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महाराष्ट्र राज्यशास्त्र व लोकप्रशासन परिषदेची संशोधन पत्रिका

विचार मंथन

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Sunil D. G. Patel

Table 1. Income wise Media Usage during COVID19 Pandemic

	<25000 Avg.	25000-50000 Medium	>50000 High
Print Media			
Radio			
TV			
Online Gaming	1	8	14
OTT Platform			

Source: Author's Creation based on Data collected in July 2020

Chi-square Test for testing the Hypotheses - The collected data were analysed through Chi-square Test, using the Excel Function in MS Excel.

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where: χ^2 is the chi square statistic
 Σ = summation symbol
 O = Number observed
 E = Number expected

Further calculating the expected Values and Chisquare values are shown in Table 2

Table 2: Computing Chi-Square Values for each segment

Computing Observed	15k-25k	25k-50k	>50k
Print Media	0.022222	0.0182571	0.104355
Radio	0.217778	0.01263714	0.153617
TV			
Online Gaming			
OTT Platform			

Source: Author's Calculation from table 1

Based on Chi-square value we calculate the P Values: Rows X Columns: 5 X 3

Chi-square Value X2 : 1.70, Degree of Freedom: 8; P value: 0.988803836825

As the value of p (0.988) is greater than Level of Significance (> 0.05) we accept the Null Hypothesis.

Interpretation 2: H0 is accepted: There is no significant difference between Income of Consumers and their Media -Entertainment usage during COVID19 Pandemic.

Thus this study shows that, the consumption of Media and Entertainment is not related to the Income levels of the Consumers.

Conclusion

COVID19 Pandemic has caused a major Transformation Media and Entertainment Industry; such that the Media segments which involved public gatherings like Films, Events, etc. has a hard hit however in other home-based entertainments like OTT Platforms like Amazon

Netflix, Televisions channels, Online Gaming's etc. noticed major spike in consumption pattern. In this Primary study, we found that People tends to use more of Online Platforms for entertainment rather than TV as it telecasted Old or repeated episodes during the Lockdown period. Our study also shows that OTT platform subscription has increased during COVID19 Lockdown as people enjoy it more. The second part of the study was to study the Income pattern of Participants and their Media usage during the Lockdown period. We found that the Income pattern had no relation to the M&E consumption pattern. Average (15k-25k) Income participants also used all the channels of Entertainment similar as Medium (25-50K) and High Income (>50K) participants. There is no direct relation between the Income levels and the consumption pattern of Entertainment / Media during the Lockdown.

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Crisis Management in Educational Institution : Pre & Post Covid 19

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Abstract

The pandemic Covid-19 came as havoc for developing countries like India. It has significantly disrupted the education sector which is a critical determinant of a country's economic future. It has compelled the human society to maintain social distancing. It has made people mandatory to sit indoor and sitting idle indoor may lead to mental stress. Hence, it has created more challenges to keep people engaged and free from mental stress. The art of dealing with sudden and unexpected events which disturbs the employees, organization as well as external clients refers to Crisis Management. Due to the Novel Coronavirus (COVID-19) pandemic, in all the higher educational institutions, which includes universities, standalone institutes, and colleges, a total of about 10 million academic hours are compromised, which will be rather difficult to compensate. The University Grants Commission through its advisory instructed all the institutes to continue classes in online mode as per feasibility and engage ICT tools available for use in academic discourse. Many institutions have been using different social media platforms for the dissemination of knowledge. This paper aims at exploring the kind of social media used to disseminate learning resources to the students, and the impact it crafting on their educational loss. It also elucidates the effectiveness of online classes, e-learning pedagogy, and its outcome through structured qualitative analysis. This paper also forecasts six ways post COVID-19 era will evolve education more than ever, with the faceless teacher becoming the new normal. Further, challenges confronting institutional heads, educators and students are put forth in view of the various

forms of transformation likely to unfold in the months and years to come, where the teaching and learning landscape will acclimatize to the domination of a virtual medium.

Keywords - education, crisis management, online learning, post COVID-19, virtual learning.

