abstract

The 'relevance' of academic success to business and society in a developing economy like India is a problem that has triggered several interventions by relevant entities. In order to address this topic, the paper briefly discusses technical education patterns and practises in India, current frameworks to improve relevance, challenges encountered in enforcing these mechanisms, and potential scope.

The paper presents innovative initiatives taken to improve the effectiveness of technical education. Various institutions and companies want to get involved in PET either for providing services to third parties or for educating and training their people. Even though the construction of such Technology has been taking place for many years, they are still designed and developed. This paper presents an approach of a recording and innovative experience in AIMS at the development of modern technical education using various methods discussing the critical factors responsible for growth and quality in technical education and the future opportunities and challenges faced with its scope and application.

Introduction

The current trend to globalization and the growing influence of Technology on our lives means that each profession needs to acquire a different skill set to cope and thrive in this changing society. PET is important in all aspects of life, and many people agree that youngsters should be introduced to it from an early age.

Multimedia technology, network technology, and satellite communications technology are all examples of information technology that are rapidly evolving. Educational technology dependent on information technology is important in fostering educational modernization. PET will have a significant impact on ideas, forms, process common methods teaching and management of education. PET's application of continuing education would be a guiding force for advancement in the sector. Using more education theory and modern information technology in design, development, utilization, evaluation, and management of teaching processes will help to achieve the effective development of continuing education.

PET in India contributes a serious share to the general education system and plays an important role within the social and economic development of our nation. In India, technical education is imparted at various levels such as diploma degree undergraduate (UG) and postgraduate (PG) and research (Ph.D.) in specialized fields catering to the various aspects of technological development and economic progress.

Educational technology is the efficient organization of learning; system adapting and adopting methods, processes and products to serve identified educational goals.

Literature Review

Duke University comments in its ET editorial on 23rd march 2005 that modern society is a necessary precondition for a modern economy. The government must launch sweeping reforms in professional-technical education.

Narayan Murthy in his talk on "engineering education reforms "organized by Mysore local centre IEI 3rd Jan 2006, stated that "India has reduced nearly 3 lakhs in engineering graduates in 2004 with a range of quality and only 25% of them were employable as per McKinsey report, whereas the remaining 75% required some value addition for employability "this invites for improving the quality in PTE.

PET to Continue Education Innovation

By embracing modern technologies, old continuing education can be updated in terms of educational principles, management, content teaching approaches, resources, and other fields.

Concept Innovation: To realize the popularization of continuing education modern education technology tracking is necessary. Education globalisation is made possible by internet-based modern distance education. In terms of internationalisation, education should be a step ahead of other sectors. It's important to maximise the advantages of emerging education technologies, embrace foreign trading tools, and export domestic resources to satisfy cross-border demand for educational services.

Management Innovation: Marketing campaign and sales promotion would be more media diverse and profitable if new education technology was used. People with various experiences and learning needs can practice freely due to flexible and transparent management policies. Using various ways of enrolment will draw an increasing number of learners.

The continuing education marketing model must be innovated. A complete sales system is built up to another in the education market correctly. The application of modern education Technology would make the marketing strategy and sales advertisement more media diversification and effective. The emotional or humanistic sales mode, such as the best online learners' membership group, is particularly important for the continuing education brand.

Content Innovation: Individuals' overall expectations must be met by the content of further education. In general, continuing education emphasises the acquisition of new ideas, information, technologies, processes, and skills. In the meantime, it focuses on enhancing the content of Humanities and fostering future innovation. Its current continued education is also mostly concerned with imparting skills.

There is a major difference in educational excellence and creativity. To include production skills and quality development training in continuing education modern technology such as video conference commerce should be used to connect separated teachers’ learners and the production teaching scene into one whole class.

Method Innovation: Teaching methods innovation has a great effect on continuing education. It affects both the teaching and the trainees' sense of creativity. It is necessary to implement new teaching methods. For example, live internet streaming of training at manufacturing sites will support hundreds of businesses.

Innovation of teaching approaches has a major impact on continuing education. Both the training and the trainees' sense of ingenuity are affected.

Resource Innovation: Designing, creating, using, reviewing, and handling teaching materials are also examples of resource creativity. An instructor is the most important resource in a classroom. In continued education, there are three types of instructors. One is a professor with a formal philosophy and teaching methods from a college. The second is a well-known academic or influential citizen with extensive social work knowledge and a specific perspective on issues; the third is domestic or foreign officials and experts.

Modernization of Technical Education

The open educational idea has become a possibility thanks to modern educational technologies.

It can change a single teacher and student’s relationship into relationships of teachers and students.

Continuous learning and learning anywhere, everywhere have become central tenets of an effective learning environment.

Modern instructional technology has rapidly increased the quality and efficacy of teaching.

Indira Gandhi National Open University IGNOU: IGNOU has made a significant contribution to the development of higher education in the country by distance learning since its establishment in 1985. The university has successfully introduced an openness and flexibility policy in terms of relaxed admission requirements for the length of a degree and study site.

This University at present offers various programmes and courses of study. These programmes are offered in widely diverse areas and at different levels covering doctorate degrees, master’s and bachelor's degrees, and undergraduate, diplomas, and certificates. The curriculum is disseminated in a variety of conventional and evolving interdisciplinary environments, including a variety of technological fields. One of the most notable contributions has been to increase access to services that were formerly only available through face-to-face interactions in the classroom. This encompasses Engineering and Technology, as well as computing and information sciences.

National programme on technology-enhanced learning NPTEL: This is a ministry of human resource development project. The NPTEL program's primary goal is to improve the country's engineering education by designing curriculum-based video and online courses. This is a joint project involving seven Indian Institutes of Technology (IITs), the Indian Institute of Science (IISc), and other leading institutions in Bangalore. Learning materials, digitally captured classroom seminars, supplemental materials, and connections to cutting-edge testing materials are all included in this programme, which is organised by IIT Madras. Approximately 70 courses taught by professors of different departments to students at all levels (BTech, MTech, etc.) have been covered so far. Approximately 140 courses are indeed being supplied through the internet at varying scales.

Methods

eLearning: the use of various PET tools that are either web-based web distributed or web capable for education.

Learning Object: a digital file or tool that can be reused in a PET context.

Learning Management System: a collection of PET tools available through a shared administrative interface. A learning management system can be thought of as the platform in which online courses for online components of courses are assembled and used from.

Online learning: This word refers to education that takes place solely on the internet. It does not have any physical learning resources or actual face-to-face interaction with learners. Purely online learning involves the use of PET services in a distance education environment, with the internet functioning as the sole medium for both learning and contact between students.

Mixed-mode/ blended learning: Both terms are interchangeably used to describe an instructional approach that combines face-to-face and distance learning in which a teacher or tutor interacts with students face-to-face or by technical means, but students do not have access to a resource that is based on content materials and learning experiences. Additionally, certain ET techniques can be used.

Interactive: Interactivity can be classified into two types: indicated and simulative. Button rollovers and site navigation are used to type-fire inductive interactivity. Interactivity is shown by clicking a button to launch an animation or turn the page. Simulative interactivity is a form of interactivity that allows students to benefit from their own decisions while still receiving feedback.

Indicated interactivity is defined as the ability to switch between various web pages; The ability to fly a virtual plane in a realistic virtual environment is known as simulative interactivity.

Pedagogy: The concept is most often associated with teacher-led teaching, but it is also being used to describe the implementation of sound instructional practices.

Critical Factors Responsible for growth and quality technical education

To improve the quality of education, a new education programme is recommended. Participation in the AICTE professional education quality improvement programme is a requirement for the institute to achieve the status of effective execution toward excellence.

Policy of Reservation: reservation quota for admission in recruitment has been incorporated since independence. The intention behind this was to uplift the downtrodden people. However, over the years, public opinion is turning against the reservation policy with the view that it is defeating merit. Therefore, recently it has become a burning issue in society.

Use of Quality Assurance System: professionalism in governance is the need of the time. Quality assurance and efficient deployment of funds have assumed great meaning in the governance of institutions. This usually comes through to quality assurance.

Industry Institute Interaction: Professional education institutions train students while simultaneously supplying the market with the engineers and technocrats it needs. Changes in the economy, innovation, and technological and manufacturing processes all necessitate education institutions keeping up with changing market needs. They must constantly reverse current instruction, start new programmes, and concentrate on personnel and infrastructure development. As a result, they should be well-versed in the realistic facets of their job.

Possibilities for Future

Computers are programmable devices. This varied fact makes it possible for users to make demands on these machines. Reusing programs for interactivity: many institutions have made some excellent programs. In which organizations reused their old programs or the programs of their institutions. It may quickly be dubbed and used in a variety of languages. It is highly beneficial to reorient those entities and put them under one network.

Information Collection: many institutions whether at the district level or the state level or the central level could consider taking on this role. Using satellites, DTH, and other technologies: India is a country with a satellite completely dedicated to education, the EDUSAT. The current framework of the organisation contradicts its stated goal of reaching out to marginalised communities and cultures.

Specific Proposals: An emphasis on the learning culture rather than on the use of Technology. It should be kept in mind here that flexibility is the appropriate use of facilities and the achievement of growth would be impossible without it.

Revitalizing and reorienting existing resources

Deploy ET to enhance open education

Refreshing the skills of service professionals

Introduce flexible models to reach the goals

Examine possibilities of adopting mobile technologies for learning purposes.

Challenges

The task is to create an effective framework that will include appropriate teaching-learning processes that will allow the defined goals to be realised. The key to overcoming this obstacle is to recognise ET position as a reform agent in the classroom, which involves not only the teacher and the teaching-learning process, but also systemic problems such as scope, diversity, and quality.

Knowledge Explosion: Previously, humanity's awareness base doubled every 10 to 12 years; today, it doubles every 2 to 3 years.

Technological Explosion: The combined use of computers and networking services such as the internet, email, CD-ROMs, and video conferencing to facilitate teaching and learning is referred to as ICT. Technology is a two-edged sword. There are no easy ways for people to meet one another and exchange ideas, making it difficult to form groups based on shared interests and causes.

World homogenization: The business world Empire uses two methods to sway public opinion in its favour: disruptive ads, publicity campaigns, and centrally regulated media. Global companies enjoy disinvesting in the world's diverse and plural cultures. The more homogeneous the world's cultures become, the greater their media and marketing reach would be.

Population Explosion: The population has risen several times, but the curious thing is that as the population of the developed world is shrinking, the population of the developing world is growing at a phenomenal pace. It will be a once-in-a-lifetime challenge, and we have nowhere to look for a solution.

Scarcity of Resources: in the absence of acid exist to alternative support materials -libraries teaching aids, audio-visual materials- textbooks have come to play a dominant role in the teaching-learning process for a list of textbooks combined with examinations, which test what has been memorized from textbox, have exerted a stranglehold over the educational system in India; they have the wanted all attempts at curricular reform and have even and determine the goals of education. How can it be harnessed to address these problems?

Scope and Application

Educational technology is a process-oriented technique. It is not limited to the teaching and learning process and theories teaching and learning process is influenced much more by educational technology.

Scope:

Theories are shifted from learning to teaching only thanks to educational technology. If educational technology is limited to audio-visual AIDS mechanical and electronic gadgets the scope of educational technology becomes limited, but educational technology is not limited to all these things rather pervades all over.

- Educational technology means all the intellectual and operational effects made during recent years to regroup arrange and system it's the appliance of scientific methods to the organization of new sets of equipment and material to optimize the learning process
- Educational technology improves the teaching-learning process and makes it simpler and process-oriented also
- An electronic and mechanical gadget that a standard man possesses are often used for educational requirements
- Educational technology has not only upheld educational standards, but also also enhanced teaching methods by including teaching aids and pre-programmed learning materials, etc.
- Television, common radio V CR and computers can enrich as well as effect very much on education. Television radio tape recorders and program instruction can also do wonders within the sector of distance and correspondence education.
- Mechanism of feedback devices for modification of teaching-learning behaviour can produce effective teachers in training schools
- Device analysis advancement in the area of instructional technology may aid in the resolution of educational administrative issues.
- With the aid of instructional technologies, the structure as well as the essence of teaching can be improved and enhanced. It develops innovative instructional methods that help us meet our educational goals.
- The scientific foundation of education which is the main force of the development of the theories of teaching and instruction is provided by educational technology education Technology.
- Educational technology offers training and techniques for diminishing individual differences, as well as strategies and procedures that assist teachers in teaching to learners' individual differences.

Ways to reduce the cost of Education

Although the usual thinking has always been that technology-based learning would provide economics and efficiencies resulting in a significant reduction in the cost associated with the delivery of educational programs it has not happened in practice. Conversely, there are varied costs reduced to the development and delivery of high-quality Technology facilitated courses. For instance, creating Technology-based courses is not merely repackaging existing materials. In practice, the delivery of those courses or materials requires an appropriate level of student-to-staff ratio, taking into consideration students' expectations of gaining accessibility to lecturers in their courses and programs. However, as more facilitated services and courses become accessible, and as sharing of course materials becomes more common, as well as improvements in skills and lower resource costs, it would be possible to provide access to high-quality higher education at a reasonable cost in the future. The value of accessible higher education should not be underestimated.

Conclusion

If educational technology is to have an effective future beyond much of the hype and experimentation that reflects much of the existing literature. Its theoretical foundation must be made explicit and available for critique. As we practice PET, they must reflect on those transferable principles of our practice that will be of benefit to others. We must conduct study in order to develop theory rather than assessment, concepts rather than procedures, pedagogies rather than implementations. Only then can a literature base that can be used in a variety of institutions and educational settings be created.

Despite some shortcomings in the reach of research-based proof, there seems to be enough quantitative and qualitative data to establish a consistent association between expanded use of instructional technologies and professional achievement. This is demonstrated directly by increased scores on standardized testing, particularly in the areas of writing and mathematics; as well as indirectly through an increase in student motivation engagement and positive attitude towards learning. All of these are well known to be critical contributing factors to an increase in professional achievement. These gains are often proven to be greater for low achievement and/or at-risk. Finally, many of the studies listed improvements in higher-order cognitive skills such as analytical and imaginative thinking.

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An Exploratory Study of Effective Online Learning: Understanding Satisfaction Levels of B School Graduate

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Abstract :

Using a survey study, this exploratory research project investigated Business School students' satisfaction levels with online teaching and learning associated with teachers 'performances, course design and delivery of the course. A framework suggested by Scriven's model for evaluation of training is used to conduct the survey. A sample of 250 postgraduate students enrolled in business management courses during the 2020-21 academic year were surveyed using a 5 point Likert Scale questionnaire. According to the study's findings, student satisfaction is strongly related to the fulfillment of the need for learning , designing the course for online delivery, professor's aptitude toward teaching, and constructive feedback. Additionally, student satisfaction is related to the professor's knowledge.

Keywords: Online learning, Business School, Online Education, Satisfaction level, etc.

Introduction

There is clear evidence of rapid expansion in online learning. Given the current needs of online programmes in higher education, the critical concern is how to maximise student learning by providing high-quality online learning experiences. Several studies have found that students' affective domains, such as motivation and/or satisfaction, are significantly related to their learning outcomes (Bryant et al., 2005; Eom, Wen, & Ahill, 2006).

Several approaches are used to define and assess student satisfaction. Rubin, Fernandes, and Avgerinou (2013) expanded on research on the Community of Inquiry (Garrison, Anderson, & Archer, 2000), which defines social, cognitive, and teaching presence as critical to the student learning experience and, thus, student satisfaction. According to the inquiry framework, they discovered that learning management system features have a significant impact on community perceptions. Mahmood, Mahmood, and Malik (2012) argued in a related study that teaching presence is the most important factor in how students evaluate online learning.

