



## Contemporaneity of Language and Literature in the Robotized Millennium

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### Clear glitches to Gear learning in Online Atmosphere

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#### Abstract

The educational system has stepped into the mode of digitalization with a reorganized lexicon of teaching. The pandemic outbreak has channelized the entrance of the online system of education that has set a new trend in the process of knowledge transformation. The conventional teaching methods are finding their exits as electronic education creeps even through social platforms. The transition of electronic gadgets to educational tools supports the online educational system to have a clean sweep at the poll over traditional systems. The confrontation amidst the educationalists is subjected to the prevailing fictitious perception of virtuality and reality. Virtuality supplements reality but never substitute. On profound investigation of the present ongoing educational systems, several pitfalls exist that obstruct the learning process. This article throws light on the glitches in the online system of education and proposes suggestive measures to accelerate the progression of teaching and learning in the online environment. This research work is exploratory in its nature.

**Keywords:** Online system, teaching, learning, conventional methods, Pandemic Outbreak

#### 1. Introduction

The structure of Indian education originated from the ancient practice of the Gurukul system where the disciples served their masters and acquired holistic development in all the domains of cognitive, affective and psychomotor. This indigenous system of education was circumscribed by religious credence, advocacy of life skills and moral values. Several factors contributed to the declination of this system and it was replaced by the modern system of education during the reign of British in India. The leaders of the post-independent nation stepped into the shoes of the educational revolutionist to frame feasible and substantial educational policies for raising the standards of education. The educational policies laid the platform for constructing the system of education in a more organized and structured manner. The constitution of committees under the precedence of educational experts and researchers was instrumental in revolutionizing and restructuring the educational frameworks. The components of the educational framework were periodically reviewed to incorporate the essential measures of making the Indian nation march ahead to set its trademark at the global level. Teaching and learning are integrated processes that have to join hands in sculpting the life of the learner. The educational institutions established under the governance catered the varying needs of the learners and the teachers possess a significant contribution in accomplishing the demands of the learners. The teachers perform a pivotal role in building the eminent student community and the teaching method they adopt also occupies a substantial part. The paradigm shift in the teaching pedagogy was under experimental for several decades as the conventional chalk and talk methods never found its substitute. The teaching community was encouraged to practice blended or the hybrid methods of teaching, but only a limited percentage of the whole population of teaching fraternity adopted these methods. The conventional system of teaching confined learning within the circumference of the classroom, textbooks, institution premises. The higher educational system was keen on enhancing the standards of learners by providing a wide range of opportunities to take up learning at their own pace. The onset of online learning in the 1990's set the pathway for virtual classrooms and liberty to the learners from the programmed system of learning. The online system of education is advantageous as it creates space for visualizing the abstract concepts. The online portals of learning became vibrant after the launch of E-learning campaign in India. Many researchers examined the impacts and reach of online education [1]. The perception of learners, teachers, parents and stakeholders towards online education was also studied and the remark made by the respondents was that the system of online education is possible only in developed nations but not in the developing and highly populated nation such as India. The inference of this study has to be accepted as the provision of internet facilities to take up the online system of education is indeed a nightmare as constructing web platforms with suitable infrastructure to accomplish online activities demand huge investment. This obstructed the reach of online academic activities to all ends. In addition to it, the direct interface between teachers and learners was highly emphasized and the live interaction between the teachers and the learners facilitates the sharing of knowledge and transformation of the personality. The

argument of the educationalists in favour of conventional teaching methods focusses on the teacher's contribution to developing the affective domain of the learners. With this mental construct, the educational system comprising the domains of teaching, learning and evaluation was going on without any intervention till the looming of a pandemic outbreak.

The entire world was traumatized by the waves of coronavirus and still, the impacts are felt by the people of this universe [2]. The curfew has created a lot of changes in almost all the sectors and educational system occupies the primary position. The classroom environment has got turned into virtual rooms with student's email ids. The teachers immediately assumed the role of online tutors and started to take up teaching from home. The learners not just learn in their own pace, rather in an open atmosphere. The online teaching platforms have got blossomed and the calendar is filled with meeting schedules and the majority of the google apps are being used for educational purposes. To unlock the learning process, the online system of education was encouraged and all the academic programmes were organized through online platforms. The teaching community actively participated and experienced a new kind of learning in the cyber environment and this exposure was warmly saluted. Everyone is anticipating for the restoration of all the routine activities and still, the expectations remain unfulfilled. The Indian educational system never dreamt of shifting the process of teaching and learning to online mode, but the pandemic scenario has laid the foundation for it and with all of a sudden, the viable institutions have plunged into this online system leaving behind several psychological, economic, social aspects of the learners. The distribution of affordability to this new system is not uniform across the nation and the majority of the institutions under the state and central governance are passive. This new electronic system has not reached nearly 9 million children [3]. Several reasons prevent the students step into this system and one of the prime causes is poverty. The marginalized population of our nation remains as aliens to this new system. It is the responsibility of the political leaders of our country to have a close watch over the fair distribution of education to all the people with no disparities in terms of economic backgrounds.