Introduction

In no time, the COVID-19 crisis has brought the Indian society to a painful halt. To be fair, the more prosperous societies across the west are also facing a similar crisis. Social distancing has become an imperative in this fight against a mighty, invisible enemy. In a country with cultural norms and economic systems like ours, this is indeed a massive inconvenience not only socially but also economically. At the same time, the success of such a step depends not only on an individual but also all those around him. A tiny act of error or adventurism by a single individual can prove to be severe for scores of people. The question then is whether the Indian society is prepared for such discipline and empathy. More importantly, this will not be the last such crisis where one's welfare will depend on the person next door. Tough questions need to be asked of our current institutions and systems. Amongst the most crucial of these is India's education system.

An aggregate shock

As per a research conducted by Brainwiz, across India, the last two academic years have witnessed some unfortunate disruptions. For instance, since the abrogation of Article 370 in August 2019, schools across Jammu and Kashmir lost over 60 working days. Extreme weather conditions and pollution levels forced a closure of 120 days across states such as Delhi,

Puducherry, Punjab and West Bengal. Furthermore, political rallies and bandhs accounted for over 30 lost days. Yet, as one might notice, all these events, or 'shocks' were largely local in nature. A student in Karnataka was not too affected by the lockdown in Jammu and Kashmir. Even as students did not attend school in Delhi due to air pollution, students in Nagaland did not face any such issues. Furthermore, students across different states could have hardly made a difference to mitigate the hardships of other affected students. However, something is fundamentally different about the COVID-19 crisis.

The key difference between the current crisis and the other aforementioned crises is the former's aggregate nature. The crisis, for instance, has impacted (or has the potential to impact) Madhya Pradesh as much as Punjab. There are no safe havens. The last such 'aggregate' shock that comes to mind in the Indian context is demonetisation. Yet, in that case, we knew that an active government was working behind the scenes to ameliorate concerns at the earliest possible. However, in the current scenario, the government is depending on social awareness as much as the society is banking on the government's preparedness. On the bright side, that also means that as a community, we broadly know what is to be done to ensure that one's neighbour does not contract the disease, or that a young student does not infect an older relative. As a citizenry though, are we mentally conditioned to face such challenges? Is the Indian education system promoting a value system that promotes compassion, empathy and discipline aimed at public welfare? To our mind, the sad answer to both these questions might well be negative. In such a case then, is there a case for an alternate approach to education to instil the intent to act selflessly in the interest of the society at large?

The case for Education for Sustainable Development

In November 2019, the 40th UNESCO

General Conference adopted the new global framework on Education for Sustainable Development (ESD for 2030) for the period of 2020-2030. The global framework for implementation of ESD is the follow up to the Global Action Programme on ESD (GAP, 2015-2019). ESD for 2030 aims to build a more just and sustainable world through strengthening ESD and contributing to the achievement of the 17 Sustainable Development Goals. The framework will focus on integrating ESD and the 17 SDGs into policies, learning environments, capacity building of educators, empowerment and mobilisation of youth, and local level action. Furthermore, UNESCO also plans to host a 'UNESCO World Conference on Education for Sustainable Development', after the world recovers from this ongoing crisis. The Conference will raise awareness of these challenges, highlight the crucial role of Education for Sustainable Development (ESD) as a key enabler for the successful achievement of all SDGs, and create momentum for strengthening ESD in policy and practice.

ESD is aimed at internalising the unintended effects of one's actions on others. By introducing subjects such as gender studies and environmental sustainability, education systems across the world are trying to ingrain among their students these concepts at a very young age. Through multidisciplinary, interdisciplinary and multidimensional approaches, the overall objective of the exercise hinges around the idea of translating academic concepts into relatable real-life challenges and finding their solutions. ESD's focus on often ignored soft skills such as critical thinking, problem-solving, leadership and communication equip students with the right toolkit to deal with these challenges. These assertions are also backed by evidence. Evidence from across the world suggests that ESD curricula help students develop a deeper understanding of real-life challenges that the global community is facing. These include but are not limited to- climate



change, socio-economic inequality, gender bias and peace-building. Through such a holistic approach, ESD seems to have not only developed virtues such as empathy and compassion, but is also correlated with better grades and a wider range of future academic and professional opportunities for students. It is, therefore, not surprising that UNESCO is pursuing this objective very rigorously and is working with policy-makers and educational institutions across the world to scale these efforts up. However, a lot still remains to be done.

