Analysis Of India's Transformation To Online Education During Covid 19

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ABSTRACT

The COVID-19 pandemic was very bad for people and changed many things, especially in the field of education. Education changes the way we think about life. Education is a part of life and helps in many ways. This study tries to look at the problems on the ground, the effects of every setback, and the changing opportunities. This study looks at how the use of information and communication technology (ICT) has affected students, and teachers, and has a big change in pedagogy.

Keywords: ICT, COVID-19, online, offline, digital media

INTRODUCTION

Since the COVID-19 epidemic, governments have been dealing with the problems caused by the closure of schools and responding to them. International organizations have also put out guidelines for how to handle the disruptions and responses. Because of social, economic, technological, and other problems, the rules that are given to people in developing countries are only good for a short time. When we think about the paradigm shift in higher education, we need a long-term plan to improve quality, relevance, and inclusion in the education system and to reinforce the key principles of these courses of action. The study focuses on two important things: the rise in COVID-19 cases and the rise in digitalization; and how they affect each other as time goes on. During the COVID-19 pandemic, the forced lockdown was seen as the "New Normal" for people to socialize, work, and study together in the digital world. Education did not stay the same and only improved as time passed. In the same way, it was popular to use digital media and video interface platforms like YouTube, TikTok, Facebook, and Instagram to learn new skills and keep up with the times. Video conferencing platforms like Google Meet, Zoom, Microsoft, Skype, etc. were also

used to work together on the educational graph. All of these digitalized platforms and how they affect teachers, students, parents, management, and administrators from different angles and in different ways give the study a wide scope.

DIGITAL MEDIA AND EDUCATION

Various forms and formats of digital media are used for education, starting from digital media to various applications to MOOCs. On an elementary level, digital media is a form of interaction and communication taking place between people on the grounds of imparting and receiving some form of information or content.

Digital media platforms open up a wider arena of connectivity among teachers, students, parents, alumni, and other stakeholders. Also, it puts forth a broader avenue when getting the attention of the audience and further engaging them and having their participation. There has been rising importance of digital media platforms for social interaction, communication, and marketing.

Conventional Education pattern in India

The conventional education system revolved around blackboards, chalks, notebooks, textbooks, pens, and pencils. The students were supposed to learn in confined classrooms; however, there the learning format is interactive, where the students get to learn new ideas and concepts from their peers At the same time, the one-to-one approach is possible, and the students would have the privilege to personally ask the teachers about any queries or guidance. The students registered to a particular school or college must attend the classes regularly and are marked and given assignments accordingly.

The students get the complete learning benefit with this pattern and get proper guidance when needed, as in the classroom set-up any queries or difficulties can be resolved right away.

Issues with Digital Media in Education

Digitalization has raised the standards of the conventional format of learning. However, with the benefits comes to a lot of glitches and technology and the Internet does not have equal penetration or equity in terms of access. Also, the cost price of technology and the internet vary, bringing in the affordability factor. The conventional form of education was simple, and effective, and came with its boundary restrictions and confinement, however, had not had many disadvantages, however, the digitized education format has a lot of issues regarding accessibility, and affordability and the divide have been prominent regarding various aspects. Some of the major issues like the inability to afford Technology, Institutional support for

training of technology, Availability of Gadgets, Technical problems like the crashing of phones and laptops, and electricity, Lack of adequate digital infrastructure, Connectivity issues, Computer Literacy, Lack of adaptability to technology and online learning (not tech-savvy or technology-friendly), Data privacy and Security, Increase in screen time, the strain on the eye, Restrained social interaction, Lack of standardized content in regional languages, Aligning online courses for deaf or hard-of-hearing students.

