

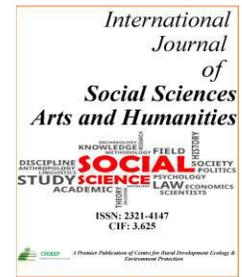
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**Review Paper****E-learning Challenges during COVID-19 Lockdown Period: A Revisited insight for Higher Education****Sukanta Kumar Baral**

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During these pandemic days, the world of education and learning is shifting toward online teaching and learning. The advantages are undeniable, leading to lower costs, great versatility for the student, and the opportunity to simultaneously train thousands of people around the world. Furthermore, at any given moment, one can track what students are doing and it breaks with the inertia and passivity of classroom courses. E-learning is not without its flaws, however. Online teaching-learning comes with its own special features, which can place the success of teaching-learning at risk (or limit). You do not see e-learning as a panacea. This is not always the case, while online teaching-learning is intended to provide a solution to the boredom of classroom-based learning. Online teaching-learning efficiency, do not access the portal and do not completely complete the objectives. A good example is MOOCs (massive open online courses): about 10 percent of students who register for a course actually finish it. Be sure to find teaching-learning that is engaging, dynamic and enjoyable to prevent students from not getting physically linked. While this may have been challenging in the early days of e-learning, it is much simpler nowadays: there are currently a range of providers providing all kinds of immersive teaching-learning, with challenges and adventures, animations, storytelling, gamified solutions, practice-based simulators and game-based learning. This paper emphasizes the different challenges and opportunities faced during the lockdown era of Covid-19 by higher education stakeholders to analyze very carefully to draw an appropriate conclusion looking into its objectives based on secondary data.

Introduction

The Government of India conducted a higher education survey, as per a recent report from the Ministry of Human Resource Development, and noted that there are 993 universities, 39931 colleges and 10725 stand-alone institutions identified on its portal that contribute to education. These institutions further represent the student density of India, as the total annual enrollment in higher education is nearly 37.4 million, representing the expanding horizons of the education industry. The industry was seen catching pace by the day that passed before the nation was intensively affected by Coronavirus. In addition to affecting the well-being of the people of the country, the current pandemic is seen as hampering and shaking different companies to their heart. With their universities shut down and their syllabi stranded, the national lockdown and the growing health crisis have hit the education of students, before the industry instead decided to launch a revolution. Even in times of crisis, universities decided to digitize the sector, redesign their radicles and make a conscious decision to expand. India 's educational shift seems to be a live example of how the mom of creativity or reinvention really wants to be in this scenario in the Covid-19 era. The pandemic is already leading the industry with

technological advancement and innovations, encouraging educational institutions to accept online learning and to infuse a culture of virtual research.

The move to online education has ensured that students do not experience any study losses and that their progress is monitored with timely assessment at the same time. It is likely to be a first for India to experiment with the education system and make a big change by mixing online learning classrooms into the digital world. It would also encourage learners to learn creatively by alchemizing technology-based education and developing a collaborative approach to progress by providing online lectures. By maintaining the syllabus with the use of new technology, universities are now empowering students to learn by choice, not only by their physical presence in a classroom. Moreover, providing AI-enabled learning to universities as they deliver different courses in conjunction with other partnerships only enables the nation to envision a new tomorrow focused on educational reforms. Medical students, for example, can opt for immersive sessions to discuss relevant case studies, aspiring engineering students can dive into the depths of environmental

engineering and urban design along with mentors playing videos and holding moot sessions for law enthusiasts online, and much more. The study shows the impact of Covid-19 on higher education, using secondary data.

Objectives of the study

1. To highlight the impacts of Covid-19 lockdown on higher education, and
2. To analyze learning as sustainable solution to the Covid-19 crisis in India.

Discussion and interpretation

The pandemic of Covid-19 brought to light the deep-rooted fact that the systemic imbalances of society remain even in the digital world. The key concern with remote learning that students have unambiguously posed is the question of connectivity to the internet, power, and suitable devices such as a laptop, tablet, or smartphone to access the material made available. India's acceptance of new technologies was also haphazard and proprietary. According to the 2017-18 National Sample Survey report on jobs, only 24 percent of Indian households have an internet connection. While 66 percent of India's population lives in cities, just over 15 percent of rural households have Internet service connections. For metropolitan households, the proportion is 42 percent. The key problem of remote learning is the gap in connectivity through power and internet connections to devices such as laptops or smartphones. As an urgent step to curb the spread of Covid-19, most educational institutions have been shut down since the end of March 2020. The reopening of universities and colleges is also difficult to predict. There are few other alternatives other than switching to digital platforms from the traditional face-to-face form of classroom learning. Teachers have been urged to continue contact through virtual lectures with students, but in the absence of physical classrooms and a sufficient digital infrastructure, both teachers and students face unparalleled challenges.