This study is based on a conceptual model based on the framework proposed by Scriven's Evaluation of Training (2009), a training or professional development evaluation checklist that can be used for formative and summative

evaluations, monitoring professional development, and even conducting meta-evaluations, and it combines elements of Fitzpatrick's 4 Levels and Guskey's 5 Levels of evaluating professional development. The checklist covers nine different aspects of training and development

Figure 1. **Conceptual model.**

Literature Review

Empirical research has shown how these factors influence student or adult learner outcomes. Russell et al. (2009), for example, investigated the effects of online courses for middle school algebra teachers and discovered significant impacts on teachers' understanding, pedagogical beliefs, and instructional practises associated with human factors. When instructors provided a highly supportive environment, teachers tended to show positive outcomes in teaching and learning. Quality communication was emphasised by O'Dwyer et al. (2007) as a means of creating supportive virtual learning environments for students. They discovered that a lack of communication between students and instructors had a negative impact on student satisfaction levels.

Furthermore, course design elements have an impact on student learning (Nuangchalerm, Prachagool, & Sriputta, 2011). Nuangchalerm and his colleagues discovered that students' online learning experiences were less effective due to the difficulty in obtaining technical assistance. Ku et al. (2011) found similar results with 21 graduate students (in-service teachers) who were dissatisfied with online learning because they lacked the necessary technology skills.

This study focused on the levels of student satisfaction associated with various factors, specifically student satisfaction level. For the purpose of this study, human factors (course instructor/professor) and design and delivery factors were used to find the satisfaction level of the B school students with online teaching.

Objectives

This study addressed the following specific research questions:

1. What factors related to the course professor are allied with the level of student satisfaction?

2, What factors related with course delivery and design are linked with student satisfaction?

3. What pedagogical factors are associated with student satisfaction levels?

Methodology

The study included 250 postgraduate students enrolled in a business management programme. The gender split is 60 percent male and 40 percent female. A cross-sectional study was carried out in which participants were given a survey only once. The cross-sectional study has long been recognized as an effective method for providing a snapshot of participants' current behavior, attitudes, and perspectives (Gay, Mills, & Airasian, 2009). This method was used to determine which factors are related to student satisfaction in online learning. The outcome was measured using a 5-point Likert scale.

Course Structure and Pedagogy

The course is spread over 4 semesters. Each course is of 40 hrs duration. The curriculum focuses on how to make students a successful future business manager and entrepreneurs. Students were taught on Google Meet platform, using videos and PowerPoint presentations. In order for students to meet course expectations, reading materials were provided, quizzes were taken through Google Forms and assignment submissions were taken in G Classroom. Breakout sessions were used for peer discussion.

Table 1

Course Structure and pedagogy

Module	Contents	Instructional tools	Grading & monitoring
1	Marketing Management	Video, Reading, Quiz,Assignment,Peer discussion	Teaching Faculty
2	Sales Management	Video, Reading, Quiz,Assignment,Peer discussion	Teaching Faculty
3	Retail Management	Video, Reading, Quiz,Assignment,Peer discussion	Teaching Faculty
4	Consumer Behavior	Video, Reading, Quiz,Assignment,Peer discussion	Teaching Faculty
5	Brand Management	Video, Reading, Quiz,Assignment,Peer discussion	Teaching Faculty

Findings

Research indicates that values possessed by a professor, learning needs of the students and design of the course is associated with the satisfaction level of the students. More than 80% of participants strongly agreed or agreed that their online learning was more satisfactory if their professors had the following characteristics and behaviors: knowledge of the course, prompt reply, constructive and timely feedback on student's works. Almost 89% of the students believe that providing Clearly spelled out course outlines, scope, evaluation pattern and session-wise plan of the course, and giving enough assignments, cases studies for ensuring continuous assessment fulfills their learning needs, which leads to a higher level of satisfaction. The highest percentage of participants (about 91%) strongly agreed that the professor's knowledge of course materials is important to make their online learning satisfactory. Students don't pay much attention to step by step coverage of the session plan, however they expect ethical behavior from the teachers to conduct the class on time and be well prepared for the class.

Participants' Satisfaction Levels Associated with Values, Design of The Course And Need of The Students

Table 2

***F*actors**	**Questions**	**Strongly Agree %**	**Agree %**	**Neutral %**	**Disagree%**	**Strongly disagree %**
Value	Coverage of syllabus as per the plan	48	6	7	21	18
Value	Always conducts class on time	53	24	10	9	4
Value	well-prepared for lectures	69	18	7	3	3
Design	Clearly spelled out course outlines, scope, evaluation pattern and session-wise plan of the course	63	26	5	3	3
Need	Gives enough assignments / cases ensuring continuous assessment	52	31	11	3	3
Need	Provided timely feedback on assignments.	77	12	9	1	1

Accessibility, availability and quick reply are other few traits which students expect from a facilitator. According to a survey, the professors who respond quickly to the mails and messages of the students are liked more, because they don't get to see the professors face to face, so email is important.

Participants' Satisfaction Levels Associated with Delivery of The Course and Retention of The Learnings

Table 3

Factors	Questions	Strongly Agree %	Agree %	Neutral %	Disagree%	Strongly disagree %
Delivery	Always well prepared for the class with multi-disciplinary knowledge	43	22	11	14	10
Delivery	successfully relate the subject to real life/ relevant examples	73	13	12	2	0
Delivery	have good communication skills and explanation power	69	13	10	4	5
Delivery	deliver lecture with confidence, poise & authority	52	17	10	16	5
Retention	explain satisfactorily the queries of the students	79	7	10	0	5
Retention	maintain online class discipline.	67	10	10	7	7
Retention	content presented during the lecture was clear, understandable, and engaging	69	15	12	0	5

Table 3 indicates delivery of the lecture plays an important role for the understanding and retention of the subject. Study indicates that teachers who can successfully relate the subject to real life/ relevant examples and always well prepared for the class with multi-disciplinary knowledge are liked by the students, which ultimately leads to the satisfaction from the learning. Professors having good communication skills and explanation power and who can deliver lectures with confidence, poise & authority add value to the learning process and satisfaction level.

Participants' Satisfaction Levels Associated with Return on Investment, learning, reactions and other alternatives.

Table 4

Factors	Questions	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly disagree %
Return on Investment	Sharing and discussion in the online environment worked well	28	8	21	28	15
Return on Investment	Online Lecture sessions were interactive and effective	31	9	10	30	20
Learning	generates interest in the topic	79	7	10	0	5
Reaction	Encouraged class participation	56	13	15	9	7
Alternatives	Online testing by quiz and assignment helped in the evaluation and understanding of the concept	52	6	15	12	15

Table 4 presents participants' perspectives on efficient online learning associated with return on investment. While going for online education students keep return on investment in mind. 68% of students disagree or strongly disagree that their online studies have worked well for them. 28% of the students believe that the returns which they are getting from online learning is far lower than the money paid. 58% of the students strongly agreed or agreed that Online testing by quiz and assignment helped in the evaluation and understanding of the concept and generated interest. Very less percentage of the students (40%) agreed that online lecture sessions were interactive and effective however majority of them are in disagreement.

Conclusion

It is absolutely imperative for universities offering business management programs to provide their students with opportunities for experiential learning and what they may expect to gain by doing so. The content-centered view of the adult learning paradigm has shifted to the learner-centered approach, and in this paradigm, learning material is of more importance than of any course material. When all is said and done, Students want the benefits of effort to be combined with both money and value. Business school curriculum with innovative services, new techniques, and study resources are required to give learners the type of support they need in order to make online learning more substantial.

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E-Learning in Teaching, Learning and Evaluation: An Emerging Pedagogy in Professional Education

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Abstract:

Teaching, Learning and Evaluation are the significant concepts in the sphere of education. The main objective of the present research paper is to explore and investigate the didactic and edifying objectives of teaching, learning and evaluation. The researcher has thoroughly analysed the several aspects of e-learning and kinds of educational learning such as cognitive, affective and psychosomatic. The researcher has laid down the prime focus on improving the efficiency of education through the use of e-learning in the present education system. The researcher has attempted to demonstrate how E-learning serves as the educational and didactic method which can train a large number of students.

Key Words: Online learning, purpose, developmental platform, kinds of e-learning, educational method, etc.

Introduction:

In the era of globalization, online learning or e-learning is accepted by a large number of learners due to swift development in the technological sphere. We cannot refute the significance of this technical advancement.

'E-Learning is the practical utility of technological development to make the learners self-reliant and enable people to learn everything under the umbrella of online learning. It consists of instruction and information from distinguished academicians.'

The use of technologies such as the internet and computer source is the key factor in online learning. Nowadays in the classroom learning, smart phones, tablets etc. play a crucial role. Consequently use and implementation of e-learning is accepted by the students and the educationalists in classrooms. It is a noteworthy fact that electronic gadgets are taking the place of books. Maximum knowledge and information is shared via the Internet which is reachable all the time.

What is E-Learning?

'Formal teaching is carried out successfully with the effective use of electronic gadgets which can be termed as E-learning system.'

Through electronic networks, an online learning system works. It is the blending of knowledge, understanding and essential capabilities. The release of edification is carried out to the maximum number of recipients effectively.

Merits of E-Learning?

In the present era, several industries such as agriculture, education, medicine, business and government organizations are adapting the concept of E-learning. They firmly believe that e-learning is the best tool which helps in the overall development of a nation.

E-learning can be easily expanded and upgraded. The students can easily use their own devices.

E-learning gives easy accessibility to education. .

E-learning permits delivering content in the form of MOOC, i.e. Massive Open Online Courses. Through e-learning, providers deliver educational content to their customers.

Through E-learning, students and teachers can interact with one another in an effective manner.

E-learning identifies conservationism of concepts with the use of computers in learning contexts. It includes CAL, CBE, LMS, MOOC etc. Through E-learning, massive distribution of content and global classes for all the Internet users is possible.

E-learning studies can be focused on the major dimensions such as people (users), technology and services.

Types of Educational Objectives in E-Learning:

1. Cognitive Objectives:

According to Bloom, (1956, pp. 201-207), Cognitive educational e-learning includes:

Remembering (Knowledge)

Understanding (Comprehension)

Usage (Application)

Critical Analysis

Amalgamation (Synthesis)

Evaluation (Assessment)

Remembering / Knowledge:

Knowledge is the prominent element in the process of education. It means acquiring and learning of specific facts, theories, principles, trends etc. Knowledge may be realistic, technical and meta-cognitive. The ultimate purpose of online learning is to provide and obtain knowledge. This objective is comprehended by carrying out interactive exercises, reading e-books, listening to audios and instructive videos, multimedia presentations etc. Krathwogl (2002, p.215) comments,

'Remembering, recognizing, and recalling include retrieving relevant knowledge from memory.'

Thus online learning allows the methods of reminding and identifying.

Understanding / Comprehension:

It includes understanding of clarifications and finding the consequences of some trends. It depends on clarifying, abridging, contrasting, amplification, understanding etc. It is obtained by means of sharpening skills based on theory and practical usage.

Application (Usage):

It contains the apt use of ideas and theories in concrete situations. The application oriented knowledge requires regular follow up, execution and implementation.

Critical Analysis: Analysis requires disconnection of a whole into several parts. It analyzes, demarcates the parts, categorizes the arrangement and attributes some properties to each part that are performed in data collection of information from the partakers in online education.

Assessment (Evaluation) :

Evaluation is nothing but it is the inference of values and methods. It depends on internal criteria such as accuracy and consistency and the external criteria such as recognized standards. Fink (2003), utters another cognitive and affective learning objectives,

'It consists of obtaining basic knowledge by means of remembering and understanding information and ideas…….caring by means of feelings, interests and values; and finally learning how to learn.'

Synthesis (Amalgamation) :

It is the blending of the parts of a whole by means of planning and innovation, informing about findings and scientific achievements. Online learning helps the learners to learn and to decide to focus on the content in a given period.

2. Affective Objectives:

Learners' emotions are taken into account in the learning process. Rubin (2013) comments,

'Affective learning objectives consist of values, attitudes and interests or receiving, replying, organizing and characterization.'

Learner's interest can be increased through visual multimedia demonstrations. Their willingness to receive the information and readiness to perform the task is crucial. Rokeach (1973) proclaims,

'Learners' behaviour corresponds to their values such as moral integrity, sensitivity, courtesy towards the other participants in the instructive process.'

Ethical truthfulness of the learners displays in the creation of materials that are reviewed and has properly quoted all the used sources. Performance of required tasks is associated with self-control and responsiveness of the learner. Thus e-learning ensures opportunities to manage their time and to get success in educational courses. The learners can do the exercises and replications again and again till mastering new acquaintances and skills. Practice contributes to stability of understanding and skills in the learning process.

3. Psychosomatic Objectives:

Draper (2016) asserts about psychological learning,

'The psychological learning objectives are the combination of surveillance, perceptual capabilities, temperament to act, imitation and response, basic engagements…….. communication, mastery, originality and creative art'.

The learners communicate and consult the teachers and the other learners by means of email, chat, wikis, etc. They receive individual feedback for their results by their teachers and peers.

Conclusion:

In this way, E-learning is visualized as a new prototype and a new philosophy in the educational system which serves as a developmental platform for today's learners. We can assert that E-Learning, in a real sense, has the potential to revolutionize the teaching and learning ways.

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E-Learning: A New Face of Distance Learning

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Introduction:

Currently, the new information and communication technologies (ICT) are challenged all over the world by the higher education systems. These technologies have had a prodigious impact on globalization trends, and they have a potential to spread study environments everywhere, of both conventional and distance teaching institutions. Soren Niper (1989) in his classic analysis identified three generations of distance education: the primary generation was correspondence teaching; the second was multimedia teaching which helps in integrating the use of print with broadcast media, cassettes and to a point computers; and therefore the third generation was identified with the new interactive communication technologies

Three Generations of Distance Education By Soren Niper

Some scholars claimed that the new technologies challenge the very existence of campus-based universities. Arnold (1999), for instance, argued that the new information technologies create that kind of appropriate scientific learning environment in the knowledge society, in which distance studies will take the place of face-to-face studies in the future'. This explains differences between 'distance education' and 'e-learning' in higher education settings by comparing some of their major characteristics. It examines the explanations why most distance education on the university level everywhere the planet remains provided through the more 'traditional' media of print and broadcasting, in spite of the various advantages e-learning provides for distance teaching purposes. This article analyses the future impact of ICT and also highlights future trends of "Distance Education" and "E-learning" in academia.

IMPACT OF E-LEARNING ON EDUCATION:

E-learning makes interactive classrooms which convert the School into a learning environment.

Interactive classrooms lead to learning with a funny way

E-learning provides teachers with a database of questions and helps to overcome the problems of the students.

E-learning has different types of contents like animations, videos, self-explanatory diagrams, quizzes, E-Books and past year questions papers, which must be regularly updated.

E-Learning helps in developing the memory power of students through an audio-visual mode of learning.

Teachers can also upload content online; create question paper and examine student's performance with the help of ICT

Types of E-Learning

Computer Managed Learning: Nowadays, Computers are used to manage and assess learning processes. Computer managed learning systems operate through information databases which contain bits of data which the scholar has got to learn, along-side variety of ranking parameters and enables the system to be individualized and consistent the preferences of every student. Due to two-way communication between the student and the computer, output can be found as to whether the student achieved their learning goals on a satisfactory level or not.

Computer Assisted Learning: Computer Assisted Instruction (CAI), also sometimes mentioned as computer-assisted learning (CAL), is another sort of e-learning which uses computers alongside traditional teaching. Computer-assisted training methods use a mixture of multimedia like text, graphics, sound, and video so as to reinforce learning. The primary value of CAI is interactivity – it allows students to become active learners instead of passive learners, by utilizing various methods like quizzes and other computer-assisted teaching and testing mechanisms.