As much as we may want to wish, the COVID-19 crisis will not be the last such aggregate shock. By not focusing on skills aimed at sustainable cohabitation, we have already produced several generations of adults who may not be psychologically equipped to deal with such challenges. Our best hope, in such a case, is to begin as soon as possible and churn out the next generation of community leaders who can think not only for themselves but also for those around them. COVID-19 might just be a trailer for several such challenges that await us.

Issues of Crisis Mgmt in educational institution

Only around a quarter of countries in Latin America and the Caribbean have inclusive education laws covering all learners. The new Global Education Monitoring (GEM) report published today, June 23, by UNESCO shows the extent of exclusion in education now further exacerbated by Covid-19. In the Latin America and Caribbean region, only around a quarter of countries have inclusive education laws covering all learners. The 2020 Global Education Monitoring (GEM) Report shows that inequalities will have deepened during the pandemic. It calls on the region to foster more resilient and equal societies by concentrating on those being left behind as schools re-group.

Rethinking the future of education is all the more important following the Covid-19

pandemic, which further widened and put a spotlight on inequalities. Failure to act will hinder the progress of societies.

Audrey Azoulay, Director-General of UNESCO

Exclusion is persistent: This year's Report, All Means All, is the fourth in the GEM Report annual series, which monitors progress across 209 countries towards the education targets in the Agenda 2030 for Sustainable Development. It will be followed by a regional report for Latin America and the Caribbean this October.

The education crisis during Covid-19 was fuelled by deep pre-existing inequalities. Even before the pandemic, almost 12 million children and youth were excluded from education in Latin America and the Caribbean, with poverty the main constraint to access.

Education systems are not adapting to students needs, leaving one in four 15-year-old students globally reporting feeling like outsiders at school. The region is one of the most linguistically diverse in the world, but education systems do not always reflect this: In grade 3, students who do not speak the language of the test are 3 times less likely to be able to read a story.

Exclusion can be very blatant. Alongside today's new Report, the GEM Report has launched a new website, PEER*, with descriptions of laws and policies on inclusion in education for every country in the world. PEER shows that many countries still practice segregation in education, which can feed stereotyping, discrimination and alienation: 42% of countries in the region have laws calling for children with disabilities to be educated in separate settings. In practice, not many mainstream primary schools receive students with disabilities; at most 40%, according to the latest comparable data.

There is a chronic lack of quality data on those left behind

Nine countries in the region do not collect education data on children with disabilities in

their Education Management Information Systems. Figures on learning are taken from school even if many are not participating. And learning assessments are often too difficult for some of the most marginalised students: three-quarters of students in the region who did no better on multiple choice questions than random guessing were considered proficient in reading.

There are signs of moves towards inclusion through assistive technology.

The Report and its PEER website note many countries using positive, innovative approaches to transition to inclusion.

In Grenada, five visually impaired students were supported in transferring from special to mainstream schools in 2004, using computers with screen readers, magnifiers, special keyboards and various Braille tools. Two trained professionals and a trained instructor visited the schools and assisted students, who then took the Caribbean Secondary Education Certificate. It was the first time blind students passed an examination at this level.

The report includes a set of key recommendations for the next 10 years launched in a digital campaign, All means All, that will help countries achieve the 2030 inclusive education targets.

Crisis management

A sudden and unexpected event leading to major unrest amongst the individuals at the workplace is called as organization crisis. In other words, crisis is defined as any emergency situation which disturbs the employees as well as leads to instability in the organization. Crisis affects an individual, group, organization or society on the whole.