LITERATURE REVIEW

(Rajesh & Priya, 2020): Deepa Rajesh and V Krishna Priya in their research study have emphasized the impact of the over usage of New Media platforms on the mental health of individuals. New Media platforms are websites where individuals express their throughout and remarks about any data. In the last decade, social communication has taken the digital leap and altered how individuals interact and cooperate. The study analyzes the impact of using New Media platforms on the mental health of students, wherein it is identified that majority of the respondents have a screen time of more than four hours on New Media platforms. The study states there is a difference between the number of New Media platforms and the symptoms of depression and connects the dots with bouts of anxiety and depression. There is a confirmed relationship between the incidence of feeling anxious and being seriously active on the platforms. Thus, increased usage of New Media and the number of sites is impacting the student's mental health with depression and anxiety.

(Ansari & Khan, 2020): Jamal Abdul Nasir Ansari and Nawab Ali Khan in their research study have attempted to understand the role of New Media as a collaborative approach to the conventional classroom. New Media platforms play a significant role when it comes to transferring resources and communication with academicians based in eminent educational institutions. The research study conducted on 360 respondents from a university in Eastern India explores the relationship between the students' outlook towards New Media and mobile devices through collaborative learning along with interaction with classmates, and teaching staff, and subsequently the estimated impact. The study stated that the utilization of New Media platforms significantly impacted the interaction with classmates, teachers, and sharing of content online. Further on, such collaborative learning adds up to the students' engagement which has an impact on the aforesaid parameters.

(Saini, Kaur, Lakshmi, Sangwan, Verma, & Kohli, 2020): In their research study has attempted to investigate the impact of New Media applications adhering to the quality of learning journey experienced by the students. New Media platforms, the persuasive communication medium along with the Internet impacts the physical,

mental, and spiritual health of people. The study was conducted on 220 college-going students (18-21 years) based in Chandigarh with a cross-sectional survey revealing that 98% of the respondents utilize the Internet. In comparison between the regular and non-regular users, the daily users could handle the stress related to relationships and work. For regular users of digital media, the quality of life is better as compared to non-daily users, however, there is no significant difference in the physical and social health problems encountered by the regular and non-regular users.

HYPOTHESES OF THE STUDY

H1: There is no significant difference in online & offline teaching-learning modes

H2: There is a significant difference in online & offline teaching-learning modes

METHODOLOGY

The goal of this study is to find out more about why there is a digital divide. It also looks at how this divide makes it harder for both people in cities and people in rural areas to get a good education. This study also tries to look at the New Media Theory of the Digital Divide that is already out there. To achieve the objectives, this study used both quantitative and qualitative research methods and tools. The researcher analyzed secondary data by first reviewing the literature, and then conducting personal interviews with subject matter experts and educationalists. Following that, scheduled interviews with both students and teachers will take place. The questionnaire first gathered socio-demographic information, then the media usage pattern and the study's main focus: perception and attitude towards computers, perception, and attitude towards smartphones and social media, education and digital media, perception of education and digital media in learning and teaching, and finally, challenges of online learning and teaching. The primary data was gathered using a per-planned questionnaire and personal interviews with residents of India's urban and rural areas. The study was aided in answering all of the research questions by the well-organized questionnaire. The unstructured interview included 15 eminent educators and senior academicians. Due to the respondents' requests, the researcher has not disclosed the interviewee's personal information. Sampling is the process of selecting a group of people, events, behaviour, or other elements to be studied. The current research relies on both primary and secondary data sources. Secondary data was gathered from a variety of published sources, including books, journals, newspapers, websites, government records, and so on. The purposive sampling technique was used to collect primary data.

To analyze the data appropriate statistical tools and techniques were used. To present the primary data descriptive statistics are used. The chi-square test is used to see the

significant difference in comparison of digital use between the groups such as area of residence, students' teachers, and institutional type. Also, the chi-square test is used to assess if there is any significant difference in the response to digital use, social media use, perception, and attitude towards the computer and technology between the different age groups of teachers.

McNamara Chi-Square test and/or Marginal Homogeneity tests will be used to test if there is any significant difference in the preference of mode (online/offline) for learning/teaching among the students. Factor analysis will be used to identify the latent factors to segregate the lists of attitudes towards the computer by students and challenges faced in online learning by students.