Synchronous Online Learning: It helps various groups of students from any place in the world to participate in a learning activity together at the same time. Real-time synchronous online learning often involves online chats and videoconferencing, as these tools allow training participants and instructors to ask and answer questions instantly while having the power to speak with the other participants. With the rapid development of online learning technologies, this type of community-oriented online learning has been made possible.

Asynchronous Online Learning: Within the case of asynchronous online learning, groups of scholars study independently at different times and locations from one other, without real-time communication happening. These methods are student centric as they give students more flexibility. Students who don't have flexible schedules, generally prefer asynchronous e-learning because it allows them to utilize self-paced learning.

Fixed E-Learning: "Fixed" in this context means that the content used during the learning process does not change from its original state and all the participating students receive the same information as all the others. This type of learning has been used in traditional classrooms, but it's not ideal in e-learning environments. That is because fixed e-learning doesn't utilize the valuable real-time data gained from student inputs.

Adaptive E-Learning: Adaptive e-learning may be a new and innovative sort of e-learning that helps in adapting and redesigning learning materials for every individual learner. Adaptive e-learning tools allow education to become more individualized and student-centred than ever before by taking into consideration a number of parameters such as student performance, goals, abilities, skills, and characteristics.

Linear E-Learning: Linear communication means that information passes from sender to receiver, without exception when referring to human-computer interaction. This is a limitation in e-learning as it does not allow two-way communication between teachers and students. This type of e-learning is becoming less relevant with time. Some classic examples of linear e-learning are sending training materials to students through television and radio programs.

Interactive Online Learning: Interactive online learning as the name suggests enables a two- way effective communication between the teachers and students. This method of E-Learning is the most popular learning method as it allows teachers and students to communicate more freely with each other.

Individual E-Learning: This kind of Learning is a traditional way in which the emphasis is on participating in achieving their own learning goals, rather than the student-centeredness of the material. When practicing individual learning, the scholars study the training materials on their own (individually), and that they are expected to satisfy their learning goals on their own. This type of learning isn't ideal for developing communication skills.

Collaborative Online Learning: This is a modern type of learning method, in which students learn and achieve their learning objectives together as a group. Students have to work as a team in order to achieve their common learning objectives. Effective groups will be formed as per the strengths and weaknesses of each student. This boosts the communicational skills and teamwork abilities of the students. Collaborative e-learning expands on the idea that knowledge is best developed inside a group of individuals where they can interact and learn from one other.

Social Impacts of E-Learning:

Source of income and employment affects graduates.

The education by the secondary schools may not be accessible to all parts of society or all areas of a country, hence e-learning has been found to affect this access to education.

E-Learning can play a transitive role in a society.

Culture also plays a significant role affecting the adoption of technology and e-learning and how successful they actually are improving learning

Language also has the ability to affect e-learning programmes and specifically when learning software.

Students and teachers with limited knowledge of language can be marginalized.

Secondary education plays a significant role in preparing for a long-term learning perspective.

Advantages of E-Learning

Online Learning is Self Paced: In Online learning mode of education students can plan their own time schedule, without having to make personal sacrifices in order to meet the class attendance requirements of teachers and traditional universities. The research has demonstrated that self-paced learning increases the level of satisfaction of students and reduce stress, which results in improved learning outcomes for everyone involved. Some of the advantages of self-paced learning include efficiency, effectiveness, convenience, scalability, and reusability.

E-Learning Is Student Centered: E-Learning is student centric rather than teacher specific. Online learning is fundamentally student-centred, thanks to the straightforward implementation of student discussion boards and peer grading systems.

E-Learning is Cost Effective: E-Learning decreases the time utilized by professors in learning sessions and due to this cost has also been reduced. As teachers need not to leave their place, they can take classes from any place which definitely reduced the cost. Cost-efficiency in E-Learning applies not only to educational institutions, but it also similarly applies to the students.

Individual Learning Styles: Individualistic learning methods are greatest advantages of E-Learning as students aren't always required to pass all unwanted courses during a curriculum and that they can choose specific topics of their

interest. All students have different learning styles and there'll never be a one-size-fits-all sort of solution which can match all students directly.

Customizable Learning Environments: E-Learning provides a dynamic and flexible environment to their students. Those students who feel the advantages of a plant-filled environment can customize their E-Learning environment accordingly. And, those students who feel better during a minimalistic learning environment with none of any distractions can reap the advantages of such an E-Learning environment.

E-Learning Fully Utilises Analytics: E-Learning Analytics is also one of the advantages as it makes effective use of student data. E-Learning Analytics is the extraction of valuable information from online learning management systems. With student data gained through E-Learning Analytics, educational institutions can improve their training materials and boost learning outcomes in various ways.

Online Learning Could Solve Teacher Scarcity: The benefits of E-Learning is helpful in resolving the issue of teacher shortage. E-Learning courses can be run by one or two experienced teachers only which can eliminate the need for retaining a massive teaching workforce. Today rather than focusing our efforts on recruiting more teachers, perhaps we should always specialise in enabling our highest quality teachers to deliver their materials to a broader range of students through E-Learning.

E-Learning Is Environment Friendly: E-Learning is environment friendly as it is a paperless learning and contributes to many environmental issues associated with paper production. For example, there's no got to hamper trees for paper or to make paper-cellulose production factories which are known to cause atmospheric pollution in surrounding areas.

No Need for Textbooks: One big advantage of E-Learning is that it requires absolutely no textbooks. All the training materials are often accessed online, without restriction. Online learning materials are often updated an infinite number of times, unlike textbooks which require to be reissued and rebought once more when they become obsolete.

Online Learning is Time-Efficient: E-Learning is a time efficient method as in traditional learning institutions, making changes to school curriculums is a long and complicated process which is often avoided due to its complexity. However, within the case of E-Learning, lessons are often delivered and updated quickly and efficiently – sometimes within days. When used in conjunction with data-oriented E-Learning Analytics, these changes to the learning materials are based on real evidence rather than on theory.

Disadvantages of E-Learning

- **No face-to-face interaction**
- **No self-discipline**
- **No peripheral benefits**
- **Good e-learning is difficult to do**
- **Lack of input from trainers**
- **Lack of transformational power**
- **Slow evolution**
- **Lack of flexibility**

No Self Discipline: Self-paced is one of the greatest advantages of E-Learning but it sometimes becomes a disadvantage also as students are not watched by anybody so they do not follow self-discipline and often translates to no learning by engaging themselves in some other activity.

No Face-To-Face Interaction: While E-learning is often quite interactive lately, through the utilisation of video conferences, webinars, and face-to-face video chat, it still is not the same as sitting across the room from a real person. In other words, there is no substitute for interacting with, and learning from, a teacher physically.

Lack of Flexibility: E-learning is often great for learning specific skills and for knowledge that must be transferred. However, with more complex skills and competencies, it's harder to place together an efficient E-learning programme. And during a business context, these complex skills are often the foremost crucial. The best learning happens when students discover the solutions on their own – by asking questions and obtaining clarification – and with e-learning this is often harder to realize.

Lack of Input From Trainers: E-learning is structured and based on the course developer's knowledge and thinking. Due to which learning materials can become outdated. The best trainers will sit and ask people. They will engage with to find out what they need to know, and how they need to learn it. Student feedback is very valuable, but it's less possible with an e-learning course.

Slow Evolution: After an E-learning course is developed, it can take an inordinately long time for any needed changes to be worked on. If a business model changes, or market conditions are disrupted, online training can quickly be made obsolete. This is a waste of the time and energy that were invested to urge the course up and running. However, with standard training – conducted within the training room, with live trainers – the course is often changed rapidly, consistent with the market conditions. Live training remains flexible and dynamic, and can always be in tune with the present needs of the business.

Good E-Learning is Difficult To Do: Developing a really effective e-learning course takes time, money, and a superb amount of experience. An honest e-learning course involves multimedia, custom web development, technical support, and powerful User Interaction design. Although the market is improving, many of the primary e-learning courses were clunky and unwieldy, and therefore the technical and style problems negatively impacted the training process.

Lack of Transformational Power: The transformation power is missing in E-Learning as real learning that's game changing learning – comes about through live reference to an experienced practitioner. It's through this engagement that a true transformation occurs and thus the learner becomes simpler as a person, moving to their next level of performance. Such change is harder with e-learning.

No Peripheral Benefits: E-Learning isn't ready to provide peripheral benefits. It's possible only a team of individuals are going to be trained with material experts personally. Group situations can produce solutions to core business problems and convey about massive transformations - largely thanks to the sheer energy that's produced by the environment of a team that is close for one purpose. Similarly, live training can foster team-building and make an environment where individuals deepen their relationships, get to know each other better and learn during a singular environment where all of them have the equivalent goal. Training is way more quiet simply pushing new information into employees' heads. E-learning certainly has its benefits, but HR professionals must understand the restrictions and drawbacks that are inherent with these training schemes. These factors should be carefully considered when developing any training to determine the proper solution for your business.

Conclusion:

To Conclude it may be said that the majority of upper education students have a positive attitude towards the effect of e-learning. It's going to flow from the very fact that they understand the utility of technology for self-learning. It's been found within the study that there exists a significant difference within the attitude of urban and rural education students towards the utilization of E-learning. The rationale could also be that urban students have more spare time also for internet facility reception as compared to rural students. To suit the stress of this teaching learning situation, positive efforts should be made by teachers, students, planners also as administrators for using e-learning frequently within the field of education. Most of the teachers don't have an open mind towards the utilization of E-learning generally also for the teaching learning process. Moreover, teachers should also motivate Students to utilize e-learning for mastery of the latest concepts of varied subjects. The administrators should be directed to send teachers for training for the suitable use of e-learning and also for applying it in everyday activities. It is often through with the assistance of varied sort of workshops and summer schools which can provide them training for correct usage of e-learning. They ought to introduce a few units within the curriculum which should be prepared with the assistance of e-learning.

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A Literature Review of Factors Affecting Psychological Wellbeing of Teachers

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Abstract

The entire educational system from primary education to higher level college education has been adversely impacted during the lockdown period of the COVID-19 pandemic. Not just India but countries across the world have been affected. During the shift in the teaching learning process both students and teachers have suffered detrimental consequences. Teaching being a multi-faceted job is inherently stressful. However the ever-changing trends in education and a change in the teaching pedagogy has severely affected the teachers. The current review aims at examining such stressors that have diminished educators' psychological wellbeing during the COVID-19 pandemic.

Keywords: higher education. Pandemic, mental well-being

Introduction

In the March of 2020 we saw the emergence of a calamitous emergency and overnight there was a shift in daily living of thousands of people. The Government of India announced a nationwide lockdown on March 25, 2020 where the emergency protocol was imposed by the concerned authorities which restricted people from leaving their place of living resulting in mass quarantine.

In these unprecedented times teachers had to endure a massive and disruptive shift of moving all existing courses online. The COVID-19 pandemic has disrupted our normal cycle overturning our economical, social, political and governing mechanisms. Education system is no exception to that. Shifting traditional courses to virtual format requires rigorous efforts such designing elaborate lesson plans, creating teaching aids as well as efficient technology support teams. However, due to the sudden turn of events most faculty members had to face challenges such as lacking technological expertise, limited preparation time and lack of support from educational technology teams.

Due to the ongoing pandemic the teachers and students felt compelled to adapt to the digital teaching learning experience, thus upending traditional educational institutions right from primary school education to higher university education (Lederman., 2020).

Due to the uncertain and inadequate planning the educational sector has experienced breakdown in planning, management and organization. This pandemic exposed the fracture within the technical infrastructure, academic incompetence and lack of resources, especially among low and middle income countries. (Thomas, 2020).

As a consequence of COVID-19 crisis, online education underwent a pedagogical shift from traditional classroom learning to modern virtual learning. Online teaching platforms such as Zoom, Google meet and Youtube became popular and gradually started replacing formal education.The nature of the job is such that it brings high levels of stress with it such as demands from administrators, students and parents which is accompanied by work overload, student misbehaviour and lack of recognition for accomplishments.

Educators who tend to be dissatisfied with their work may show lower levels of organizational commitment and show increased risk of quitting. Teachers displaying high levels of stress often report lowered sense of self-efficacy, reduced teacher-student rapport and lower levels of effectiveness.(Abel & Sewell, 1999; Kokkinos, 2007). Teachers with high levels of stress tend to display major mental health concerns such as emotional exhaustion, depersonalization, and reduced personal accomplishment. It may also have an adverse effect on their health and vocational outcome. Stressed teachers often engage in counterproductive organizational behaviour such as absenteeism and exiting from the profession.(Klassen, R. M., & Chiu, M. M. 2010). The current pandemic has exacerbated all the previous stressors that were reported by the teachers. This study aims at reviewing some important factors that have led to overall decline in satisfaction and mental well-being of teachers during the COVID-19 pandemic.

Methodology

The current study aims to use literature review as a means to shine light on some of the prevalent stressors that educators have been facing as a result of the shift from traditional classes to virtual classes. The studies reviewed are the ones that focus on challenges encountered by teaching professionals during the COVID-19 pandemic. The studies include professionals from varied backgrounds such as professors from the medical community, educators in higher education as well as teachers involved in primary education. The current review focuses on studies conducted in Southern Asian countries such as China, Bangladesh with a heavy focus on Indian studies. The review includes both qualitative and quantitative studies.

Analysis

Technological Issues

Several teaching and video conferencing tools such as Zoom, Google Meet, Youtube were available for teachers and students and many teachers were trained by their respective educational institutions.

However many teachers due to their advanced age and lack of proficiency with the technology found it difficult to adapt to these virtual platforms. Most teachers use informal means such as WatsApp due to their familiarity and better internet connectivity.

Due to this transition to online mode many faculties have felt inadequate to deal with the existing technology. Similarly IT equipment is in heavy demand at home as well as workplaces making it difficult for faculties to stick to a timely schedule. Similarly many universities do not possess the required infrastructure to have a smooth and uninterrupted teaching - learning process. (Sahu, P.2020). This lack of technical and logistical support forges anxiety, worries and restlessness in teachers.

Financial Issues

One of the biggest challenges that the faculties experienced was pay cut in salaries. Income levels are highly correlated with an overall sense of happiness. The most common issues experienced are that of tenure, promotions

and faculty evaluations, all of which are linked to the income of the faculty. Often faculties experience insecurity regarding the tenure process and general lack of clear expectations in academia. Repeatedly, faculties report that the number of hours they work is not reflected in the salary they receive. Thus a lot of faculties face the risk of burnout as the heavy working hours result in decreased hours with family, loss of leisure activities and less quality sleep. Such chronic stress responses can trigger early aging and other health consequences. (Owens, J., Kottwitz, C., Tiedt, J., & Ramirez, J. 2018). Research suggests that teachers who work from home and teach online are more vulnerable to having poor health, ingesting food high in fats and fluctuating sleep patterns make them more susceptible to heart diseases, various types of cancer and diabetes (Reely, 2016).

Dissatisfying working conditions

Due to the mounting pressure of macro environmental forces such as accrediting agencies, government agencies and college management teachers experience a declining sense of self-sufficiency.

Apart from their teaching roles college professors also have added pressures of being updated via continuous training, faculty meetings and garnering their research acumen via conducting and attending conferences. Hence they might feel that their primary role of a teacher has been pushed to the background and duties related to managing, accreditation and student retention might have taken precedence.

Another issue that is experienced by teachers is student retention and engagement. A number of research studies indicate that it is harder to maintain student interest in distance learning. Distances courses often experience higher drop-out rates compared to traditional face-to-face courses.In distance learning the feelings of isolation are exaggerated due to lack of social experiences.