Characteristics of Crisis

Crisis is a sequence of sudden disturbing events harming the organization.

Crisis generally arises on a short notice.

Crisis triggers a feeling of fear and threat amongst the individuals.

Crisis can arise in an organization due to any of the following reasons:

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Technological failure and Breakdown of machines lead to crisis. Problems in internet, corruption in the software, errors in passwords all result in crisis.

Crisis arises when employees do not agree to each other and fight amongst themselves. Crisis arises as a result of boycott, strikes for indefinite periods, disputes and so on.

Violence, thefts and terrorism at the workplace result in organization crisis.

Neglecting minor issues in the beginning can lead to major crisis and a situation of uncertainty at the work place. The management must have complete control on its employees and should not adopt a casual attitude at work.

Illegal behaviors such as accepting bribes, frauds, data or information tampering all lead to organization crisis.

Crisis arises when organization fails to pay its creditors and declares itself a bankrupt organization.

Crisis Management

The art of dealing with sudden and unexpected events which disturbs the employees, organization as well as external clients refers to Crisis Management.

The process of handling unexpected and sudden changes in organization culture is called as crisis management.

Need for Crisis Management

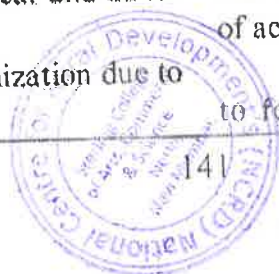
Crisis Management prepares the individuals to face unexpected developments and adverse conditions in the organization with courage and determination.

Employees adjust well to the sudden changes in the organization.

Employees can understand and analyze the causes of crisis and cope with it in the best possible way.

Crisis Management helps the managers to devise strategies to come out of uncertain conditions and also decide on the future course of action.

Crisis Management helps the managers to feel the early signs of crisis. Warn the



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employees against the aftermaths and take necessary precautions for the same.

Essential Features of Crisis Management

Crisis Management includes activities and processes which help the managers as well as employees to analyze and understand events which might lead to crisis and uncertainty in the organization.

Crisis Management enables the managers and employees to respond effectively to changes in the organization culture.

It consists of effective coordination amongst the departments to overcome emergency situations.

Employees at the time of crisis must communicate effectively with each other and try their level best to overcome tough times. Points to keep in mind during crisis

Don't panic or spread rumours around. Be patient.

At the time of crisis the management should be in regular touch with the employees, external clients, stake holders as well as media.

Avoid being too rigid. One should adapt well to changes and new situations.

COVID-19 Pandemic: Impact and strategies for education sector in India

Sometime in the second week of March, state governments across the country began shutting down schools and colleges temporarily as a measure to contain the spread of the novel coronavirus. It's close to a month and there is no certainty when they will reopen. This is a crucial time for the education sector—board examinations, nursery school admissions, entrance tests of various universities and competitive examinations, among others, are all held during this period. As the days pass by with no immediate solution to stop the outbreak of Covid-19, school and university closures will not only have a short-term impact on the continuity of learning for more than 285 million young learners in India but also endanger their reaching economic and societal consequences.

The structure of schooling and learning, including teaching and assessment methodologies, was the first to be affected by these closures. Only a handful of private schools could adopt online teaching methods. Their low-income private and government school counterparts, on the other hand, have completely shut down for not having access to e-learning solutions. The students, in addition to the missed opportunities for learning, no longer have access to healthy meals during this time and are subject to economic and social stress.

The pandemic has significantly disrupted the higher education sector as well, which is a critical determinant of a country's economic future. A large number of Indian students—second only to China—enroll in universities abroad, especially in countries worst affected by the pandemic, the US, UK, Australia and China. Many such students have now been barred from leaving these countries. If the situation persists, in the long run, a decline in the demand for international higher education is expected.

The bigger concern, however, on everybody's mind is the effect of the disease on the employment rate. Recent graduates in India are fearing withdrawal of job offers from corporates because of the current situation. The Centre for Monitoring Indian Economy's estimates on unemployment shot up from 8.4% in mid-March to 23% in early April and the urban unemployment rate to 30.9%.