It is the age of information and digitalization and the educationalists have begun to design policies incorporating the online mode of teaching to facilitate the learning process. The educational researchers, academicians and administrators have commenced their evaluation on the online system of education in full swing and this is the apt time. The online system of education is providing a new kind of experience to teachers and learners and the benefits of this system are flexibility in learning, accessibility to experts, collaborative works through networking worldwide. But still, one can't be satisfied with these merits as many other aspects related to teaching and learning remain in the twilight. Many glitches are existing in this new system, to mention a few contributions to the social domain, life skills, interaction and many other. These deficits have to be rectified with suitable suggestive measures. This article aims to put forward some remedial actions to gear the glitches from teacher's outlook. The paper is organized as follows: Section 2 presents the literature of the status of online system of education in India; section 3 discusses the glitches in the online system of education; section 4 proposes the suggestive measures to accelerate the downfalls of the online system and the last section concludes the work.

## **2. Overview of the status of Online system of education in India**

Open and Distance Educational systems introduced in late 1960 liberated the learners from the traditional structure of knowledge acquisition [4]. The roles of both learners and the teachers acquired transition. The open universities designed different curriculum and formulated new methods of content delivery and evaluation of the learners. This is the point of origin of the principle of the new system of learning, "Learning anywhere, anytime by anyone". This system attracted several learners as it enthused learning. To encourage such learning system, the government allocated funds and supported by undertaking many endeavors. One of the most significant aspects that were focused on was content delivery to reach the learners. The integration of ICT facilitated and it was proven to be highly beneficial. The increase in internet users laid the platform for the inception of online learning in India. The ministry of human resource development kick-started several initiatives for creating reserves of learning resources. One such is E-Gyankosh a project started by Indira Gandhi National Open University in the year 2006 for repositing the learning resources at nationwide. This project intended to serve the learning community by fulfilling their educational needs [4]. The Indian educational system disclosed the gates to technology-integrated teaching to supplement the learning processes. In 2009, a billion-dollar enterprise was launched to provide education through ICT and it was remarked as a national mission [4]. The main objective of this mission is to facilitate internet connectivity to educational institutions. The markets of online education have become to flourish in India and many people are technologically craven. The universities worldwide have commenced offering online courses to provide the opportunity of learning not only academic-oriented but also related to career and skill development. The educational ministry of our nation has also initiated several online platforms such as SWAYAM, NPTEL and many other to offer a wide range of courses by eminent faculty of reputed institutions under the governance of quality control boards of education. The ultimate aim of these online portals is quality content, content accessibility and equity in reach. In addition to it, the government has also taken many steps to the empower teaching community by exposing them to massive open online courses and learning management systems. The faculties of various levels of the educational system are encouraged to equip their knowledge by enrolling in the online courses. Several non-governmental institutions have adopted the system of online education at minor levels to impart global standards. The penetration of this system of education at the primary level eased learning to some extent. The electronic learning system takes learning beyond the borders and age of the learners.

The increase in smartphone users has still lightened the adoption and adaptation to this online learning system. Several people have enrolled in online courses and they are interested in online learning. Around 1.6 million people of all age groups enrolled in online learning. The market of e-learning was 247-million-dollar worth in 2016 and it is expected to escalate in coming years. The scope of online education in our nation is very high as this system of education is cost-effective and it has a great demand amidst 48% of Indian population belonging to the age group of 15-40 with high desires and low income [5].

### **3. Glitches of Online system of education in General perspective**

One of the most significant features of the online system of education is learner's convenience in taking up learning at their own pace [6]. The education is brought to their doorsteps. The learning environment is subjected to the freedom of the learners. The online courses are characterized by programmed learning, in which each week's learning materials, assignment, discussions are prescheduled to ease learning. The learners get the opportunity to interact with experts worldwide and the probability of taking collaborative projects is very high. The engaged system of learning and experiential learning takes place in the online environment. Many researchers have examined the merits of online education at the same time the limitations were also explored. There are many shortcomings in this system of education and it can be classified as within the system of education and its reachability to the learners [7]. Lockdown and curfew are considered as the measures to mitigate the pandemic outbreak and all the routine social activities are finding its supplement so as the educational system. The present and future system of education are taking new forms and the classroom environment is replaced with virtuality. The cyberspace links teachers and students and cybergogy is adopted for content delivery. The transition to the online system doesn't fulfil all the aspects and in certain perspective it is underprivileged. There are many deficits in the online system of education and they are Virtuality at both ends in high fashion, Quest of quality education, Specimen interaction, Demands high investment of time, Social domain in the twilight, No proper channels of evaluation, Confinement to Elite groups and Technical Barriers

#### **3.1 Virtuality at both ends in high fashion**

The teachers and learners in the online environment are bounded with virtual feel to a great extent. The lack of face to face interaction, social constructive approach in learning greatly depreciates the social values in the student community. The absence of real feeling of joy in learning is a setback to this system of education with special focus to primary students. The provisions for activity-based learning is very limited and the assignments to the primary school children are predominantly accomplished by the parents rather than the students. Exposure to electronic gadgets gives us a chance to feel the work-life of IT-employees many times. The virtual environment is not suitable and the system of work from home has put the teaching and learning community under stress. The virtual system of engaging the learners do not focus on the emotive and psychomotor domain of the learners. The cognitive feed is not sufficing for the holistic development of the student's personality. The building of educational institutions has lost its life and it has to be restored soon.