Discussion

The analysis indicates that the pandemic has added into the overly burdened teachers' overall levels of stress. The shift from traditional offline teaching to online teaching has left the teachers with the short end of the stick. Not only do teachers experience technological issues but also show a lowered satisfaction and self doubt due to lack of student feedback while teaching. Similarly due to the multifaceted nature of the job teachers often feel a sense of inefficiency as they have to cater to the needs of multiple stakeholders such as students, management and governing agencies. In addition to that the financial crunch and job insecurity poses a threat to the overall physical and psychological health of teachers.

However not all aspects of working from home were troublesome for teachers. This shift in the working environment gave teachers an opportunity to upscale their knowledge. This shift from traditional teaching also gave them an opportunity to step out of their comfort zones and try out new teaching methodologies. (Khanna, R., & Kareem, J.2021). A number of teachers express increased satisfaction as they find more time to spend with their family. They also report a better sense of control. (Bhatia, A., & Mohsin, D. F.

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Effective Educational Technology for Blended Learning.

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Abstract

Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

The example of blended learning becomes effective when learners do face-to-face group work in a classroom, then going home to analyze that work and turn in a video as an assessment form; taking a course online, then receiving face-to-face tutoring between online lessons.There are interactive or face-to-face activities which enhance the understanding of the students. It requires teachers to be equipped with the knowledge of various tools, templates and resources for assessment and teaching.

Key words- Blended Learning, Assessment, Tools, multimedia contents, resources etc.

What is the definition of blended learning?

Think for a moment about some related practices and phrasing: Blended education, eLearning, Remote learning ,Hybrid learning and flipping the classroom. All of these practices involve learning, the concept of place or distance, and the use of technology. Whatever one chooses to call it, blended learning combines classroom and online education. And because of improvements in both school curriculum and digital technology, as a learning model it continues to gain momentum. While education experts continue to debate the efficacy of hybrid learning, its existence has challenged them to re-evaluate not just technology's place in (and out of) the classroom, but also how to reach and teach students more effectively.

Higher education has recently spent much effort in trying to respond to rapid technological innovation in teaching and learning. The emerging technologies in the modern universities are fostering the interest of blended learning. In the past few years, there has been an increasing number of studies dealing with the blended issues such as (1) how to integrate different technology and media into conventional classrooms and (2) how pedagogy and face-to-face instructions can be mediated by advanced technologies. Stimulated by the emergence of ubiquitous Internet with web 2.0 and mobile technology, the definitions and practices of blended learning are researched by both educational and technological/information professionals. To support the choices of such professionals, the author Barbara Allan addresses the "what, which and how" type of questions in her new book and aims to provide a simple but practical guide for those who are involved in education and training.

Illustrated with a range of diagrams, library-based case studies and examples, *Blended Learning Tools for teaching and training* provides information professionals from an overview for the design and delivery of blended learning, to the management of blended learning projects. The book can be categorized in three parts which (1) commenced with the definitions, tools and technologies used in blended learning experiences; (2) further demonstrations on the learning models, planning, designing initiatives and principles; and (3) concluded with the blended learning projects management.

Tools for Blended Learning-

1. **Padlet** is an online blank wall board that can be used by invited participants to collaborate in collecting ideas, brainstorming and sharing information. Participants can post comments, images, videos and links on any topic in real time which can be modified later (Padlet 2017). The Padlet wall can be viewed by an audience by being mirrored or projected to a screen. The wall can also be viewed and edited at a later stage

2. **Popplet** is a tool that allows users to visualize ideas. Teachers and students can create graphic organizers, timelines, and many other forms of visual organization. Popplet's strength as a collaborative brainstorming tool, however, should not lead teachers to overlook its usefulness as an effective presentation tool.

3. **Linoit** is a free service that allows you to create a canvas of online multimedia sticky notes. In addition to basic text, the sticky notes you place on your canvas can contain videos, images, and file attachments. Linoit allows you to alter the size and color of your fonts and you can use the built-in calendar tool to set due dates on your sticky notes.

4. **Wakelet** is a content curation platform where teachers and students can save links, social media posts, videos, and images as items to later be organized into private or public collections. Users can add notes to each Item in order to tell a story, ask questions, or give directions.

5. **Thinglink** is user -friendly digital tools that provide users the ability to turn any image into an interactive graphic. The web tool and the app allow for teachers and students to provide information in a visual format.

6. **Prezi** it is a presentation tool that can be used as an alternative to traditional slide making programs such as PowerPoint. Instead of slides, Prezi makes use of one large canvas that allows you to pan and zoom to various parts of the canvas and emphasize the ideas presented there.

7. **Canva** is a graphic design platform, used to create social media graphics, presentations, posters, documents and other visual content. The app includes templates for users to use. The platform is free to use and offers paid subscriptions like Canva Pro and Canva for Enterprise for additional functionality. Users can also pay for physical products to be printed and shipped.

Tools for Assessment-

1. **Edpuzzle** it is a web-based interactive video and formative assessment tool that lets users crop existing online videos and add content to target specific learning objectives.

2. **Kahoot** it is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "**Kahoots**", are user-generated multiple-choice quizzes that can be accessed via a web browser or the **Kahoot** app

3. **Quizizz** is a creativity software company used in class, group works, pre-test review, exams, unit test, and impromptu tests. It allows students and teachers to be online at the same time. Students can use **Quizizz** on any electronic device and browse, similar to laptops, iPads and smartphones.

4. **Nearpod** helps educators make any lesson interactive whether in the classroom or virtual. The concept is simple. A teacher can create interactive presentations that can contain Quiz's, Polls, Videos, Collaborate Boards, and more.

5. **Mentimeter** it is easy-to-use presentation software used by more than 25 million people. With Mentimeter you can create fun and interactive presentations. We help you make your events, presentations, lectures, and workshops innovative and memorable.

Strategic Choices

In the United States, the Common Core State Standards for English Language Arts paint a picture of modern students who do the following:

- Work independently.
- Value content knowledge.
- Are attentive to new tasks, purposes, disciplines, and audiences (many of the latter with a global perspective).
- Think critically and value evidence when drawing conclusions and making decisions.
- Use the Internet and digital media strategically and capably (National Governor's Association, 2010).

As the last item in the above list suggests, digital tools bring with them entirely new menus of options suitable for a variety of classroom purposes that students can potentially use strategically and capably. Consider book reports, for example: The traditional five-to-seven-paragraph summary of a book can now be a series of blog posts, a book trailer, or an interactive slideshow. We've come a long way, though we still have a long way to go for these menus of options to be the norm for every student in every school.

The Benefits of a Blended Learning Approach

The research projects completed by the schools described herein and in other INPD supported projects have shown that blended learning approaches enhance learning outcomes through:

1. Inclusion of more differentiated/personalised instruction
2. Increased access to resources, experts and learning opportunities
3. More authentic and student driven tasks being incorporated into the curriculum
4. Higher student engagement
5. Greater opportunities for collaboration (especially beyond the classroom and involving the wider school community)
6. Exposure to a wide range of Web 2.0 technologies and acquisition of contemporary literacy skills
7. Better access to infrastructure and, anytime, anywhere learning.

Challenges in Implementing Blended Learning Strategies

The trial projects have identified a number of challenges for teachers and students to implementing blended learning strategies:

i. Developing blended pedagogy
ii. Teacher support and professional development
iii. Technological challenges
iv. Student preparation/support and transition

v. Assessment considerations

vi. Culture and innovation.

To Sum Up

Adopting a blended learning approach offers the appeal of combining different learning elements using the power of ICT while retaining a human touch. A blended learning model should describe a planned and deliberate educational activity that integrates student-centred learning, classroom-based teaching and learning with mobile and web-based online approaches based on individual learners and their specific needs.

There is a growing world-wide trend in initiatives that are explicit about the availability of learning anywhere, anytime. The underpinning notion is that teachers will need to be up-skilled quickly to cope with the virtual learning opportunities in the classroom.

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My Campus – An Academic Web Portal

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Abstract

Manually handling student data is sometimes a tedious task for teachers and administrators. However, with the changing technology in the education industry, all activities can be easily organized, ultimately improving student productivity, efficiency, and outcomes.

This web-based application allows us to access all information about the college, students, institutions, etc. This app provides a visual tour of the Campus. Here we will find the latest details about students and staff. This is a standard app to help institutional students with information about courses, subjects, classes, attendances, assignments, and results. It also provides support that faculty can mark attendance, can upload assignments, check about his daily schedule, and send notifications to students and parents. Here the administrator will manage student accounts, faculties, parents and upload the latest information about the campus.

Introduction

In this day and age, all educational institutions are in a race to prove that they are at the forefront of providing education at all levels. To draw more students into their institutions, these institutions adapt to all kinds of the latest technology.

The college management software is one of the most advanced technologies integrated with all the necessary tools to assist students, teachers, parents, and all those connected to the campus. This software is the best way to keep track of all students according to their curriculum [1].

Colleges have designed and modified their plans over time. New administrators, new thinking, and new needs always lead to transformation in an ongoing cycle of change. So almost all institutions have different programs and processes, even those in the same area. My Campus College Management System recognizes this and allows it. You can find custom modules or plugins to modify and improve basic functionality without changing the basic functionality, which is always desirable. This allows you to modify My Campus to match your unique systems and processes.

Today in colleges student information is entered manually. Student details on various records are tedious work. References to all these records and updates are required. There is a possibility of many hand errors.

Suppose we want to organize a college event we need to create posters, banners and make it then it will remain unnotified.

Educational institutions face many challenges such as erroneous ways of exchanging announcements in classrooms for students to participate but if there is a student absent on that day details between departments, access to paper files, lack of proper record keeping student staff, lack of accuracy in keeping financial records such as costs, absence of effective ways to access older records and much more [2].

Problems in the existing system:

- It was limited to one system.
- It was not easy to use.
- It has a lot of manual work (The Manual system does not mean that we work with pen and paper, including working on spreadsheets and other simple software)
- It requires a large number of employees who need to work.
- It was a time-consuming process.
- The present system was very less secure.
- Cannot create different reports.

The solution to these problems:

- The development of a new system consists of the following functions, which try to make the whole process saved by looking at the data integration method.
- User-friendliness is provided in the app with various controls.
- The system makes overall project management much easier and more flexible.
- It can be accessed over the Internet.
- Various classes have been used to provide file uploads and mail features.
- There is no risk of data negligence at any level while the project development is ongoing.
- Provides high security using different protocols like HTTPS etc.

Theory

The web-oriented application i.e. MyCampus allows accessing the whole information such as given below:

College Information: With this service, one can access complete information about the college campus such as courses available, admission process, placement, college events, notification, etc. [3].

Student tracking: Any company or organization that seeks to view a summary of a college student, so that they can select specific students for their college placement, and for that purpose, they will be given a specific link where they can access the required information.

Student attendance status: Provides student attendance status. The Faculty will review attendees from time to time and maybe visible to students and parents.

Student performance in exams: This center provides student performance in each exam conducted by a university or college such as semester and unit test performance. . Marks obtained by students in exams will be updated by faculties that can be accessed by students and parents.

Exam Notification: The application informs students and parents about the exam program.

Events: Provide details of the various events that the college will be conducted from time to time. Details about these events will be updated by the administrator.

Online Assignments: This service provides the faculties with the ability to upload assignments and students to submit these assignments online.

Staff details: It will help to keep complete information about college members such as their department, profile details, etc. The administrator will register a new power.

My project manages the information of college students such as attendance, result, assignment, result, placement details, and more. This project mainly elucidates the modules such as:

1. Admin
2. Student
3. Parent
4. Faculty

These modules can be explained in detail as follows:

Admin

Admin will have their login username and password to access the application through which they can log in. They can create a new login for faculties, students and parents. Admin can add information to students, faculties, and parents. And even add course and subject details.

Student

Each student will have their login username and password to access the application through which they can log in. After login, the student can view their performance in the dashboard, and other information such as attendance, result, placements, and even submit the assignment within the application.

Parent

The parent will have their login username and password to access the application through which they can log in. After login, the parent can view their performance of their child in the dashboard, and other information such as attendance, result, fee payment details.

Faculty

Each faculty will have their login username and password to access the application through which they can log in. After login, the faculty send a notification to a student about the topic to be taught, time table. They can enter attendance, result, and give assignment and placement details.

Figure 1: Class Diagram

Following given is steps of the flowchart:

1. Every user has their login credential created by Admin are stored in ApplicationLogin entity and have VerifyLogin().

2. StudentId, Name, AdmissionYear, DateofBirth, MobileNo1, and Address are the basic attributes of the StudentMaster entity and this attribute use to getting basic information about student. It has relationship with CourseMaster and have AddStudent(), EditStudent(), ShowStudentDetails(), DeleteStudent(), and Login().

3. ParentId, FatherName, FatherEducation, MotherName, MotherEducation are the basic attributes of the ParentMaster entity and this attribute use to getting basic information about parent. Addparent(), EditpParent(), ShowParentDetails(), DeleteParent(), and Login() are the methods.

4. ParentMaster has a relationship with StudentMaster.

5. FacultyId, FacultyName, Education, DateOfBirth, CourseId are the basic attributes of the FacultyMaster entity, and this attribute use to getting basic information about faculty.

6. FacultyMaster has relationship with SubjectId which in turn has relationship with CourseMaster. AddFaculty(), EditFculty(), ShowFacultyDetails(), DeleteFaculty(), and Login() are the methods.

7. CourseMaster entity has attributes such as CourseId, CourseName, CourseFee.

8. Subject entity have such as SubjectId, SubjectName, etc. SubjectId has relationship with CourseId. AddCourse(), EditCourse(), ShowCourseDetails() and DeleteCousrse() are the methods.

9. Attendance entity has attributes such as AttendanceId, Date, and has a relationship with FacultyId and StudentId. AddAttendance() and ShowAttendance() are the methods.

10. FeePaymentDetails entity have attribute such as FeeId, StudentId, Date, and Amount and has relationship with StudentMaster. AddFee(), EditFee() and ShowFeePaymentDetails() are the methods.

11. Assignment entity have attribute such as AssignmentId, Title, and Description and has relationship with FacultyMaster and Attachment entity. AddAssignment(), EditAssignment(), ShowAssignment() and DeleteAssignment() are the methods.

12. Result entity has attributes such as ResultId, StudentId, SubjectName, and MarksScored of a student. AddResult() and ShowResult() are the methods.

13. Placement entity have attribute such as PlacementId, Date, RegistrationLink and has a relationship with CourseMaster and FacultyMaster. AddPlacement(), EditPlacement, ShowPlacement() are the methods.

14. Notification entity has attributes such as Notification, Date, Description, etc. It has a relationship with FacultyMaster and AddNotifiation() is the method through which Faculties can send a notification to students and parents.

Technologies Used

ASP.NET Core

ASP.NET Core is open source for cross-platform support including CLI (Command-like Application). Formerly known as vNext, Asp.Net core supports Windows, Mac, and Linux platforms. Includes Mobile, Cloud, and IoT-based solutions and cloud-based environments. The lightweight and high-performance Asp.net web application offers its benefits to improve web applications at the business level [4].

Angular Framework

Angular is a platform and framework for creating single-page client programs using HTML and TypeScript. Angular is written in TypeScript. Uses basic functionality and optional as a collection of TypeScript libraries that you import into your applications.

Angular has gained great popularity among developers. In Stack Overflow’s 2019 Developer Survey, Angular was the second website most used by professional developers, accounting for 32.4 percent of the total.

SQL Server Database

Microsoft SQL is a popular Relational Database Management System (RDBMS) developed by Microsoft. Being a database server, its main function is to store and extract data as and when requested by other software applications.