Needless to say, the pandemic has transformed the centuries-old, chalk-talk teaching model to one driven by technology. This disruption in the delivery of education is pushing policymakers to figure out how to drive engagement at scale while ensuring inclusive e-learning solutions and tackling the digital divide.

A multi-pronged strategy is necessary to manage the crisis and build a resilient Indian education system in the long term.

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One, immediate measures are essential to ensure continuity of learning in government schools and universities. Open-source digital learning solutions and Learning Management Software should be adopted so teachers can conduct teaching online. The DIKSHA platform, with reach across all states in India, can be further strengthened to ensure accessibility of learning to the students.

Two, inclusive learning solutions, especially for the most vulnerable and marginalized, need to be developed. With a rapid increase of mobile internet users in India, which is expected to reach 85% households by 2024, technology is enabling ubiquitous access and personalization of education even in the remotest parts of the country. This can change the schooling system and increase the effectiveness of learning and teaching, giving students and teachers multiple options to choose from. Many aspirational districts have initiated innovative, mobile-based learning models for effective delivery of education, which can be adopted by others.

Three, strategies are required to prepare the higher education sector for the evolving demand-supply trends across the globe—particularly those related to the global mobility of students and faculty and improving the quality of and demand for higher studies in India. Further, immediate measures are required to mitigate the effects of the pandemic on job offers, internship programs, and research projects.

Four, it is also important to reconsider the current delivery and pedagogical methods in school and higher education by seamlessly integrating classroom learning with e-learning modes to build a unified learning system. The major challenge in EDTech reforms at the national level is the seamless integration of technology in the present Indian education system, which is the most diverse and largest in the world with more than 15 lakh schools and 50,000 higher education institutions. Further,

it is also important to establish quality assurance mechanisms and quality benchmark for online learning developed and offered by India HEIs as well as e-learning platforms (growing rapidly). Many e-learning players offer multiple courses on the same subjects with different levels of certifications, methodology and assessment parameters. So, the quality of courses may differ across different e-learning platforms.

Five, Indian traditional knowledge is well known across the globe for its scientific innovations, values, and benefits to develop sustainable technologies and medicines. The courses on Indian traditional knowledge systems in the fields of yoga, Indian medicines, architecture, hydraulics, ethnobotany, metallurgy and agriculture should be integrated with a present-day mainstream university education to serve the larger cause of humanity.

In this time of crisis, a well-rounded and effective educational practice is what is needed for the capacity-building of young minds. It will develop skills that will drive their employability, productivity, health, and well-being in the decades to come, and ensure the overall progress of India.

Education in the time of Covid-19: How institutions and students are coping

Covid-19 has forced universities across India, and the world indeed, to suspend physical classrooms and shift to online classes. In India, while this transition has been smooth for most private universities, the public ones are still adapting. There have also been debates on the nature of classes, and the future of examination and evaluation — whether they could be conducted online or not.

While faculty grapples with new ways of managing this sudden transition to online education, students are left clinging on to their mobile phones and computer screens. If the lockdowns were to continue for some time, how would higher education be affected? What are some of the deeper issues that require

introspection? And what does this mean for the students going forward?

First response: Going digital

As soon as the Covid-19 crisis broke out in India, the larger universities like Delhi University (DU) and Jawaharlal Nehru University (JNU) announced the suspension of classes until March 31. While others waited to see what would happen next, they started exploring online classes.

Private ones like Ashoka University shifted to the online mode by mid-March and remained largely unaffected by the nationwide lockdown enforced on March 24. "Our faculty members are giving lectures online (on Google Meet, Zoom, etc). So, the academic activities are much less affected," says L S Shashidhar, professor and dean of research at Ashoka University.

The IITs also shifted to conducting online classes, and sharing study materials and audio files with students over the internet. Timothy Gonsalves, director of IIT Mandi, says: "The faculty members are available online during interactive sessions for students to clear their doubts. Depending on the nature of the course and students' internet access, teachers are supplementing Moodle (an open-source learning-management system) with assorted social media and online platforms."