#### **3.2. Quest of quality education**

The word 'Quality' in education is gaining momentum for the past decades. The government has taken several initiatives to impart quality education in all forms of educations. The principles of governing quality in education were stated as affidavits and the frameworks are laid out to raise the standards of education. But the framework of this online system of education is yet to be designed and it is not even under the consideration of constructing in an organized manner. This system of education has come into practice without any preparatory initiatives. The feedback of this system is not taken into consideration. Only the market for online education is in steep mode, but the quality of it is under quest. The disparities amidst teachers, learners, and the external factors bring a lot of commotions in implementing this system uniformly. Some of the educational institutions are in full swing of practising this online system of education, but many institutions are yet to start. This kind of disparities are yet to be resolved and quality has to be ensured in this system of education.

#### **3.3. Specimen Interaction**

The interaction between the teachers and the learners in the online environment lacks liveliness and it just takes place without any kind of holistic involvement. The teacher provides instructions to the students and the learners remain idle during the entire session, some of the learners clarify their doubts but a majority of the learners just make their presence but the involvement in the learning process is very limited.

#### **3.4. Demands high investment of time**

The preparation for effective online teaching requires meticulous planning and implementation of the same within the stipulated time. The teacher must possess the skills of online teaching to deliver the content desirably. The content preparation and its delivery have to facilitate learning without any hurdles. The teacher designs the lesson plan and follows it accordingly to satisfy the diverse needs of the learners. In the conventional system, the blackboard is used as the medium of instruction but now several applications and software are available to design and deliver the content which requires careful planning and monitoring.

#### **3.5. Social domain in the twilight**

The online learning system does not focus highly on the social domain, the social constructive approach in learning do not find a space in this system of learning. The self-paced learning is the core principle of this system. Though this supports collaborative and peer- learning, it is not up to the desired levels.

#### **3.6. No proper channels of evaluation**

The online system of education has several provisions that facilitate teaching and learning processes, but it does not provide a feasible framework for the system of evaluation. This new trend in education puts everybody in a state of commotion and there exists a greater difficulty in deciding on fair evaluating procedures. The offline evaluating procedure was consistent, but the reliability of online evaluating procedures remain under the debate of the educational experts.

### **3.7. Confinement to Elite groups**

This online system of education remains unreached to several students as the economic status of the student plays a vital role in the enrollment. The existing scenario makes us reach a verdict that this system is highly feasible to the elite group of society and still this remains a nightmare to underprivileged people. Education has to be provided to everybody and there must be no difference in this regard. The contemporary system of education has created a lot of disparity between the student of diverse background.

### **3.8. Technical Barriers**

The continuous flow of connectivity is the bridge that enables both the teachers and learners to stay tuned in the online classes, but many times this gets collapsed. The poor connectivity and web infrastructure highly disturb and intervenes the process of teaching and learning. The status of the teachers is highly pitiable as they are crushed by this new system of education. The content is presented to the learners, the invisible listeners by the teachers without visualizing the members of the counterpart.

## **4. Suggestive Measures for a full-fledged online educational system**

To meet out the present pandemic situation, the online system of education is the right choice to unlock learning, but still, it is embedded with a lot of mishaps that are to be rectified. This section proposes some of the suggestive measures from the teacher's outlook [8]. It is very essential to give online orientation to the teachers to make teaching more effective. The exploration of cybergogy has to be redone profoundly. The skills of online teaching have to be explained and explicated to the teaching community. The framework of the online system of education has to be laid at the earliest to have quality indicators for monitoring the effectiveness of this new system. The educational institutions on another hand must identify the hurdles of implementing the online system of education more effectively and devise suitable strategies to overcome the obstacles from the perspective of both the teachers and the learners. The government has to intervene and allocate fund for making this system of education reach the people of below poverty. The academic programmes organized via online mode must fulfil certain criteria for sustaining the overall quality of it. The emotive and social factors are to be focused on online learning and apt facilitation has to be laid. The online evaluating procedures have to be formulated and it has to be made fair and just. The components of online education should cater to overall personality development of the student community by avoiding the existing disparities.

## **5. Conclusion**

This research work presents the journey from the traditional educational system to the contemporary system of education. The transition from the gurukul system of education to the current online system of education was picturized in this paper. This paper presents the glitches in the electronic system of education and few suggestive measures are proposed to clear the hitches in the new system. This online system of education has welcomed in the educational sector but the disparities created by its entrance into the Indian educational system has to be resolved at the primary level to avert societal outburst of commotions. Online system of education will certainly occupy a considerable position in the future educational system and it is the sole responsibility of the government to set the standards of it in consensus with the educational experts.

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