The Covid-19 pandemic has had a crucial impact on higher education, due to its unparalleled size and unique response strategies. The pandemic has affected the higher education sector dramatically, which is a crucial determinant of the economic future of a nation. If the situation continues, higher education, videos, storytelling, gamified solutions, simulators to ensure practice and game-based learning as part of online teaching-learning are expected to decline in demand in the long term, the only choice left in the hands of universities / institutions. Needless to say, the pandemic has turned the centuries-old, chalk-talk teaching paradigm into a technology-driven one. This revolution in education delivery is forcing policymakers to find out how to accelerate large-scale participation while maintaining inclusive e-learning options and tackling the digital divide. In order to handle the crisis and develop a resilient Indian education system in the long term, a multi-pronged approach is required with the aid of SWOT analysis (internal and external factors), which helps to tackle the situation by drawing up implementation strategies.

I consider implementing the changes as an instructor, establishing collaboration and partnership with the aid of various potential possibilities.

E-learning challenges in india

The online world is a very distinct environment that needs some getting used to. There is a significant difference between a lecture in a large auditorium with hundreds of students and a class room with 30-40 students. Hopefully, this topic is sensitive to online teachers and will help to resolve those feelings. In any event, if they begin to obstruct the study, one should be aware of them and seek support. If the sense of group quest is absent, a simple e-mail to a classmate, instructor, teacher or counsellor will enable someone to feel better connected. The responsibility for learning is only for the learners / students. An instructor can't research the student, can share a little information and experience, demonstrate a few instruments, and hope to get interested. The spark and motivation to follow the dreams are noted below for ready reference in a philosophical kind of way, the real downside to an Internet-based course.

- Less Contact with those taking the class: For those who need to speak to more classmates in person, this could be an issue. And they need their questions to be instantly answered by either their teachers or classmates.
- As in a classroom, no relationship building exists. Since individuals in class who become friends remain linked and assist each other as they steer through their careers / work.
- No course-delivery customisation. In classes, faculty may often deliver to the majority of students in a manner most fitting. They would continue to be helpful to people as well. It's an issue in a virtual classroom.
- Day after day / week after week, morale goes down: this has been one of the biggest trends facing the online learning environment.

Almost 4.4% of rural households and 23.4% of urban households have computers. There were Internet services for almost 14.9 percent of rural households and 42.0 percent of urban households. In rural areas, 9.9 percent were able to operate a computer among people aged 5 and above, 13.0 percent were able to use the internet, and 10.8 percent were able to use the internet over the last 30 days. In urban areas, 32.4 per cent were able to operate a computer among people aged 5 years and over, 37.1 per cent were able to use the internet, and 33.8 per cent used the internet. If someone gets stuck in interpreting concepts as per the statistical data provided above, immediate assistance is not available. Online learning may be beneficial for the time being, it is claimed, but that alone is not a guarantee that it will be effective. That online education is better than a physical classroom is not predetermined. There are students who have problems with smart devices and connectivity availability.

- **Demand and supply gap:** India, compared to Brazil and China, has a lower overall enrolment rate of just 19% in higher education, which is 36% and 26% respectively.
- **Relatively low-quality research work:** While there is no funding gap for top Indian educational institutions such as IIMs, IITs and other nationally significant institutes. However, due to insufficient high-quality research work, the budget for the research is more significant. Moreover, due to minimal focus on research and internationalization, fewer Indian higher education institutes are globally recognized.
- **Low Citation Impact:** Compared with other countries such as the United States, Germany, France and China, numerous research papers published in India reflect low citation effects.

- **Curriculum of low quality:** Indian higher education faces the challenge of poor quality, obsolete and irrelevant curriculum.
- **Faculty shortage:** In other words, there is a high student-faculty ratio at India's universities and colleges. In most central and state universities, more than 35 per cent of faculty posts are vacant. The number of students enrolled in higher education has actually grown exponentially over the past two years.
- **Lack of Infrastructural Facilities:** Most of India's universities and colleges lack basic research facilities. In addition, many institutions do not have adequate infrastructure and basic facilities needed for ranking, such as hostels, transport, library, sports facilities, etc.