The universities and teachers Business Standard reached out to agreed that their transition to online teaching had not been very difficult. However, if the lockdown continued over a longer period, some investment in infrastructure and additional training for teachers and students would be required, they said.

Transition to digital

Online education is conducted in two ways. The first is through the use of recorded classes, which, when opened out to public, are referred to as Massive Open Online Course (MOOCs). The second one is via live classes conducted as webinars, zoom

sessions. Universities require high-speed internet and education delivery platforms or learning management systems, besides stable IT infrastructure and faculty members who are comfortable teaching online. Students also need high-speed internet and computers/mobiles to attend these sessions or watch pre-recorded classes.

There are many platforms created to enable online education in India. These are supported by the Ministry of Human Resource Development (MHRD), the National Council of Educational Research and Training (NCERT), and the department of technical education. There also are initiatives like e-PG Pathshala (e-content), SWAYAM (online courses for teachers), and NEAT (enhancing employability). Other online platforms aim to increase connectivity with institutions, and accessibility to content. These are utilised for course materials and classes, and running of online modules. They include the National Project on Technology Enhanced Learning (NPTEL), National Knowledge Network, (NKN), and National Academic Depository (NAD), among others.

The National Law University of Delhi was among the first to have an open MOOC among the law schools in India, and in March, after the Covid-19 crisis broke out, it opened the course out to the public. Students can avail of study materials in law as well as digital resources as entrusted by the University Grants Commission (UGC) and MHRD.

G S Bajpai, professor and registrar of NLU Delhi, who led this initiative along with the vice-chancellor, explains: "This was a measure to cater to the needs of quality education for students across the country who are unable to join top institutions. In the field of science and technology, such measures were already well grounded. But there was no such initiative for legal education until NLU took it up."

The National Programme on Technology Enhanced Learning (NPTEL), a project of

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MHRD initiated by seven Indian Institutes of Technology (IIT), along with the Indian Institute of Science Bangalore, was created in 2003 to provide online education. The aim was to have web and video courses in engineering, sciences, and management.

Bharathi Balaji, head of operations at NPTEL India, says Covid-19 has pushed institutions, faculty and students on to online learning like never before. "NPTEL has grown since it was started, but the level of percolation was only decent. In the past six years, we have explained to people what it means to use online education, and tried to break down their inhibitions. Now, because of Covid-19, there is no option but to adapt and utilise online education."

Technology enables; it can limit, too

Dinesh Singh, former vice-chancellor of DU, strongly advocates higher education utilising the full power of technology. According to him, technology can enable different teaching methodologies, and also allow teaching a large number of people across the country. "In a country like India, we don't have enough teachers or easy access to good institutions — we should, therefore, adopt a focused, systematic programme of using the power of technology to enable learning," he says.

Singh says there may be some merits to face-to-face teaching, but maintains it is not necessary, given the number of online tools and innovative methods of teaching available to enable learning. "Using bare-bone technology can make a huge difference. The less of face-to-face teaching you do, the better — you must have some of it, but it doesn't do much. We need teachers to make students think. They must be mentors and gurus, not someone standing in a classroom and lecturing as students take notes."

He explains this further: "Suppose a gifted maths teacher is talking to students, and digital recording the whole session. He then uploads it to the web, and adds daily supplementary content."

videos, notes, comments, and feedback from students over a period of time. That would become an insightful and comprehensive process. It would be available online and could be viewed by anyone who wants to learn. This is just one way; there are many innovative ways to use technology and improve learning and teaching."

However, while technology is enabling, it can also be limiting, especially in India, where basic access is a challenge. Not every student has a computer or fast-streaming internet at home. This leads to issues with attendance and participation in online sessions. A survey by IIT Kanpur revealed that 9.3 per cent of its 2,789 students were not able to download material sent by the institute or study online. Only 34.1 per cent of them had internet connection good enough for streaming real-time lectures. Another survey conducted by LocalCircles among 25,000 respondents found that only 57 per cent students had the required hardware — computer, router, and printer — at home to attend online classes.