Table 1: Sample gender wise

Gender	Frequency	Percentage
Female	1202	79
Male	320	21

Table 2: Student Attitudes Toward Internet Use.

Factor	Yes	No	Major
A major source of information	1043 (68.5)	196 (12.9)	283 (18.6)
Efficient source of information	1065 (70.0)	226 (14.8)	231 (15.2)
Help to acquire new knowledge	1269 (83.4)	108 (7.1)	145 (9.5)
Should be a priority in an education	1046 (68.7)	233 (15.3)	243 easy0)
Very easy and comfortable to use	1013 (66.6)	257 (16.9)	252 (16.6)
Complicates my task classroom	536 (35.2)	634 (41.7)	352 (23.1)

Kills my creativity	422 (27.7)	750 (49.3)	350 (23.0)
Hinder my learning	404 (26.5)	727 (47.8)	391 (25.7)
Entertainment learning tool	520 (34.2)	632 (41.5)	370 (24.3)
Reduced writing skill	703 (46.2)	576 (37.8)	243 (16.0)
Helps to connect people	908 (59.7)	381 (25.0)	233 (15.3)
Increased unethical practices	627 (41.2)	503 (33.0)	392 (25.8)
Helps to learn during a pandemic	1205 (79.2)	180 (11.8)	137 (9.0)
Made learning more ease	950 (62.4)	301 (19.8)	271 (17.8)
Effective tool for teaching	887 (58.3)	342 (22.5)	293 (19.3)
Learning is better when added to the traditional method	848 (55.7)	325 (21.4)	349 (22.9)

Above, table 2, presents students' attitudes toward using computers. It can be noted that 83.4% of the students agree that the computer helps them acquire new knowledge. 79.2% of the students agree that computers help them learn during the pandemic. About 70% of the students think that computers are an important and useful way to get information. And 68.7% of the students also agree that the computer should be made a priority for education. However, only 58.3% responded that a computer is an effective tool for teaching. 46.2% of the students also agreed that the computer reduced their writing skills. Approximately 50% of the students also disagree with the claim that computers hinder their killing and kill their creativity. Overall, it can be assured that the usage of computers has a positive influence on students.

Table 3: Association of Social Media with Higher Education – students' perspective.

Factors	Strongly Agree	Agree	Not able toDecide	Relationship	Strongly Disagree

To build and maintain relationshipswith students, parents, and alumni	479 (31.5)	657 (43.2)	321 (21.1)	42 (2.8)	23 (1.5)
To build and maintain relationshipswith prospective students	443 (29.1)	656 (43.1)	351 (23.1)	54 (3.5)	18 (1.2)
To tell the story of own institution	391 (25.7)	696 (45.7)	382 (25.1)	41 (2.7)	12 (0.8)
To convey the institution's brand,mission, and vision	449 (29.5)	637 (41.9)	382 (25.1)	45 (3.0)	9 (0.6)
To engage current students in scholarly activity	410 (26.9)	670 (44.0)	383 (25.2)	41 (2.7)	18 (1.2)
Faculty to interact with students outside the classroom	498 (32.7)	619 (40.7)	337 (22.1)	47 (3.1)	21 (1.4)
Students using social media are more engaged in the college experiencethan those who do not	336 (22.1)	499 (32.8)	544 (35.7)	106 (7.0)	37 (2.4)
To construct deeper meaning andknowledge of course topics	496 (32.6)	586 (38.5)	379 (24.9)	46 (3.0)	15 (1.0)
Detrimental to students' studies	301 (19.8)	535 (35.2)	576 (37.8)	85 (5.6)	25 (1.6)
Reduce the boundary between students and faculty resulting ina questionable relationship	315 (20.7)	517 (34.0)	586 (38.5)	86 (5.7)	18 (1.2)

Table 3, describes the students' responses to assess the association between social media and higher education. Approximately more than 70% of the students either strongly agree or agree that social media is being used in a constructive way to build

their professional network maintain various activities such as making and maintaining the relationship with students and teachers thru social media, tell their institutions' story, to interact with students outside the classroom. However, with that positive response, there are also concerns raised as approximately 60% of the students also agree or strongly agree that social media is detrimental to students' studies. Also, it might compromise a vital boundary, resulting in an inappropriate or questionable relationship between students and faculties.