Figure 2: Add Student Page

Figure 3: Assignment Page

Figure 4: Student Dashboard

Figure 5: Add Faculty Page

Conclusion

This application will help users to keep a record of all students according to their curriculum. Allows keeping relevant information about all students, guardians, and teachers available for the relevant authorities whenever necessary. By eliminating loads of manual work and repetitive tasks, the software helps save their time, money, and resources. It helps to improve the quality of the educational institution by reducing the monotony and difficulty of dealing with normal tasks.

The student can achieve amazing results because the college management software is user-friendly and platform-independent and provides strong security.

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Online Education: Trends and Opportunities

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ABSTRACT

Online education turned out to be saviour in the times of COVID-19 Pandemic. Pandemic only highlighted the opportunities that online education could offer in India. The paper assesses various aspects of Online Education from Teachers and Students point of view. Paper takes an assessment of the Edtech trend in the country and tries to understand broad Edutech industry trends.The researcher also highlights how the education system is taking a new shape , also emphasizing on the Edtech Industry.

Key words: Online teaching, Upskilling, Edtech Industry.

INTRODUCTION

"E-learning" or "online learning" refers to any education that takes place via electronic media. This is most commonly done through the internet. E-learning is appealing to many for its convenience, comfort, cost-effectiveness, and environmental impact. Following are just some of the benefits of e-learning and online courses that you may not have considered.

REVIEW OF LITERATURE

- Online learning can be termed as a tool that can make the teaching–learning process more student-centered, more innovative, and even more flexible. Online learning is defined as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students" (Singh & Thurman, 2019).

- Synchronous learning can provide a lot of opportunities for social interaction (McBrien et al., 2009)

- Rapid developments in technology have made distance education easy (McBrien et al., 2009).

- Online education offers more program choices. With traditional classroom study, students are forced to take courses only at universities within feasible driving distance or move. Web-based instruction, on the other hand, grants students electronic access to multiple universities and course offerings (Salcedo, 2010).

- Online teaching, students who usually don't participate in class may now voice their opinions and concerns. As they are not in a classroom setting, quieter students may feel more comfortable partaking in-class dialogue without being recognized or judged. This, in turn, may increase average class scores (Driscoll et al., 2012).

RESEARCH METHODOLOGY

The study is descriptive and tries to understand the importance of online teaching-learning. This study is completely based on the secondary data. A systematic review was done in detail for the collected literature.

Secondary sources of data used are (a) journals, (b) reports, (c) search engines, (d) company websites and scholarly articles, (e) research papers, and other academic publications.

OBJECTIVES OF THE STUDY

1. To understand Online Education.
2. To understand the market and opportunities in Edutech Market in India
3. To study the challenges faced by teachers and students in Online Mode of Education

METHODOLOGY

Online Education

Education is the backbone of any developed nation and society. In the 21st century when the world is rapidly adapting technologies; the field of education remains laggard. New Education Policy 2020, points out the need of giving freedom to learners rather than putting education in silos. In a country like India, there are added challenges to imparting education. It is about quality of education as well as scaling quality education. The challenges in India require not only a different approach but also need to take into account social realities.

The new emerging trend of Edtech can offer viable solutions to such unique challenges. India requires a customised approach towards education, because of the cultural and social diversity in the nation.COVID-19 Pandemic has accelerated the growth and adaptation of Online Education in India. This is visible across India, platforms like Google Meet, Zoom, Youtube, WhatsApp are being used to teach and distribute study material to the students.

On the technology front, the emergence of 4G communication technology & disruption brought by Jio infocomm of Reliance industries Ltd in 4G telecom space propelled consumption of data across the nation. Affordable Smart-Phones and Data packs made Online Education accessible even in many rural areas of India.

EduTech in India : Market and Opportunities

Edtech Start-ups although are not part of formally recognised educational set up, did a great start in India. Soaring valuations of Edtech start-ups points out that investors see edutech as a promising business segment in the near future. Surprisingly, Urban areas are the major customer base of the edutech industry. Urban / Metro cities already have better educational facilities & Infrastructure. The conflicting realities point out the ineffectiveness of existing educational set up to tackle the challenges and demands of the student community.Edutech services have been used widely for the preparation of various competitive exams like UPSC Civil Services Exam, SSC , CAT , NEET etc. [1][2][3]

According to Redseer and Omidyar Network India report, Online Education offerings from class 1 to 12 are projected to increase 6.3 times by 2022. The report also highlighted that the post K-12 market set to grow 3-7 times to touch $1.8 billion.[4] A report from industry body ASSOCHAM, pointed out that 85% of the private institutions (Schools and Colleges) proffered online learning (both students and teachers).[5]

Google- KPMG study in 2017 observed that; there has been fourfold growth in consumption of educational videos on YouTube in the last one year. High growth in education searches are coming from Tier 2 and Tier 3 cities such as Aligarh, Guwahati, Patna.[6]

From the various reports & trends it is clear that the student community prefers flexibility in learning. This simple fact could improve learning outcomes to a great extent. When Edutech is widely used in competitive exams preparation it can certainly be used in traditional educational set up. The Upskilling and Reskilling sector for adult education offers great scope for learning, working professionals, housewives, students; if offered a flexible mode of learning can up skill themselves. As there is focus on skill development, in higher education students are likely to enrol in multiple courses to upgrade their skill set. The higher education sector, where in Undergraduate & Post- Graduate ; traditional as well as professional courses offered are likely to adopt hybrid learning environments. This will allow students to pursue other skill building courses and preparation of competitive exams.

In rural, Semi-Urban & also urban areas of India, Girls have different social constraints to access education. In urban areas students have to travel during peak hours to reach colleges, besides this the time and energy wasted in travelling is enormous. These constraints can be easily overcome with the help of digitization of the education sector.

In the near future with the help of improved communication technology 5G, Edutech, Digitization of Education will become more easy, fast & deep. Government of India's initiatives like Digital India, BharatNet , will facilitate adoption of digital mode of education. The Edutech Digitization of teaching-learning process calls for changes in teaching learning methodologies.

The importance of Edutech in the Education sector is visible from the growing number of Edtech startups in the field. There is also a strong consolidation trend in the Edutech space, where smaller companies are being acquired by larger ones.

Challenges faced by Teachers- Students in Online Mode of Education

Online Education requires strong Infrastructure to support smooth teaching- learning experience. In India, The telecommunication infrastructure although improved considerably over the past years, still the connectivity issues remains one of the major challenges. This is particularly a major hurdle when it comes to rural and remote areas of India.

Many Teachers are not tech-savvy in adopting modern technology. The new tools and technologies are continuously changing, and sometimes it becomes difficult for a teacher to use the tools in the teaching process. To give an example, Google Meet and Zoom platforms are meant to conduct meetings, but these platforms are being used for taking online classes. There is also an issue of non-coherency in digital tools available, all students and teachers have to be on the platform.From the students' side, screen time for students is exceeding 4-5 hours on a daily basis. This will not only impact their learning abilities but also their cognitive development. The impact of such long screen time could lead to loss of interest in learning among students.

There is a strong case of having clear cut guidelines for educational institutions regarding screen time and engagement in digital learning.

CONCLUSION

India is positioned to be the biggest online education consumer market in a few years. The unexpected closure of school due to Covid-19 has sped up the already changing landscape of education in India. The sector has a tremendous potential in the coming years, which is why investors are scrambling to get a slice of the pie before it's too late. It is a good year for online educational startups in India!

Furthermore, these startups help students discover the joy of learning new things. Thereby, helping them cultivate the habit of learning which is a skill that will help them for a long time.The top EdTech Startups in India are

pushing what it means to be studying and redefining how students learn. It helps make education simple and achievable by everyone.As an Academician,the researcher observed that those students who rarely asked doubts in class or responded in the class; are asking relevant doubts during online sessions & share their opinions more confidently. Online mode of learning helps students to drive away fear of public speaking, and also unnecessary peer pressure in the offline classes. Online mode of teaching learning, likely to help in building presentation skills faster than offline classroom environments.

Digitization of online learning will organise the Education sector in better and meaningful ways. Coaching Industry which is grossly unorganised in India, offers tremendous opportunities of growth and value addition. Hybrid model of Teaching Learning is likely to be more effective in young adults where along with teaching-learning discipline also plays an important role. In the coming years, Artificial intelligence, Big Data Analytics will make Edutech more effective and efficient. The customised teaching and graded learning would be possible on mass scale.

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Career Advancement through the use of E-learning

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Abstract:

Career advancement is a continuous process that leads to the growth of human beings from different perspectives. Online teaching and learning is E-learning that takes place through the help of the internet. Online teaching-learning is a multidimensional tool used to educate people. E-learning has cut down all those challenges due to which people could not do their career enhancement in their life.

The 20th Century is faster where technology and skills are changing very rapidly due to which career enhancement is required in all the sectors. Before the year 2015 For career enhancement had very limited choices due to which many aspirants could not pursue their desired career goals. In the current competitive scenario, career enhancement is taken by many working professionals through E-learning which makes them sustainable in a competitive market.The Indian education system is drastically changing from April 2020 and adopting online teaching and learning methodology which has strengthened in E-learning. Indian government & education sector has played a major role in E-learning by creating multiple options for career enhancement.Young adult students & adult students easily adopt online teaching-learning methodology in a short period if they are familiar with the internet & IT technology.

Keywords: E-Learning, ICT tools, LMS

1. **Introduction:**

Career word is referred to as a person's "course or progress through life. A career is all about learning continuously to acquire and to become better in a particular area of work. The new digital era has allowed learning and acquiring new skills to many aspirants who want to do their career advancement during their working profession or regular education. There is always a need for career enhancement. Reasons are

1. Many people choose their career very early in their life stage due to various reasons
2. To update with new Technology & trends
3. Need & demand for multi-skilled people at workplace
4. Change in career
5. Development & growth of position in the hierarchy
6. Fixed curriculum in the education system

Career enhancement is done in various ways in which learning new skills and improving educational qualification has a top priority which gives fruitful outcomes. Learners do career advancement by doing certificate courses, diplomas, degrees or any relevant skill through e-learning which offers long term benefits in organisation and society.

Due to multiple advantages, many working professionals and students are opting for E-learning. E-learning means Electronic learning. Easy and efficient Internet web availability with cheaper and better electronic devices has made E-

learning more productive and ample. Internet coverage is getting strengthened in every corner of this world and India is no exception. E-learning has touched all the educational streams and replaced physical classrooms with virtual classrooms and physical laboratories with virtual labs in many sectors.

Career Enhancement areas

- Job Skills
- Aptitude skills
- Soft skills
- Technical skills

2. Literature Review

2.1 Working Professional :

Working professionals want to enhance their skills and knowledge for better skills and knowledge which leads to increment in salary and promotion also social status in the society. Many times working professionals discontinue their education due to non-availability of time, family responsibilities, high education expenses, non-availability of college or institute, less percentage etc.

Also, many students are not able to take admission in professional degree colleges. E-learning is an open platform for those people. According to business wire news media, The global corporate e-learning market size will be worth $50 billion by 2026. With an annual growth rate of 15% from 2020 to 2026, the corporate market will be one of the biggest drivers of the e-learning industry report that has been added to ResearchAndMarkets.com's offering. It has been seen that 68% of working professionals prefer learning at the workspace as per Linkedin professional networking app and website. Many organisations are training their workforce by creating or hiring E-learning for their people. Organisations are preferring internal recruitment by promoting their staff by training regular employees rather than recruiting a new one.

The current work culture requires continuous up-gradation due to changing market needs. E-learning facilitates all those who want to get additional skills in and outside of their work area by doing specific courses.

Working professionals from different sectors like commerce, banking, education, Hospitality & tourism are taking help of career enhancement programs. Many organisations are supporting online career enhancement through recognition to the employees who have done the courses. Many organisations are collaborating and being part of the career enhancement sector through various activities.

2.2 Students:

The current education system has few flaws which can be fulfilled by career advancement. Every student's needs and demands can be different which is difficult to set in the course curriculum and can be met by a career advancement course through e-learning. The government of India took initiative to start the pathshala web and the application was initiated in the year 2015 was introduced by HRD and CIET & NCERT. E-learning has an important role to play in filling up the employability skill gap by skilling employability skills to the students. In E-learning it is important to have interest for learners to acquire knowledge and skills to be more effective.

2.3 E-learning:

E-learning has made a big revolution in teaching-learning pedagogy by cutting down many obstacles in it. Online education can be made available at any time anywhere and to anyone. It has made education more accessible and stronger. However, the use of online education traced back to 1960 in US history which has changed drastically till now and due to the covid-19 pandemic it has gained more importance. Online education is customisable and made available

as per the need of students. Online teaching and learning is an interesting tool for E-learning where ICT tools like spreadsheets, presentation software, animation are used with the help of technology.

Learning management system is a concept that directly emerged from E-learning. LMS is a software application for delivering course content effectively. The first introduction of LMS was done in 1990,

Currently, online education is used for all different age categories from 3+ to 70+ are included. all academic and non-academic curriculum can be taught through online teaching and learning. Technology has supported online learning through continuous innovation and development of tools and technology. Many giant companies like Google and Microsoft have taken initiative by creating special education-related tools to help online education by creating google classroom, google meet etc.

Online teaching-learning has cut down many dis-advantage of traditional teaching-learning methodologies like a physical presence in the classroom, specific available time, the rigidity of timing and lecture content. online teaching-learning has its disadvantages which are more dependent on the internet and devices

In India, all schools, colleges and other education premises were asked to close down by the Govt of India in March 2020 due to the covid-19 pandemic & lockdown. Till March 2020 India was using traditional offline teaching pedagogy with very little use of ICT tools but after 2020 there is a huge demand for E-learning.

Many Startup and well-settled institutes entered in E-learning for students & working professionals.

MOOC is a massive open online course platform. It is an online course aimed at unlimited participation and open access via the web.MOOC was first introduced in 2008 and emerged as a popular mode of learning in 2012. In today's competitive market many private companies are running E-learning platforms for professionals and many more are taking benefits of it. Many government and private universities are starting career enhancement courses for interested candidates. Also, many job portals are becoming part of the career enhancement education industry like LinkedIn, shine etc. Career enhancement courses are cost-effective and many are free.

A complete list of MOOCs and free online courses

https://www.mooc-list.com/

E-learning Platforms are very much demanded by working professionals and also used as corporate training which is time and money-saving. Study shows e-learning takes 40 % - 60 % less time comparatively offline training. Coursera partnered with the Abu Dhabi School of Government to train 60,000 government employees in digital skills as per Forbes news dated 25 April 2019.

Online Learning Platform

1. Udemy
2. Coursera
3. Alison
4. Job Ready Programmer
5. Pluralsight
6. Cloud Academy
7. Katacoda
8. DataCamp
9. Cybrary
10. Udacity

11. Lynda
12. Skillshare
13. Code Academy
14. GoSkills
15. Edx
16. Future Learn

And many more

Government Platforms: Swayam, NPTEL,

- Udemy is a MOOC platform launched in 2010. It has 30 million students, more than 100,000 courses, and several high-value business customers such as Pinterest and booking.com
- Coursera is an American massive open online course provider founded in 2012 an online education provider valued at well over $1 billion, is the enterprise choice of customers such as Adobe, Procter & Gamble, and L'Oreal.
- Alison is a free online education platform started on 21st April 2007 by mike Feerick it has 3 million graduates and 2000 courses available for free

Advantages of E-learning:

- Ease of use and access
- Self-paced
- Cost-effectiveness
- Curated content
- Interactive learning
- Visible continuous progress
- Additional certificate

Disadvantages of E-learning

- Less human & Social interaction
- More dependant on technology
- Inaccessible to each other
- Requires self-motivation from learner
- Cheating is unavoidable
- Health-related concern

2.4 Career:

Various careers are chosen by humans to live their life in which they acquire skill and knowledge. The Industrial Revolution created many technical related career options for human beings. These courses are widely spread in all the sectors like Humanities, sciences and arts. Various programs are conducted by various state, government, private universities & private companies for career enhancement. Due to rapid change in required skill sets for jobs, these programmes are in demand. This course gives good job opportunities and makes candidates sustainable for the future.

