



CHANGE IN TRENDS OF EDUCATION FROM CLASSROOM LEARNING TO E-LEARNING IN INDIA – INITIATIVES AND CHALLENGES

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Communicated :20.02.2022

Revision : 15.03.2022
Accepted :25.03.2022

Published: 01.04.2022

ABSTRACT:

The COVID-19 outbreak has disrupted the academic year, cancelled classes and examinations across the country. To ensure that students do not miss out on their studies, schools moved classes online, forcing students to attend lectures via online sources. Students in India have different cultural background and mostly belonging to poor families who do not have access to online facilities. Though some families may have access to digital technology, there might not be enough devices for the personal use of all family members, so there is need to adopt different methods of online teaching so that all students get effective benefit of learning. This article is the study of change in the trends of education from classroom learning to e-learning and challenges before online learning in India. Also different methods adopted for online learning in India by reviewing reports and Articles published in different sources.

Key words: - *India initiative in e-learning, Need of e-learning, Digital India, Challenges in e-learning.*

INTRODUCTION:

Due to the emergence of COVID-19 and subsequent lockdown declared by the Government of India, everyone is affected including the young and old, the rural and urban population. In India, the face of education has adopted to change from the traditional classroom model into online, self-driven and technology enabled learning. In the pandemic of Covid-19, it was the need to start to modern means of learning since most of the educational institutes have been shut since the end of March 2020 due to lockdown. There was a looming uncertainty about when the schools, universities and colleges can resume functioning at a normal capacity. At such time, focus has been shifted to virtual education and online learning that provide limitless opportunities to students to receive education remotely. Digitalization of education can make it feasible for teachers to deliver information remotely across various locations via virtual classroom. In India there is boom in e-learning, classes on

Zoom, Google meet, Microsoft teams, WhatsApps, Skype, you-tube etc. are conducted by most of the School, Colleges and organisations.

India's initiatives on Digital Education:

Through operation Digital Board, the existing digital infrastructure of schools is strengthening in India at the school level. Diksha, E-Pathshala, NROER (National Repository of Open Educational Resources), Swayam (Study Webs of Active-Learning for Young Aspiring Minds), and other e-platforms are providing high quality and engaging digital resource materials to teachers, students and parents which are in line with the prescribed school curriculum. Education Minister Ramesh Pokhriyal 'Nishank, virtually participated in G20 Extraordinary Virtual Education Minister's Meeting and shared India's initiatives on Digital Education in the time of corona. He shared efforts of HRD Ministry to promote digital learning during covid-19 crisis including platforms like DIKSHA, SWAYAM, National Digital Library, e-PG pathshala etc.

Recognizing that not all students have adequate access to digital means of education, the ministry has also roped in TV Channels (SWAYAM Prabha) and radio in providing education to students in remote areas. The HRD Minister also said that it will soon launch e-VIDYA programme, a common platform for all e-resources for digital education under the concept of One Nation One Digital Program. The ministry has also planned to enhance permissible online content in regular, open and distance modes of education from 20% to 40%. The Ministry has also commenced the process of preparing e-learning resources in eight regional languages. A Digitally Accessible Information System (DAISY) is also in works for differently-abled students and Manodarpan, an initiative for psycho-social support to students, teachers and their families for their mental health and emotional well-being.

The National Curriculum and Pedagogical Framework and the Bharat Padhe online campaign are bringing knowledge to the grass roots. The Prime Minister's e-Vidya scheme strengthens several distance-education projects digital, online and mass media. A dedicated channel for every class will ensure easy, customised lessons and study material. Importantly, it focuses on equity in education. Webinars, podcasts, and online classes enrich the learning experience. The universities in India have made all possible efforts in equipping the faculty and students with e-resources. Most of the Universities completed their end-semester examinations in online mode and declared their results as well.

A. C. Cheriyan, District Officer, Integrated Tribal Development Project (ITDP), Wayanad, said e-learning has become a boon for tribal students. Opinion about e-learning was shared by all the other 21 students which are completely isolated from the outer world, as it is situated inside Chekkadi forest near Karnataka border of Bairakuppa in Pulpally. These kids

had a difficult task to reach school. After e-learning was launched, there have been no such issues. They are attracted towards TV, new teachers, classes using colorful teaching aids, songs etc. To aid the same, Samagra Shiksha Kerala (SSK) is now all set to commence e-learning in tribal languages such as Paniya, Kuruma, Kurichya, Oorali, Adiya and Kattunayaka.