IIT Mandi's Gonsalves says: "The main issue with online teaching is that some of our students come from remote villages with slow and patchy internet access. Exams would need to be conducted at commercial exam centres. Students would need to travel to the nearest centre."

Anita (name changed), a final year BSc student at Noida's Amity University who returned home to Kerala, explains how adapting suddenly to online classes, has been difficult for her. "We have to be online every hour, for every class, because attendance is marked accordingly. At times, we are unable to listen to the teacher, as the network is slow, and there is a lag. It is also stressful to look at the phone or computer screen all day long."

Apoorva Jha, a student of sociology at Jhansi's Ambedkar University, highlights the issue of connectivity and internet as a key challenge for most students. "Many students



survive on 1GB or 2GB daily data plans on their phones — not everyone has WiFi at home — and they have to manage their entire course work on that.”

Not just about classes

Many feel that online education is not as easy as speaking into the microphone at one end, and connecting a laptop or phone and listening in on the other. There are other challenges with this form of education which are faced at both ends of the spectrum — students as well as faculty.

Ashley NP, who teaches English at DU's St Stephen's College, highlights that there is substantial learning that is lost when education goes online. "Education is not just about classes. It is about interactions, broadening of ideas, free-flowing open discussions, debates, and mentoring of each student. While we try to do all of this, a lot gets lost in translation on the online platform."

Yamini Mookherjee, a second-year law student at Jindal Global Law School, highlights the difficulties, especially for a discipline like law, where discussions and debates form the backbone. "We cannot engage online in the same manner as we would in a class. Viva, moots, debates, and classroom discussions on polarising topics require nuanced perspectives — these lose their flavour when done online," she says.

Rudrangshu Mukherjee, Chancellor and Professor of History at Ashoka University, agrees that mentoring, debates, and casual conversations are better in traditional classrooms. "There is just no comparison. I find students asking fewer questions online. The greatest advantage of face-to-face teaching is eye contact. It is easy to gauge if students are following what I am saying. There is an excitement present in the real classroom."

He adds: "The biggest negative (of shifting courses online) has been the absence of face-to-face contact with students and the cutting off from the university library. Students

do not have access to online facilities, especially the underprivileged ones who live in places with poor connectivity."

There are newer institutions that have tackled online education in their own ways. Takshashila Institution, a think-tank and school of public policy, has offered online education since 2011. With over 3,500 alumni, its courses run online on an integrated learning management system, with live webinars, recorded videos, and contact workshops.

On whether online education fails to incorporate mentoring, interpersonal relationships, and brainstorming, Takshashila Director Nitin Pai says: "It is possible to do all of that if you know how to deploy the technology. The key success factor is that both students and faculty must be comfortable with technology."

He, however, adds that the online education model cannot replace the physical classroom. "We need good public universities at the undergraduate level which can produce educated people. Universities are great spaces for young citizens to interact with each other across lines of diversity, get along, have fun and engage in academic pursuits. Online education should be a supplement."

Going forward

What does online education mean for the future? Author Mukul Kesavan, who teaches history at Delhi's Jamia Millia Islamia University, highlights the problem of inequity, underlining that only some of his students are able to attend online lectures. "One way to get around is if you can create class emails and reading lists, and send recording of lectures. But this is not an experiment that can be sustained in the long term without excluding everyone coming from towns or villages where there is an obvious problem of technology access."

He adds that the advantage of online education is for universities like Delhi's Indira Gandhi National Open University (Ignou),

which offers distant teaching and is able to effectively utilise technology. "If universities can enforce Zoom teaching, if classes are taken to nodal places, and the institution takes the responsibility to connect students there, this can work well. But the downside is that, if done badly, it will be another legitimisation of bad, meaningless online education."