Many courses have come in different sectors in the past 10 years for career advancement which have changed candidate life.

Science & Technology: SAP, Big data analytics

Commerce: Digital marketing, Supply chain etc.

The Indian government has shown interest in such courses from the beginning by providing various distance learning courses through Indira Gandhi open university and others. The government, especially the HRD ministry, has given special attention to career enhancement through initiatives like swayam & NPTEL applications. Demand for new skills is high and can not be met by government institutes due to rigid administration.

For career enhancement, there are multiple options like distance education through open universities, state universities, national universities, deemed universities and private institutions.

Education for New trends & skills does not support the traditional education system due to the rigidity of the educational system. Many demanding courses like VFX, Animation, photography, graphics designing etc are preferred by working professionals and students doing traditional courses.

Multiple courses based on the needs of individual students are made available which are from different languages. Courses are rare like Power and Responsibility: Doing Philosophy with Superheroes, vegan cooking etc, courses are available on an E-learning platform that covers the complete horizon of market need.

Conclusion

The use of E-learning for career advancement is a modern training method. Career advancement through e-learning can be a great tool to fill the gap between industry need and requirement and candidate skill set. E-learning has a big role to play in skilling people to improve the employability of the workforce. E-learning is a new effective and feasible teaching-learning pedagogy that will enhance the workplace & education environment in all aspects. This paper points out the benefits of E-learning in career advancement.

Citation: https://www.businesswire.com/news/home/20191001006007/en/Global-Corporate-E-Learning-Market-Value-Nears-50-Billion-by-2026---ResearchAndMarkets.com

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Digital Technology: A Teacher's Weapon during the fight with COVID-19 crisis in the Education System in India.

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Abstract:

The impact of COVID-19 is observed in every sector around the world. In India, the COVID-19 outbreak has been declared a pandemic. To fight with COVID-19, a lockdown was imposed which threw higher education into a deep crisis in the country. To survive the crisis, many colleges and schools have used different technology as a weapon to fight with this threat. This paper highlights some digital technologies which help to carry out educational activities in pandemic. It also shows strength, weakness, opportunities and threats (SWOT) of using digital technology in the education system.

Keywords: Coronavirus, Digital Technology, Education, Online learning, SWOT.

Introduction:

After observing the coronavirus pandemic spread, the world health organization (WHO) advised to maintain social distancing as the first prevention step. So, every country started the action of lockdown to slow down the spread of corona from contaminated people. As in many countries worldwide, as part of the consequences of the COVID-19 pandemic lockdown schools in India also closed in March 2020. Sudden conditions throws face to face education into a virtual education. In the pandemic situation all the education institutes come with different online tools for teaching. If digital technologies were not present in this situation, education might have collapsed. Initially everyone is thinking it would be for a few months, but as time passed each and every individual, who are part of the education system, started realizing that henceforth digital education will remain an important part in the system.

Due to the sudden pandemic classes and semesters are being delayed as teachers have to adapt to the new online platforms and try to switch their material to a new teaching style. This includes learning how to use online tools, finding out how to convert learning materials or practical classes to the new platforms, and possibly changing the whole learning plan. Not only teachers but students are learning how to deal with remote learning and communication. Though technology already exists, the new dependence on technology for every aspect of education is forced to occur overnight which leaves many people struggling with technological difficulties, as well as challenges of studying as well as teaching at home and learning how to create a class environment online.

The COVID-19 created many challenges for educational activity but digital technology has given a ray of hope for teachers and students to continue their educational activities online. The teachers delivered lectures by video conferencing using different Apps like Zoom, Google meet, Facebook, YouTube, and Skype etc. and shared study material through google classroom and WhatsApp group.

Technology for E-Learning and Virtual Education:

At present, teachers and students, both pillars of education, are searching for digital platforms to complement classroom teaching that are appropriate to their needs. There are few tools/platforms which are most beneficial for the conduction of smooth educational activity in India are as follows.

1. **Zoom Classes** are used for delivering lectures, conducting meetings. Features like group-chats ensure increased student participation and learning retention.

2. **Google Classroom** is a streamlined tool that can easily be used to learn and manage coursework. Teachers can create a class, assign tasks, grade answers, and send in their feedback, sharing the study material in the classroom.

3. **Google Meet** is also a digital conferencing tool which can be used for delivering lectures, conducting meetings. Features like group-chats ensure student participation, attendance also can be managed in google meet. Teachers can record the lectures and later can be shared with students.

4. **Google Forms** along with delivering lectures, examination and admission is also an important part of the education system. Google forms are useful for conducting quizzes, evaluations and collecting information.

5. **Swayam** it is the national online education platform hosting 1900 courses covering both school (classes 9 to 12) and higher education (undergraduate, post graduate programs) in all subjects including Science, engineering, arts and commerce. A student as well as teacher both can enroll the course on Swayam.

6. **WhatsApp/ Telegram** social Messaging platform can also be used as a medium through which study material as well as important information can be shared with students and parents both.

7. **Youtube** teachers can record and upload their lecture videos on YouTube. It is useful for the students who have network issues as these lectures are available 24 X 7.

8. **Digital blackboard** in online teaching instead of traditional blackboard teachers can use Jamboard, Smartboard for writing and drawing purposes.

SWOT Analysis on Digital Technology in India

Strength:

For those who do have access to the right technology, online learning can be more effective in a number of ways like

1. Students retain more material when learning online compared to in a classroom.
2. Students being able to learn faster online.
3. E-learning is more flexible than a traditional classroom setting because students can learn at their own pace, going back and re-reading, skipping, or accelerating through concepts as they choose.
4. Teachers and students can become more technology savvy.
5. Large pool of learners can access knowledge at a time.
6. Educators and learners are getting opportunities to interact with peers from around the world.
7. It encourages self-learning providing opportunities to learn from diverse resources

1. and customized learning as per their needs.

8. Students are able to manage their time more efficiently in online education.
9. Location flexibility.

Weakness:

1. In developing countries like India, the accessibility is limited to libraries, cafeterias or in other public places but generally studying online is so intensive that an own computer and an effective Internet connection is necessary. This is a challenge for those who do not have the devices or for those with a poor Internet connection. Students without reliable internet access and/or technology struggle to participate in digital learning.

2. It Increased the responsibility of parents to educate their wards. Some educated parents are able to guide but some may not have the adequate level of education needed to teach children in the house.

3. In remote learning there are real concerns about loneliness, welfare and lack of interaction.

4. E-learning includes assessment, just like in a regular classroom. However, there are no physical teachers to watch over you during exams. There are proctoring softwares but they are not 100% effective so there is always a chance of cheating.

5. Lack of hand-on experience like conducting experiments in particular courses.

6. Student feedback is limited.

7. It required a lot of self-motivation.

8. It affects the communication skill of students due to the lack of face-to-face communication between students and teachers.

1. 9.In an online setting, the students might find that they are unable to work effectively in a group.

2. 10.Expenditures on e-learning educational services are not as small.

Opportunities:

1. Remote teaching creates huge opportunities for effective learning and collaboration outside the classroom.
2. E-learning, at its best, promotes the equality of education.
3. It gives learning opportunities to a huge population of any age.
4. It creates opportunities for innovation and research.
5. Development of flexible programs.

Threat:

heir registration, monitoring the students and offered services

1. Lack of proper infrastructure and knowledge about the technology.
2. It is difficult to develop critical thinking and adaptability, which will be more important for success in the future.
3. Assuring the securities of student's details
4. In the near future, online learning may lead to the thought that the need for a teacher is unnecessary.

Conclusion

. In a pandemic, staying at home is one of the preventive steps to stop the spread of covid-19 which impacted immensely to the education sector of India. Though it has created many challenges, various opportunities have also

evolved. In such a situation technology emerges as a big savior for the educational system. Colleges and Schools are using digital technologies for conducting classes but India is not fully equipped to make education reach all corners of the nation via digital platforms. There are many students who aren't accessible to the present choice of digital platforms. But universities and the government of India are relentlessly trying to come up with a solution to resolve this problem.

The priority should be to utilize digital technology to create an advantageous position for students in India. It is the need of the hour for the educational institutions to strengthen their Information Technology infrastructure. Efforts must be taken on maximum utilization of online platforms so that students will complete their education on time. As online teaching is benefitting the students, it should be continued forever.

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Adverse Effects of Online Teaching- Learning Process on Students' Mental and Physical Health

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Abstract:

Technology has a pivotal role in the Online learning process. In this situation of Covid-19, technology has become a prime concern. Intemperate use of technology may cause significant mental as well as physical health issues. This can result in pathological issues like addiction to technology. It has become monotonous and has led to a rise in anxiety among the students. This paper will provide an overview of impacts of online teaching -learning process on students Mental and Physical health. The main purpose is to create cognizance among the pupils and their parents about these issues that are caused due to a sluggish lifestyle.

Key Words: Problematic Internet use, Mental and Physical health, Online lectures, Teaching learning, students, symptoms

Introduction

The outbreak of Covid-19 has substantially influenced the life of human beings across the world. Severe acute respiratory syndrome coronavirus-2, which is popularly known as Covid-19 was identified in Wuhan, China. The World Health Organization (WHO) instantly declared it as a global pandemic on March 11, 2020. Since Covid-19 was declared as Global pandemic, public health including mental health has become a commination. Due to the complete lockdown offline classes were restricted into Online classes. These sudden changes in the teaching - learning methods cause numerous challenges and difficulties for students as well as teachers.

For the first time ever, education in India has completely moved to online classrooms. It is very strenuous and laborious to adopt this technical change in the education system. Technology allows people to connect with other people without any geographical boundaries. But in India, there are areas where the mobile network is not proper and so students face difficulties in attending lectures. Online teaching - learning process is very arduous for students.

The students have to sit in front of Mobile or laptop to attend the lecture. So it becomes very difficult to sit at one place for several hours. It causes various physical and mental issues to student's health. Teachers are using innovative techniques to explain the concepts to the students like showing YouTube videos, small webinars on the concept by expert people etc. But students still find it difficult to understand the concepts clearly. Especially in practical subjects, students are missing out on the real time experience. Due to the inability to learn properly, students tend to take stress. Apart from the mental symptoms in the infected cases, some students are facing physical issues like weakened eye-sight, headache, neck pain, overweight etc.

Research Objectives:

1. To understand student's mental and physical health
2. To understand regularity of attaining lectures
3. To understand number of hours' students spend on mobile phone

Literature Review:

Kautiainen (2005) observed that nowadays, due to excessive use of Information & Communication Technology, overweight and Obesity has increased among children and adolescents. Most of the girls are suffering from being overweight because of playing video games.

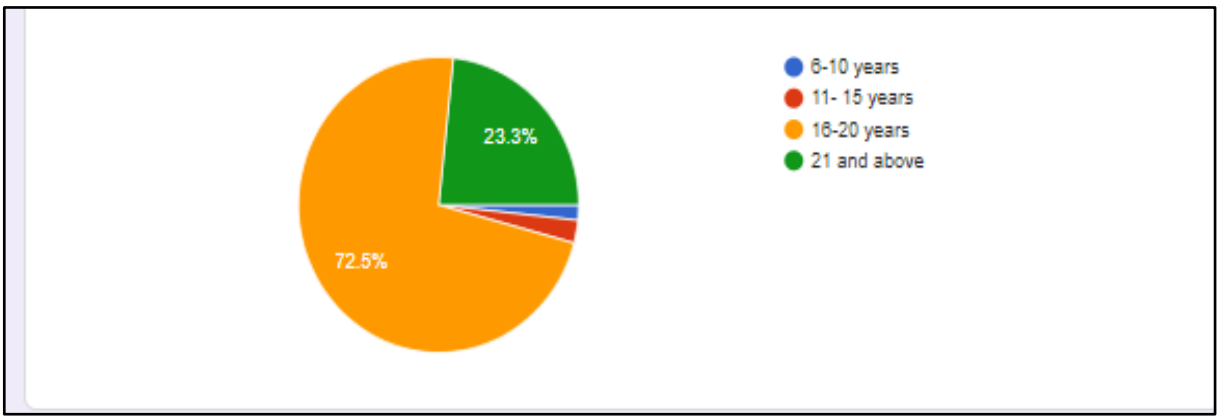
In this paper Halupa (2016) observed that Children and adolescents need to take conventional care and should maintain proper balance between the use of technology and other creative, developmental activities.

According to Son (2020), the majority of respondents (173/195) indicate that because of Covid-19 they need to stay at home in isolation. The level of interaction with their friends reduced, which led to stress and depression. Other activities like jogging, hiking etc. have been disrupted as they cannot go outside, which affects their Physical as well as Mental health. Students are more anxious about the transformation of offline classes into online classes. Some students stated that the online Teaching-learning process affects the students' eating pattern. Some students get used to skipping the meal. Because of the online Teaching- learning process, students do not feel motivated to learn and they try to procrastinate the lectures.

As per the survey conducted by Mihara (2016) Excessive use of the Internet results in consequences on physical and mental health of students. High School students in Japan have excess internet usage for online gaming, blogs and social networking sites. This becomes a very crucial issue in Japan.

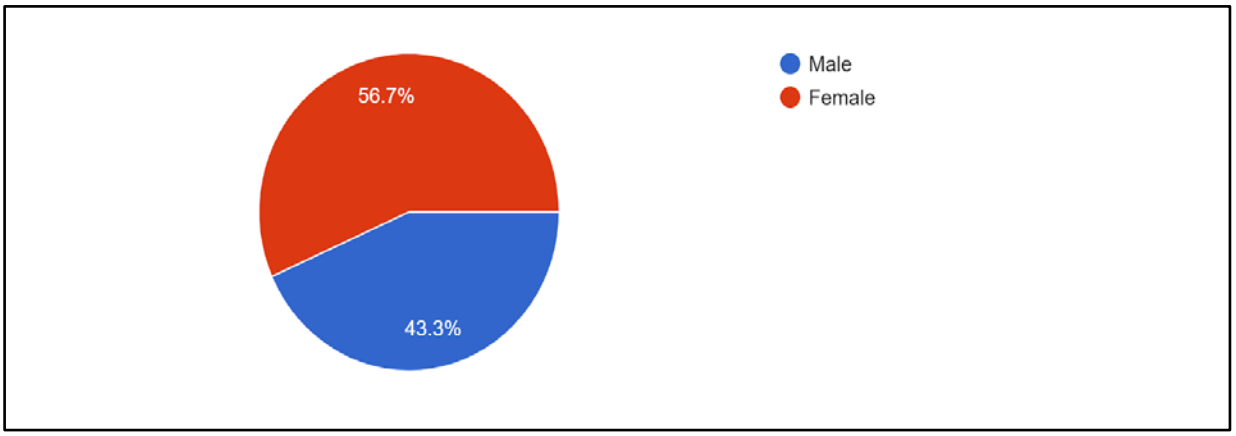
Research Methodology: The purpose of this study is to investigate the adverse effects of the Online Teaching-Learning process on student's Mental as well as Physical health. I have conducted a survey through a questionnaire to collect data. Total 120 students from different geographical areas and grades have submitted their responses. Collected data is both Primary as well as Secondary. The survey analysis data is a wholly true and fair view of the survey. A convenient sampling method is used.