Table 4: Students' Perception of Education and Digital Media in Learning

Factors	Strongly Agree	Agree	Not able to Decide	Disagree	Strongly Disagree
Teachers understand and supportto use of technology	342 (22.5)	668 (43.9)	421 (27.7)	66 (4.3)	25 (1.6)
Enjoy doing assignments/collegework on the computer	298 (19.6)	545 (35.8)	444 (29.2)	158 (10.4)	77 (5.1)
Learning and Understanding in Classroom are easier	625 (41.1)	412 (27.1)	402 (26.4)	53 (3.5)	30 (2.0)
Learning and Understanding in Online Classrooms are easier	176 (11.6)	355 (23.3)	528 (34.7)	262 (17.2)	201 (13.2)
Encourages learning anytime, anyplace, anywhere	329 (21.6)	604 (39.7)	473 (31.1)	67 (4.4)	49 (3.2)
Computers keep focused and attentive	176 (11.6)	375 (24.6)	636 (41.8)	226 (14.8)	109 (7.2)
Facilitates more ways to learn	275 (18.1)	648 (42.6)	487 (32.0)	64 (4.2)	48 (3.2)
Encourages the learner to reflect onand self-regulate their learning	257 (16.9)	586 (38.5)	548 (36.0)	76 (5.0)	55 (3.6)

Engaged and excited by learning	242 (15.9)	565 (37.1)	558 (36.7)	95 (6.2)	62 (4.1)
Individual attention is paid by the teacher in the classroom	405 (26.6)	522 (34.3)	468 (30.7)	74 (4.9)	53 (3.5)
Individual attention is paid by teachers in the online classroom	197 (12.9)	415 (27.3)	608 (39.9)	177 (11.6)	125 (8.2)

Table 4, summarizes the perception of students on the role of digital media in education. About 60% of the students agree or strongly agree that their faculty in the college understands and supports them in using the technology. Approximately, only 50% of the students either agree or strongly agree with the claim that they enjoy doing assignments/college work on the computer. Approximately, 70% of the students either strongly agree or agree that learning and understanding in the classroom are easier. Only about 34% of the students agree or strongly agree that learning and understanding in the online classroom are easier. It is also noted that approximately 60% of the students agree or strongly agree that digital media encourages learning anytime, anyplace, and anywhere. The same number of students also agree that digital media facilitates more ways to learn. 60% of the students also agree that individual attention is paid by the teacher in the classroom.

Figure 1: Students Preferred Mode of Learning by Subject.