In the wake of the Covid-19 outbreak, the Odisha government has decided to introduce an alternative learning and mentorship programme for tribal students. As per the official data, about six lakh students belonging to the Scheduled Caste (SC) and the Scheduled Tribe (ST) communities will be benefited from the initiative. Whatsapp groups have been formed through which e-content will be provided to those students who have access to the internet. For students, who do not have access to the internet and smartphones, the "mentor teachers" will reach out to them. A total of 4,467 mentor teachers have been mapped with 21,239 tribal villages. This whole exercise is for keep the ST and SC students, residing in remote villages, connected to the learning process and also provide them skill support. ThinkZone the startup from Odisha is using Interactive Voice Response (IVR), Short Message Service (SMS) and Radio to help households with no internet access. It has patterned with local radio channel to broadcast activity based learning module for students aged 3 to 10. The activities are available in Odia, Hindi and English. Rajasthan Government has signed a Memorandum of Understanding (MoU) with the Power Grid Corporation of India and Educational Consultant India Limited. The MoU has been signed to set-up smart classrooms in government schools of the state. According to one of the article published in 'India Today' Education Minister Mr. Govind Singh Dotasara told that the smart classrooms will be set up at a cost of nearly Rs. 2 crores. In addition to this

MoU, four teachers from each school will be trained to teach in smart classrooms. In order to promote e-learning, previously the Rajasthan Education Department had started “Shiksha Darsan” virtual class for Class 1 to Class 12 students on DD Rajasthan.

Delhi Deputy Chief Minister and Education Minister Manish Sisodia Launched a Comprehensive e-learning portal called LEAD-Learning through E-resources Made Accessible for Delhi. Which has more than 10,000 instructional material and course content for classes I to XII.

The Maharashtra government on approved a set of Standard Operating Procedures (SOPs) to reopen schools during lockdown and regulate online learning which was submitted by the education department. As per the SOPs, the new academic year of 2020-21 for students across the state would begin imparting online learning to students for the first few months. The number of hours will be set for schools to conduct online classes for each standard. Students can be given instructions on radio, TV etc. Schools would also have to ensure that students are given enough breaks between two classes. Until schools are asked to reopen, they should conduct online education only.

Telangana Social Welfare Residential Education Institutions Society (TSWREIS) has started community learning. This initiative is helping students to keep up with their studies until regular classes can begin again. Teacher send pre-recorded videos of classes to students on WhatsApps or live telecast it through T-SAT TV channel. Telangana State books available online; shared the link for revision. They shared the PDFs and once a topic was clicked, it took them to webpage with details of chapter and also provided references for students to recap everything they had studied. This virtual exercise had around 150 teachers making a shift to online mode of education and the WhatsApp groups helped reach out to around

70% of students. Recording stories with moral lessons as a part of its library programme.

The expert committee formed by the State Government of Karnataka to look into the modalities of online classes submitted its report. The report titled “Continuation of Learning in School Education of Karnataka”, states that parental supervision will be mandatory for students up to grade two. The committee has allowed both live as well as pre-recorded classes but has set some guidelines for the frequency of classes and maximum screen time per session. School managements can conduct alternative-day classes for students up to class II, while five-days-a-week classes are allowed for class III and above and maximum screen time per session is 30 minutes with 15 minutes extra for grades VI and upwards. The report also states that the recordings of the live sessions should be made accessible with adequate cyber protection in place to prevent misuse. The committee has asked schools to employ a blended approach, making use of different modes to enable learning. If a child is unable to access, the school should provide ways in which the key learning objectives of that session is accessible to the child. The committee has also suggested that schools be transparent and put their plans and methods in public domain, inviting educationists to critique their approach.

Digital sources also includes motivational videos, career guidance orientation and value-based movies and plays; so that it constructively engages parents and students in the education process and make them realize the positive impact of technology and its usage to educate their children for a brighter future. Apart from school syllabus, for computer and English learning digitalized video sessions are used to impart activity based English communication skills.