Analysis and Interpretation of the study:



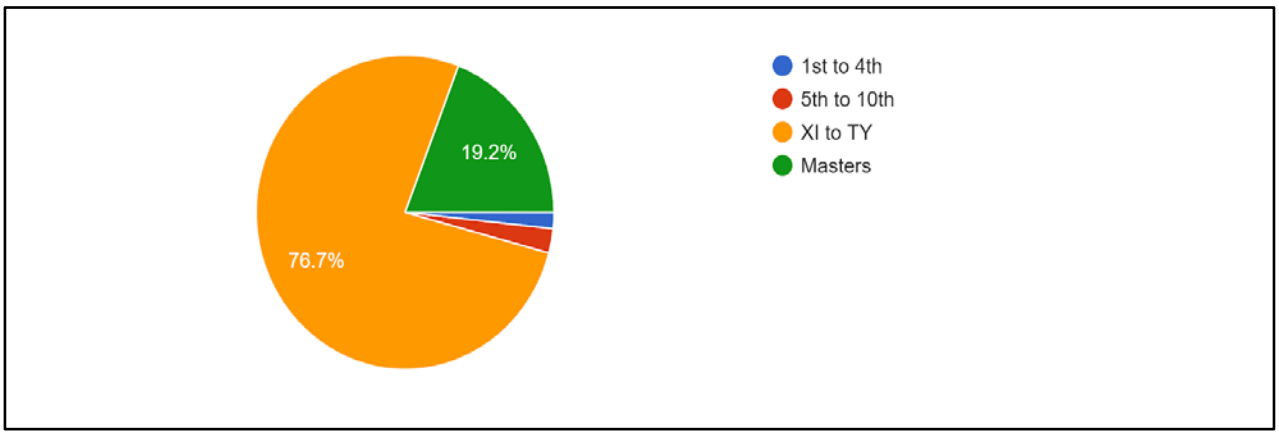
Graph no.1: Age group

The survey was conducted among people with age groups starting from 6 to 21 and above. The survey shows that the 16-20 age group of students are suffering the majority of the problems due to the Online Teaching-learning process.



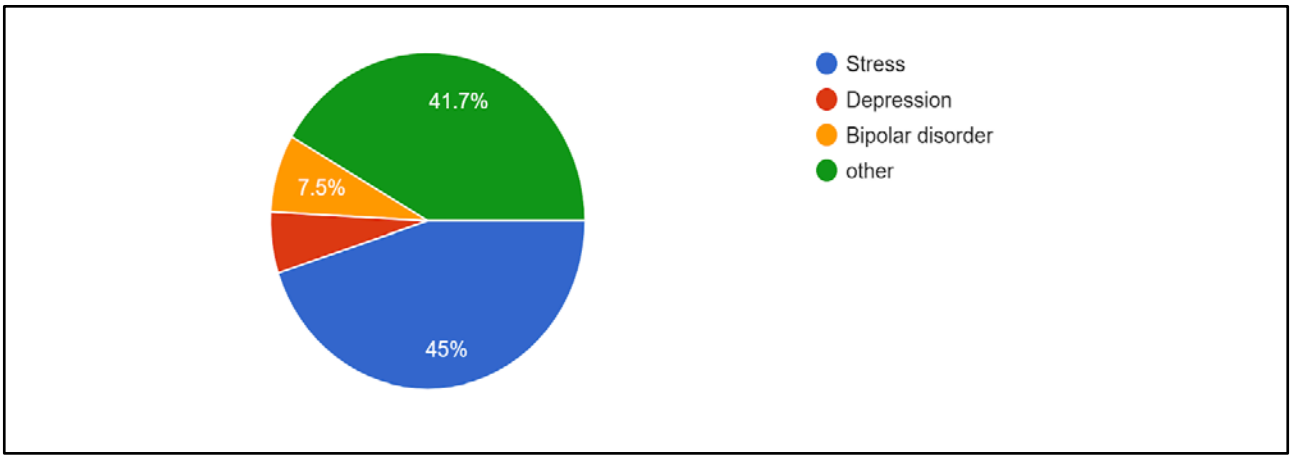
Graph No.02: Gender of respondents

We all are aware that boys love to play video games, Mobile games etc. so very less percentage of boys are having any issue with online Teaching-learning process. Most of the female students have submitted their responses saying that they are suffering from Mental and Physical instability.



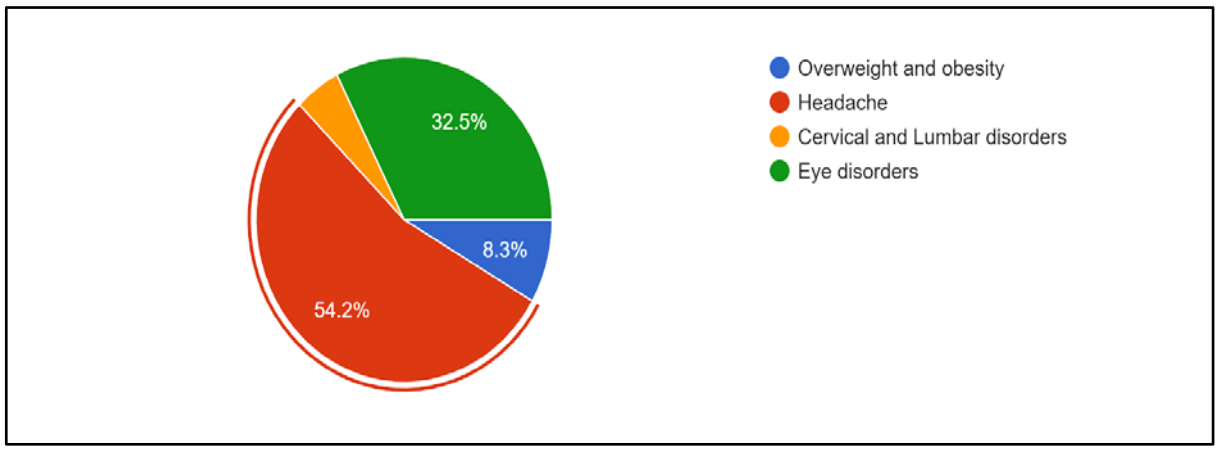
Graph No.03: Standard of respondents

From the above graph we conclude that mostly students from 11th to TY (last year) are suffering from Mental and physical instabilities as these students are not used to all the online studies and PowerPoint presentations. They mostly require books for studies so they are having difficulty coping with these challenges.



Graph No.04: Mental Problems

From the survey it can be concluded that 94.2% i.e 113 students out of 120 are attaining regular online lectures. Along with that, 51.7% (62/120) of students are using Cell phones and laptops more than 3 hours in a day and very few percentage of people are using cell phones for 1 hour or less than 1 hour.



Graph No.05: **Physical problems**

Out of 120 respondents, 65 students (54.2%) are saying that they are having mental issues, and remaining students don't have any mental issues. Majority of students suffer from stress because of continuous use of cell phones and laptops. And 41.7% of students suffer from other mental issues.

Apart from mental issues, a total of 71.7% students (86/120) suffer from Physical issues. There are various types of physical issues. Among all the students 54.2% i.e 65 students suffer from headaches, 32.5% suffer from Eye disorders, 8.3% from overweight and obesity and remaining 5% students suffer from cervical and Lumbar disorders.

Conclusion: From the survey it can be concluded that, majority of students suffer from Physical and Mental problems due to this revamping teaching- learning process. 56.7% of female students show Mental and Physical issues. Total of 43.3% male students show Mental and Physical problems. Percentage of students suffering from headaches (i.e. 54.2%) is more as compared to other physical problems. Due to an inactive schedule and more indoor time, the physical activities are reduced, causing overweight problems in many individuals. In common, 55% students, including male and female, suffer from Mental and Physical problems due to the online teaching learning process. Online teaching has had an immense impact on student's education and also on their lifestyle.

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Online Learning vs Traditional Learning during Pandemic

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Abstract

Learning is a process of achieving knowledge and skills. It is thus considered as one of the fundamental pillars of society changes. Nowadays, technology has made our lives easier thus internet technology has been considered as an important medium for many aspects of our lives including academic learning. E-learning has become an important method and a new epitome that's widely used and implemented by educational institutions around the world.

This survey was conducted to look at the effectiveness of online learning. It also shows the perceptions towards online learning versus traditional classroom learning of education.

Keywords : Traditional learning, E-Learning, learning, face-to-face learning, learning mode, pandemic.

Introduction

During the pandemic of COVID -19 where the entire globe is facing physical and mental issues, education is also affected to an extent. In the absence of medical facilities and lack of vaccination for the treatment of COVID-19 disease, the government of India has imposed a lockdown to avoid the transmission of the virus from human to human. The second wave of coronavirus is even more deadly than the first wave. Due to this second wave of coronavirus, many cities have imposed a lockdown to reduce transmission of the virus in humans. Consequently education institutes were also closed during this lockdown period which led in to switching of traditional classroom learning to online learning to compensate for the education losses during this pandemic.

The impact of new technologies in education have given educators the opportunity to enhance their knowledge, skills, and therefore, enhance the standard of education through constructive learning environments with digital showcases. Interactive learning, audio video aids, learning modes, online learning platforms helps to understand concepts more easily and gain knowledge using different ICT tools.

They also benefit by learning from eminent corporate leaders as well as the industry Expert. These experts share their valuable knowledge on the relevant, practical and known aspects of the corporate world, enabling the students to gain comprehensive and specialised knowledge which would help them to cope with industrial standards.

Social media and e-learning

In this era, education is not just bound to traditional classrooms. It has been replaced by an online learning platform. Social media plays an important role in changing the perception of e- learning. Social media is a tool which helps to enhance e-learning and make learning more interactive, relevant and effective.

Digital education is breaking the various barriers that are preventing students from receiving quality education in the physically bound classrooms.Modern technology like smartphones and laptops will empower these students to get quality education, anytime and anywhere. The Internet plays a vital role in delivering online content from anywhere and everywhere.

It provides learning platforms to people that have the search to find out anytime and anywhere.It also includes learning online from the experts as an alternative to face-to-face training through various learning platforms such as youtube, udemy, coursera, nptel, swayam and many more . E-learning provides training with the help of some electronics equipment such as a computer, smartphones, mobile, notebook, tabs, camera, touch screens, light pens, smart boards, video-conferencing etc.

Many software programs are being developed for supporting the concepts of e-learning and efforts are on to exchange the blackboard-chalk system. E-learning has given rise to the concept of virtual teachers. A variety of learning tools like multimedia, still graphics, video, music, text, moving graphics and lots of more also can be the integral part of an efficient e-learning system.

Traditional learning

Classroom learning is a traditional way of learning in which the learning environment is created within the concrete walls of a classroom. In-classroom learning, both the teacher and student got to be present physically inside the classroom. There is a huge difference between the traditional method of classroom learning and e-learning in a virtual environment. Virtual learning entirely depends upon learners' interest in learning.

Although the learners have anytime, anywhere accessibility to the learning material, it is absolutely the learner's own choice to decide on up to what extent the learner wishes to make effective use of learning contents and its outcomes. The learning content remains the same for all types of learners in online learning unlike the traditional classroom teaching where the teacher has the options to change and manipulate various types of learners and modify the contents and way of sharing knowledge and content according to different types of learners. In the traditional learning, the training may be a long process which needs dedication and hard-work from both ends i.e. learner also because the teacher. A teacher does not just play the role of a guide but acts as a motivator who motivates the learners and encourages him/her and shows the right direction to the learners at the right time and guides them accordingly as and when needed.

Traditional classrooms are more suitable for young age teenagers who are yet to hitch the workforce. Traditional classroom learning helps students and teachers know each other in a better manner compared to online learning where students and teachers interaction is low. Classroom learning allows teachers to understand the learners more and evaluate their strengths and weaknesses, act as mentors, and guide students in their career options. In a traditional classroom, students can directly share their views and clarify their own queries, thus getting their questions answered right away. Classroom learning is more effective than online learning due to the continuous interaction between learner and teacher. Traditional learning is more suitable for young children and teenagers.

In Classroom training, the interaction between learner and teachers is more direct and real-time. With classroom learning, teaching is typically based on the teacher’s preference. They may think reading is the best thanks to learning. And so, most of the time the content is going to be taught through reading.

Online learning or e-learning or distance learning

Computer-assisted instruction is changing the pedagogical landscape as an increasing number of scholars are seeking online education. Education sector nowadays uses LMS i.e Learning Management System like moodle, google classroom and other similar software for content delivery and a replacement for traditional learning classroom. Tests are conducted online, assignments are submitted online using various online platforms such as google classroom, discussions are done through forum, questionnaires are conducted through google forms. The online course contents are updated regularly, considering constant academic evolution in online education. Online learning saves travel time. No

overtime is spent to succeed in the training center. Unnecessary distractions are avoided in online courses and learners can complete their training at their own pace. The online courses are safe from the perspective of social distancing.

The flexibility of online learning allows you to study any time, virtually anywhere if you have an internet connection. It's an ideal solution for people with busy schedules. In many situations, you'll pause the content or return to some to refresh your memory. This is incredibly helpful when you need to learn something in detail and practice topics with examples. Online education is going to stay long, and its demand is rising.

Online learning outcomes during this pandemic

Several online platforms which support online education during this pandemic where staying home is safe were available. Though, it was a challenge for universities to match their educational activities which were conducted on campus with an online space. Additionally, teachers and students faced a wide range of technical, financial,mental and social problems during this pandemic. The pandemic and the lockdowns have affected the mental health of people around the world. Because of this pandemic many students are suffering from stress and anxiety which has hindered students from adapting to online education. Moreover, not all students have equal access to, and expertise on, digital technologies but COVID-19 pandemic has exposed the importance and significance of the digital world to society. It has helped to cope with this growing technology and learning and exposure to online platforms never stopped.

Methodology

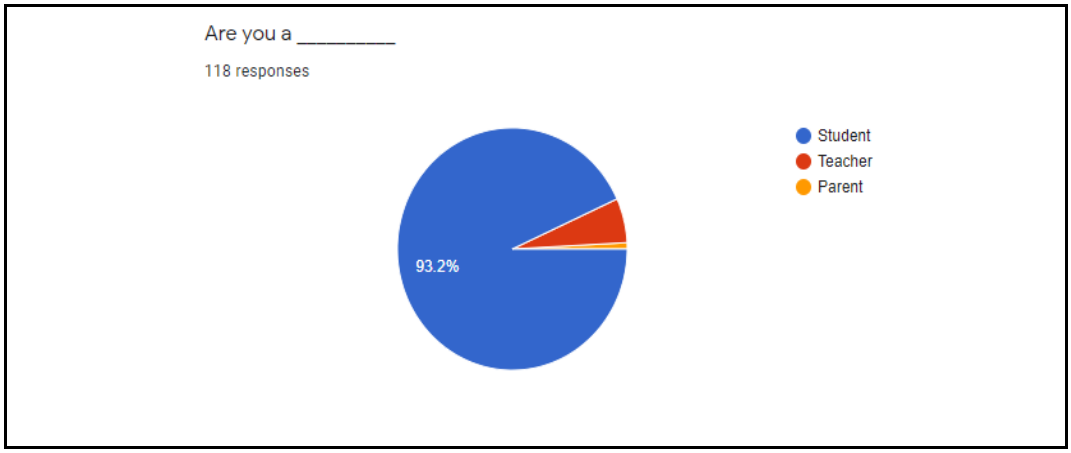
Online survey was conducted on students, teachers and parents to measure the impact of online learning and switch from traditional classroom to online learning. I prepared a questionnaire related to online education during the COVID-19 pandemic. The questionnaire was based upon general issues, content delivery, interaction and health issues due to online learning in this pandemic.