Preferred Mode of Learning

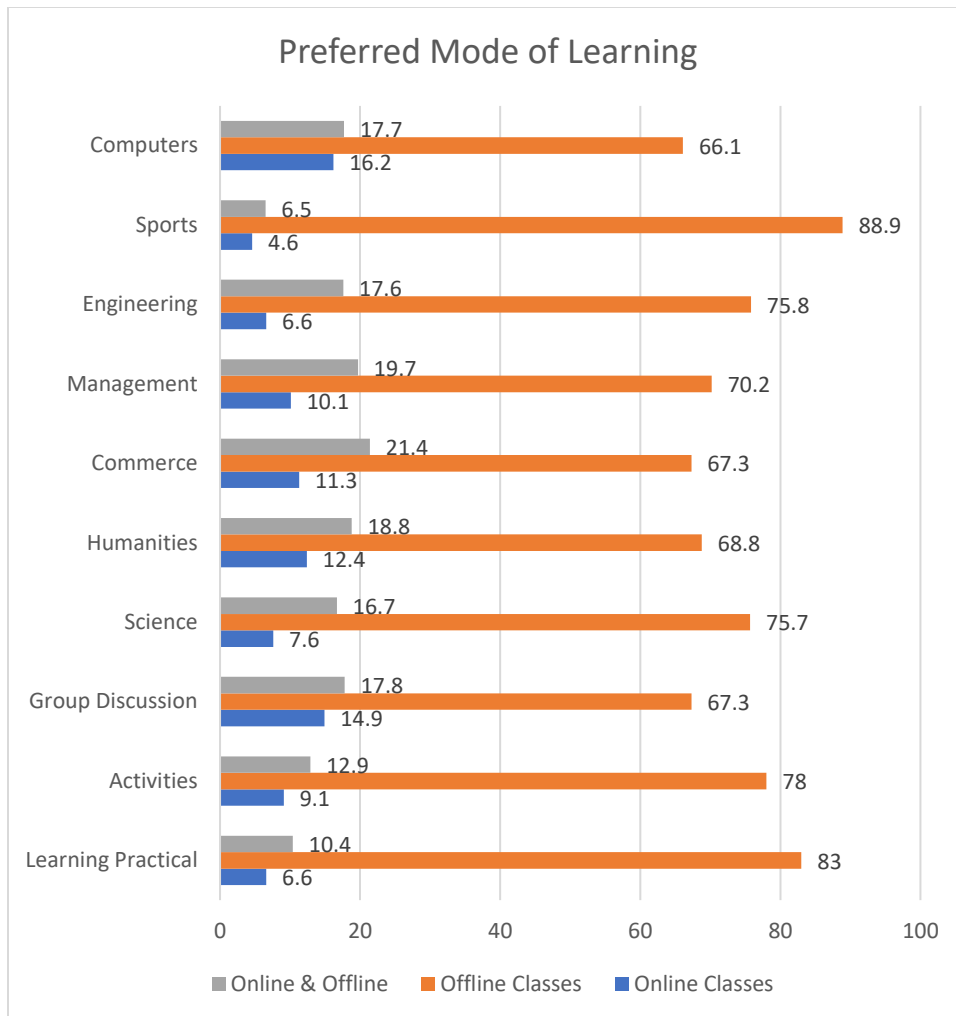| Department	Online & Offline	Offline Classes	Online Classes
Computers	17.7	66.1	16.2
Sports	6.5	88.9	4.6
Engineering	17.6	75.8	6.6
Management	19.7	70.2	10.1
Commerce	21.4	67.3	11.3
Humanities	18.8	68.8	12.4
Science	16.7	75.7	7.6
Group Discussion	17.8	67.3	14.9
Activities	12.9	78	9.1
Learning Practical	10.4	83	6.6

Figure 1, presents the preferred mode by students for each of the mentioned departments. Approximately 85% of the student's preferred method of all the departments is either offline classes or the inclusion of both online and offline courses. Particularly learning practical, activities, science, engineering and sports have at least 75% of the students prefer only online classes.'

The social media platforms is used for various domains personally based on individualistic needs. Whereas, in the education sector, there has been a linear fashion observed, where the educational institutes are using these platforms not just as a medium for better communication among the authorities, faculty (teaching and non-teaching) and the students, but these platforms are also used for promoting their respective institutes.

CONCLUSION

Education is a very pivotal part of building lives and morale. With digital technology taking over and seeping slowly into the education sector, it is vital to understand the effects along with the impact aligning the consequences and the ultimate blending of the education sector with the usage of digital media platforms. Digitalization is taking over in almost every sector and is the rising need of the hour. And, its penetration into the education sector is inevitable. So, studying its impact on the education sector will open the ways and strategies for how it can reach better to potential learners and how digital learning is shaping their lives in comparison to conventional learning.

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