This concept of online study is becoming normal for students, parents and teachers. In today’s time, education through digital medium

has become new normal and is extensively used in urban areas for learning by students and youth. However, in rural areas particularly for poor students continuing online education has become a challenge.

Challenges in Online Teaching in India :

Lack of digital literacy – Mostly new users in India have little to zero understanding of technological devices. Lack of digital literacy and knowledge on how to navigate digital methods to subscribe online programs is very big challenge in online education.

Unavailability of resources - In a developing country like India, relevant infrastructure to support online education is inaccessible. Most of the people do not have the financial resources to invest in expensive tablets, laptops or PCs. In addition, lack of proper electricity connection and internet connectivity is also major problem in India. Not just students but many teachers are also facing the burden because of the lack of infrastructure and deployment of internet facilities and struggling to pass on information effectively to their students.

Unavailability of technically Trained Teachers - Teachers still need to be trained in online learning to get used to and comfortable in creating and delivering digital content. Faculty will have to learn how to engage a group of students in an online environment

Limitations for teachers- Many faculty members are uncomfortable with large class sizes. They want small classroom sizes to facilitate greater face to face engagement; in online classes teachers may not have the liberty to run multiple small groups.

Lack of Awareness among parents - Parents of students in villages have an important role in continuing the education for their children in online mode. Much time is spent to convince the parents to allow their ward to use their Smartphone for learning process.

Funding problems with Institutes – Due to less funding educational institutions are unable

to connect with students in a platform that they are most comfortable with. Institutions will have to gather together the financial resources to make these changes, backed by the relevant technology and platforms. This is the Right investments which made the long-term benefits to connect and engage with a student community with low attention spans.

Apart from all these Challenges Online education plays a crucial role in the current scenario, where every student doesn't have equal access to educational infrastructure. It levels the playing field for all students by providing them an equal and accessible platform to receive education.

Weak internet connections have turned e-education into a distant dream for many children in the rural areas. Satyanarayan Sharma, who runs a school in the village in the Hariyana state's Jhajjar district find innovative way, the students take notes from their homes as a teacher imparts lessons using the loudspeaker attached to the cart. The teachers are asked to turn-wise go with the cart and park it at a feasible location and impart lessons from there. Ghanshyambhai, a teacher in Janan village, Gujarat, has started using the public announcement system of the village panchayat to share stories, songs, guidelines for parents on how to deal with children during the lockdown period, importance of exercising and much more.

In many parts of the country, teachers and parents are still scrambling to look for ways for the students to continue their studies. Education is not just means about having calls on zoom or showcasing videos on YouTube but to engage learners. A comprehensive weekly schedule should be formulated for home-based learning of students, focusing on developing their analytical skills, use of digital literacy in day to day life, developing problem solving skill, values education, local language development, practical activities, inspirational and

educational counseling videos, soft skill development programs. Regular feedback and assessment is essential to make students engaged and to make changes according to the requirements. Teachers should be in constant touch with the parents and students; they should encourage students and discuss about the lesson plans on daily basis.

The task at hand is very complicated as we may have to change every aspect of course delivery ranging from preparation, class interaction, class reflection, assignment delivery, project mentoring and examination processes. In short, we will have to curate a new learning experience. Getting critical feedback from students will go a long way in strengthening flexible learning processes. The capacity building of faculty, academic support staff must also be trained to support this transition.

CONCLUSION :

Development and evolution of any society depend on its availability and access to information and the same is applicable India too. Poor infrastructure, lack of strong internet connectivity, no electricity, lack of safety and many such problems are still needed to be addressed in remote village areas for a convenient access of quality education to students. Even when the teachers and students in India have become accepting to the implementation of technology to deliver quality education, the basic ground realities pose as a barrier in the way of complete digitization of education. Though government has taken several initiatives in order to elevate the level of education via technology but there is still a long way to go. Providing multimedia teaching tools to teachers and students and utilizing smart classroom equipment can help teachers boost learning process. Gradually increasing exposure to digital technology and proper training to teachers can help to achieve the goal of complete digitization of education in India.

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