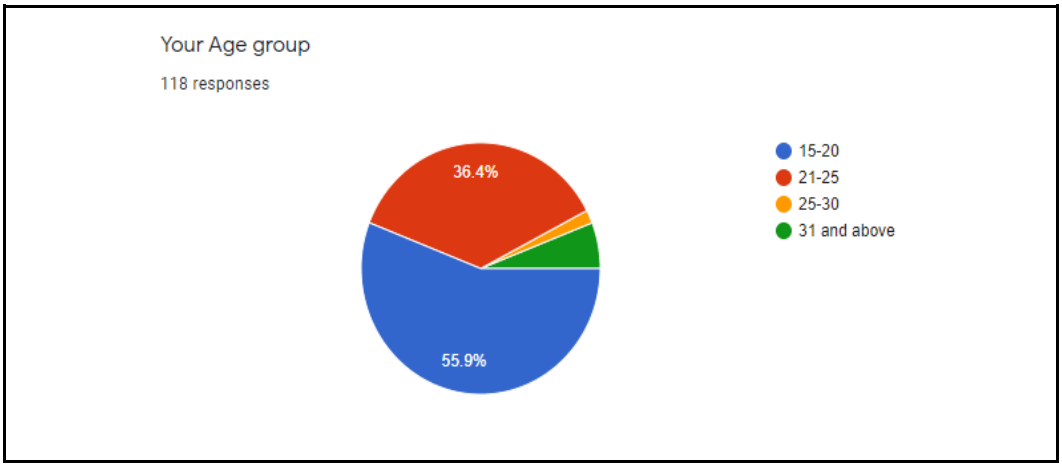
Pivot chart of my survey is as

COUNTA of Learning takes place better in _____	Learning takes place better in _____		
Are you a _____	Online learning	Physical classroom	Grand Total
Parent		1	1
Student	10	100	110
Teacher	1	6	7
Grand Total	**11**	**107**	**118**

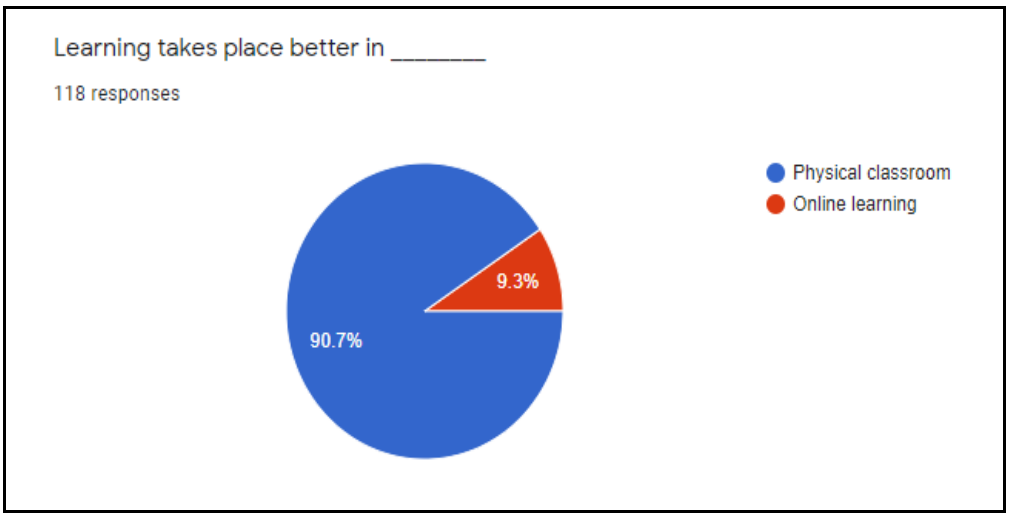
COUNTA of Learning takes place better in _____	Professor-student interaction takes place better in physical classroom than through online platform					
Are you a _____	Agree	Disagree	Neutral	Strongly agree	Strongly disagre	Grand Total
Parent			1			1
Student	43	6	16	44	1	110
Teacher	3	1	2	1		7
Grand Total	46	8	18	45	1	118

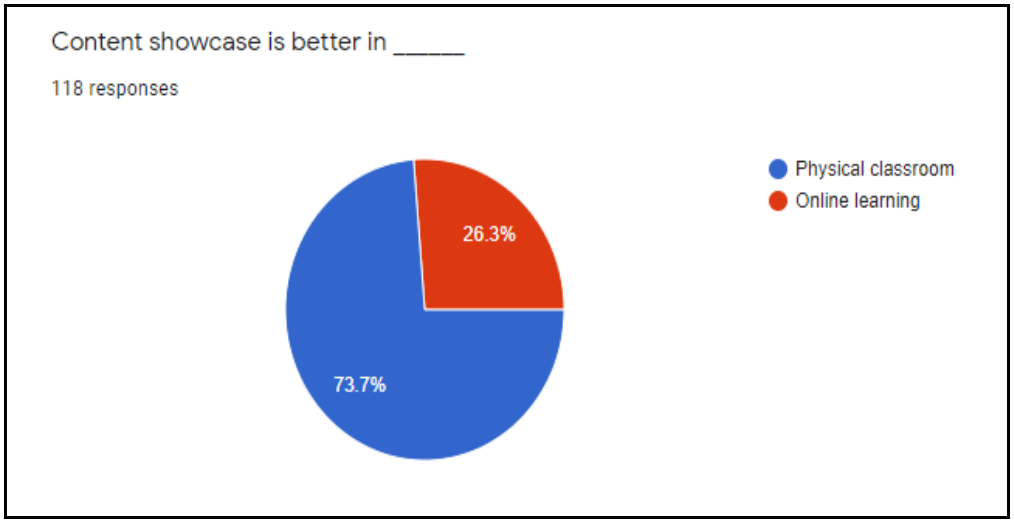
Till now 118 valid responses have been obtained from the survey. According to the survey 93.2% of responses came from students. Age group of respondents was observed at maximum 15-20 with 55.4% and 36.4% with the age group of 21-25.



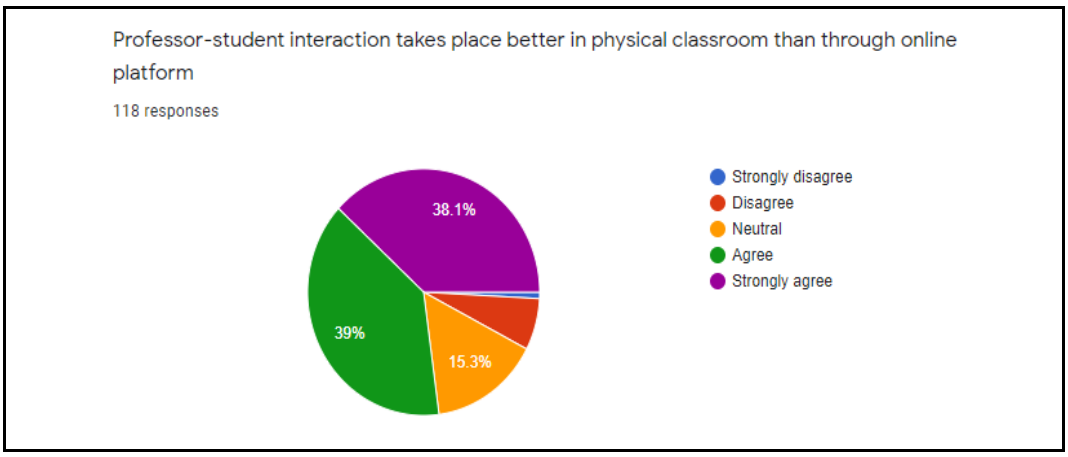


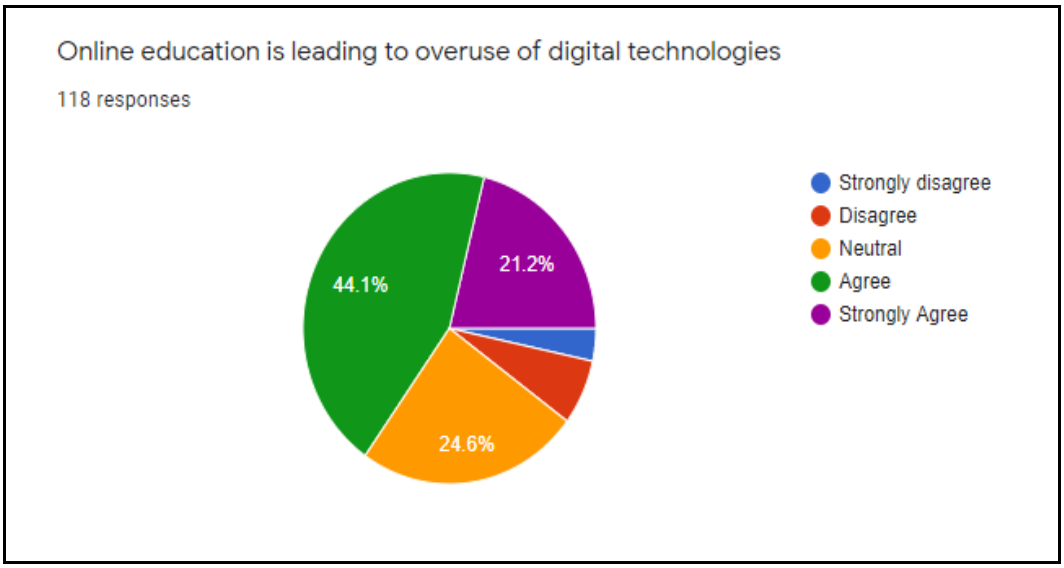
I had asked students to compare online learning with physical classroom-based learning. The response was more on traditional classroom learning, which was 90.7% of respondents agree with traditional classroom learning as convenient whereas 9.3% supported online learning as a better option. 73.7% respondent agreed that content exposure is better in physical classroom education while 26.3% believed with online learning.



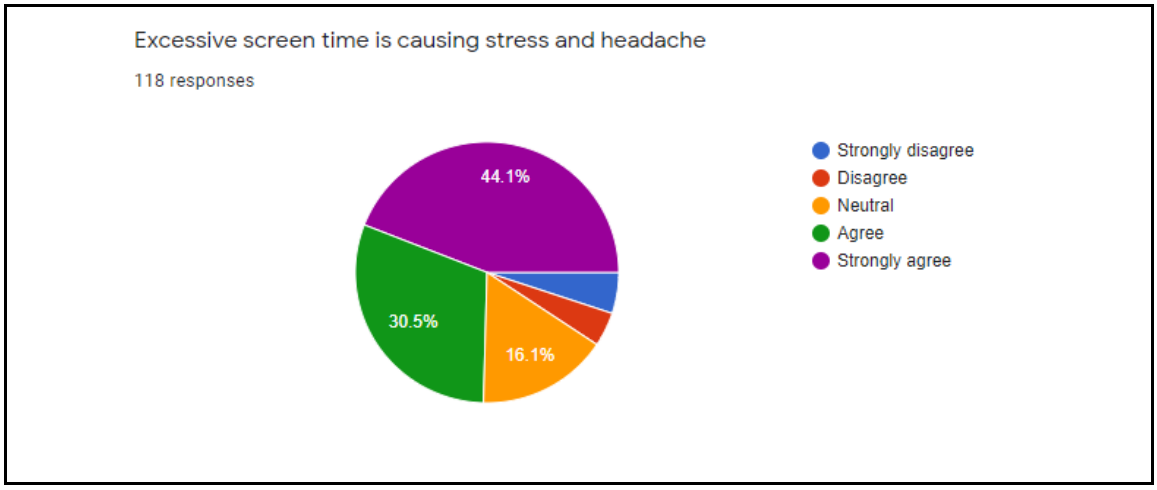


38.1% of respondents strongly agreed that Professor-student interaction takes place better in the physical classroom than through online platforms. 44.1% of respondents agreed that Online education is leading to overuse of digital technologies.





44.1% of respondents strongly agreed that Excessive screen time is causing stress, headache and anxiety.



According to the survey, online learning was equal in all segments of education but still online learning cannot take the position of traditional classroom learning.

Conclusion

We can't say that online learning is simpler than traditional learning, or the other way around. It certainly depends on the learning perspective and how its effectiveness is measured. But overall, it seems that online learning is a full-fledged alternative for classroom learning in this pandemic where work from home culture is in demand. There is good evidence that learners learn as much online as they do in traditional learning. But still the preference is more on traditional learning than online learning.

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E- Learning – New Face of Distance Learning

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Abstract:

A learning system based on formalized teaching but with the help of electronic resources is known as E-learning. While teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of E-learning. E-learning can also be termed as a network enabled transfer of skills and knowledge, and the delivery of education is made to a large number of recipients at the same or different times. Earlier, it was not accepted wholeheartedly as it was assumed that this system lacked the human element required in learning.

Keywords: **E learning, infrastructure, distance education**

Introduction

It is clear that COVID-19 is changing the lifestyle of human beings around the globe. This is the first virus to go global at an incredible speed. It just made all of us locked down for made all of us locked for made all the systems doubtful. More than 100 countries have applied nationwide closure, influencing approximately 90 percent of the world's student population and threatening their future education. Schools' shutdown did not affect students, their professors and their families. It was throwing the light on various social and economic issues including digital learning, homeless people as less s healthcare's, housing, interest and disability services. Therefore, it is necessary for each education i.e., regional and national level; or take approaches by universities and schools to ensure education continuity.Consequently, different countries worldwide have introduced various solutions during the pandemic to continue education progress. Online libraries support, TV, broadcasts guidelines, resources, video lectures and airline channels were introduced in at least 96 countries. We need to identify the technologies that can be used, now they can be used, and how we can trust them.

E-learning is an umbrella used to wide variety of electronics ways that enable access to education and the process in itself. These include virtual classrooms, web-based learning, computer-based learning, digital collaboration, video and audio recording, interactive TV and many more. Thus e-learning is suited to flexible learning methods and distance learning. E-learning can however couple with face-to-face interaction which is called blended learning.

Elements of E-learning-

There are a number of criteria to be met when creating an online course. Some common elements of e-learning are as follows.

The role played by the teacher is vital. There is a need to offer necessary feedback to students.

A well-organized learning management system is necessary. It should be easily negotiated by both the students and the instructor.

The learning material is the key feature in e-learning. To be able to access online coursework from the instructors, students have to use one or more of the many models of communication or delivery methods.

Advantages of E-learning

The impact of the rapidly changing technological world on ways in which learning is delivered is immense. E -learning schools can accommodate as many students as they wish for courses offered, since factors like accommodation, space and classroom space are no longer limiting factors.

Flexibility

E- Learning is very flexible as learners can access material at any time they want. Students who reside at places that are distant to the physical classroom or those who do not have the time to be with the instructor, have the luxury of choosing a time of their convenience to go through school coursework. There are thousands of schools, courseworks, online degrees, and certifications being offered online today. E learning does not limit students' access to fields of study that traditional face to face mode of learning did.

Cost Effectiveness

E learning alleviates the need for students and instructors to be located in a central place for learning to take place. This saves money that could be spent on travelling, accommodation, and other uses that school-based learners cannot escape from time that could be spent in class could be used for other duties too.

Better participation and individual instructions students are free to interact with online tutors as opposed to physical classroom meetings. This helps students to understand concepts they are trained on better. The instructors can offer complete attention. For a longer time to single students which is quite difficult in a conventional classroom.So, looking forward, towards fast-paced technology, word of today, people are adopting technology and finding new ways to integrate it in support of education. E learning the way of redefining ways in which knowledge is acquired.

Conclusion

E learning gives the best insights to the learners as well as instructors, but there are few limitations of e learning which make the boundaries to both students as well as instructor.

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A Casing Distance learning in higher education during the COVID 19 Pandemic by – Mohamed Langar, Hind Kabili, Abderali Rochdi, Driss Goujalami.

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