Government initiatives in the area of human resource development

- **Online Courses-** As the national digital library, an initiative is launched in which eBooks on different subjects are provided free of charge by highly qualified faculty of centrally funded institutions such as IIMs, IITs etc.
- **Udaan:** Under this scheme, scholarships are given to meritorious girls to allow them to transfer from school to technical education without any trouble. This also supports teaching and learning through the provision at secondary school level of free services. The aim is to address the low registration ratio of girls in prestigious technical institutions.
- **Pandit Madan Mohan Malviya Mission:** In order to provide improved assessment and evaluation methodologies, this mission is initiated by addressing all the issues related to teaching, planning, curriculum design, professional development as well as the development of more successful pedagogy.
- **Unnat Bharat Abhiyan:** This software was named after technology's lab-to-ground gradation. Higher educational institutions can connect with and address various problems faced by neighboring villages under this scheme. In particular, the scheme will discuss renewable energy options, organic farming, water conservation, infrastructure and livelihoods, etc.
- **Channel for Professors:** Under the Global Academic Networks Project (GIAN) initiative, the Indian Ministry of Human Resources Development (MHRD) and Science and Technology (DST) will create a forum for U.S. professors of technology, electronics, physics and mathematics to hold short-term seminars at Indian technical universities and other research institutions.

There is an urgent need of the hour to concentrate on students by supplying them with certain courses from which they can acquire deeper topic awareness and achieve excellence. We will even get work in recruiting at the university, which will alleviate needless rush to higher education.

Through this report we examined the present state in higher education in India. Various problems are often described in higher education, such as demand-supply disparity, infrastructure and critical facilities, faculty's scarcity, low-quality science, etc. In addition, there is a great need to develop teaching pedagogy in order to improve the higher education system in India, to promote the alliance of higher institutions, to create synergies between research and teaching, research centers and industries. This is very critical in order to ensure sustainable economic growth and social solidity and to give power to the youth of the country.

Suggestions

- There is an utmost necessity to realize innovative as well as transformational approach from primary to higher level of education in order to make the Indian educational system more appropriate.
- There must be industrial co-operation in higher educational institutes for the development of various concerns such as curriculum design, internships, and live projects, organizing expert lectures, career counseling and placements.
- There is also a need to boost the standard, prestige and integrity of higher educational institutions through faculty exchange schemes, student exchange and other partnerships with various high-quality national as well as internationally rated educational institutions.
- The Government shall encourage the establishment of qualitative and collaborative research associations between national research laboratories and Top Tier Research Centers through cooperation between Indian Higher Education Institutes and Top Tier International Institutes.

Conclusion

The lock down has speedup new media acceptance. Market organizations, educational agencies, instructors, researchers, computing resources, data processing systems, electronic education technologies, etc. are required to operate in unison to boost consistency, implementation time, etc. in order to cope with these circumstances. The classroom boundaries will go beyond belief, and the quality education system will also be open to everyone. This will also encourage clinicians to share their familiarity of real-life encounters and realistic experiences while on the job. But then certainly, accreditation bodies, policy makers need to modify or update the accreditation requirements for the ratio of student to instructor, classroom size, Professor Etc. qualification, and the geographical limits of the College / University campus will go away with this demand for time. In a classroom curriculum that is distinct from technology-based education, digital education pedagogy is an integral link between class content, instructor, technologist, and course-taker. Democratization of technology is now an important problem in the current scene, including internet access, telecom infrastructure, affordability of online systems, availability of laptops / desktops, applications, educational resources, including online evaluation tools, etc. But it is a reality that technology-based education is more straightforward and does not make a distinction between front and back benches or girls and boys. Needless to say, the pandemic has turned the centuries-old, chalk-talk teaching paradigm into a technology-driven one. This revolution in education delivery is forcing policymakers to find out how to accelerate large-scale participation while maintaining inclusive e-learning options and tackling the digital divide. To handle the crisis and develop a resilient Indian education system in the long term, a multi-pronged strategy is required. SWAYAM, i.e. online instructor courses, UG / PG MOOCs for non-technology courses, e-PG Pathshala e-content with social sciences , arts, fine arts, natural and mathematical sciences modules, CEC-UGC YouTube channel, VIDWAN is the leading expert database providing peers and potential partners with expert information, Centered on the PPP model, AICTE's National Educational Alliance for Technology (NEAT) programme aims to develop student employability skills through a collaborative approach with the National Digital Library (NDL)

of Education Technology Companies, where a repository of learning materials is accessible through a single window. On the MHRD, AICTE, and NCERT websites, you will see more info. Many more important programmes have been launched, such as Spoken Tutorial, Free and Open Source Education Program (FOSSEE), e-Yantra, Google Classroom, etc. Uncertain situations demand harder intervention and the education sector has stepped up to enact them. The pandemic has been acting as a catalyst for development and the choice of channels and strategies not traditionally used by educational institutions. Things have shifted, and the beliefs have always been about the survival of the fittest.

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