He also adds a word of caution about how there might be a bid to defund the already strapped public universities under the guise of online teaching. "The state might decide that online teaching can be used for undergraduate education in a dematerialised way, and cut the salaries, upkeep, and funding of public institutions. Also, the idea that teaching can be dematerialised could lead to the next thought — of using resources produced elsewhere to mass-educate people within public education. These are especially true of STEM subjects (science, technology, engineering, and mathematics), which might reduce universities to examining bodies that have subcontracted intellectual content to MOOCs produced elsewhere."

Higher education is seldom about exams, classes, or grades. Rather, it is about an experience that prepares a student to become a functioning member of the work force, with requisite knowledge, skills, and life experiences.

"This is fine for now. But what happens a few months later? Will the university be responsible if we don't get the grades, or if our careers are impacted, simply because we are struggling with online classes and figuring out what methods will be used to gauge our knowledge," asks a final-year student of social sciences from a public university in Delhi. He does not wish to be named.

Students have complained about lack of clarity going forward and what the plan of action would entail, especially with respect to examinations, results, internships, and placements. While most institutions of higher education are trying their best in this

nobody knows what will happen next.

Most educators across institutions agree that there is a need to invest in creating standardised online education platforms, and not using apps and Google hangouts only; and to train both students and teachers. Others highlight the necessity to introspect on the nature of these platforms and how students are taught using different online tools and methods, while keeping accessibility and equity challenges in mind. There is also the need to understand all this across academic disciplines and institutions.

The way ahead can be charted only if we take into account the diverse views of experts, and incorporate all the lessons learnt from the summer of 2020.

Online education for teachers

Advantages:

- Allows innovative methods of teaching with the help of technology and online tools
- Allows reaching out to a large number of students across geographies
- Especially useful for distance learning

Disadvantages:

- Online teaching takes time and practice
- There is little consensus on how students can be evaluated in a fair manner
- Inability to have a face-to-face connect with students and facilitate face conversations, discussions, and mentoring
- Inability to reach all students because of technological limitations

Online education for students

Advantages:

- The ability to learn using different online tools and methods
- No disruption in learning because of the pandemic
- Listening to recorded and live



conversations and working at their own speed

Disadvantages:

- Lack of free flowing conversations, debates, and discussions
- Technological difficulties related to weak devices or access to the internet
- Getting used to learning and being evaluated online
- Studying while living at home, with family and other distractions

Conclusion

This study has outlined various impacts of Covid-19 on higher education in India. The recent pandemic created an opportunity for change in pedagogical approaches and introduction of virtual education in all levels of education. As we do not know how long the pandemic situation will continue, a gradual move towards the online/virtual education is the demand of the current crisis. UGC and MHRD have launched many virtual platforms with online depositories, e-books and other online teaching/learning materials. Combination of the traditional technologies (radio, TV, landline phones) with mobile/web technologies to a single platform with all depositories would enhance better accessibility and flexibility to education. This would involve upgrading the service platform to enable it to meet the required volume of educational demands of students. All service providers need to be mobilized to provide proper access to the educational service platforms to the disadvantaged groups of population also. Virtual education is the most preferred mode of education at this time of crisis due to the outbreak of Covid-19. The post Covid-19 education seems to be an education with widely accepted online/virtual education which may perhaps be a parallel system of education. This paper has not covered any statistical analysis on impact of Covid-19 on higher education however further in-depth study with statistical research may also be undertaken.

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The study establishes that the Corona virus pandemic has adverse effects on education. COVID-19 has major effects on school characteristics, including research, academic programmes, Staff professional development and jobs in the academic sector etc. These effects were felt by both educational institutions, educators, students and parents and other stakeholders in education. The study emphasizes the need for adoption of technology in education, as a way to curb the effects of Coronavirus and other future pandemics in education. Thus, the study acknowledges that the decision to shutdown schools for Coronavirus across the world may be hurtful, but it is sensible considering the rate of spread, and the dangers imposed by COVID-19 pandemic. The unprecedented school closures for Coronavirus remains a lesson and a warning to the entire educational world particularly those who are yet to embrace or adopt emerging learning technologies that support online or remote education. Stakeholders in the education sector have to develop robust strategies to deal with post-Corona virus era.

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