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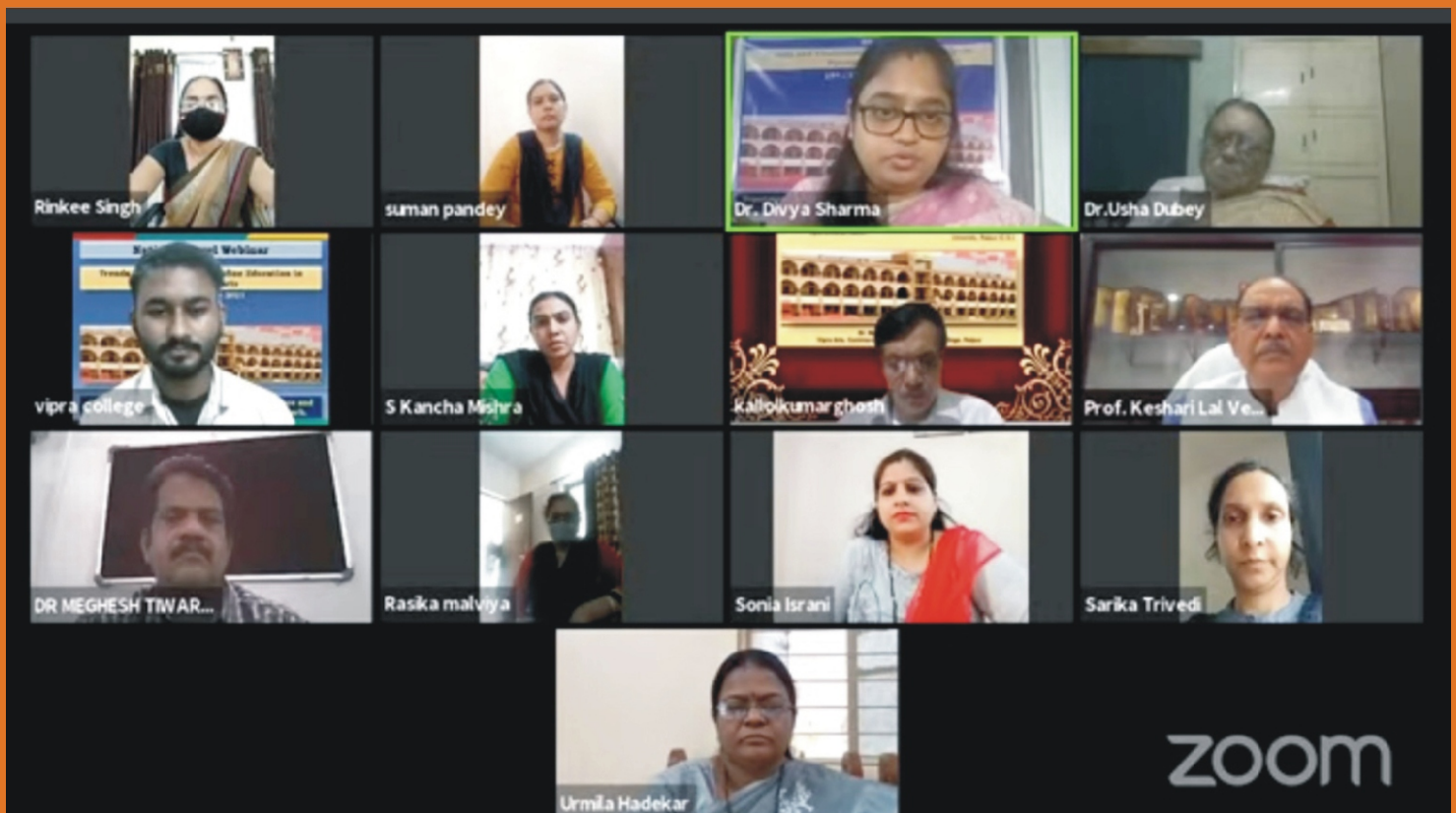
Webinar Series



माननीय महामहिम
सुश्री अनुसुईया उइके
राज्यपाल छ.ग.

Conducted by: Vipra Arts,
Commerce and Physical
Education College,
Raipur, Chhattisgarh





Webinar Series :
Conducted by
Vipra Arts, Commerce and Physical Education
College, Raipur, Chhattisgarh



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Editor

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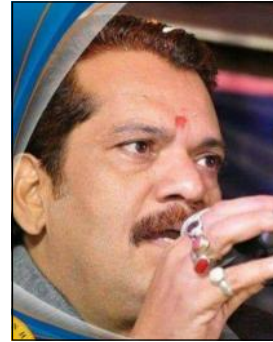
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Principal Message



We are extremely happy to inform that we have organized a series of Webinar under the aegis of IQAC and different departments of the institution.

International, National and State Level Webinars were organized by Department of Yoga, Education, Physical Education, Computer and Commerce wherein more than six thousand participants registered themselves and participated via YouTube live.

It is noteworthy that the themes chosen for deliberations in the Webinars were indeed useful for the students, scholars, faculty members and other target groups as well.

I am sure; this Proceeding will be helpful to the readers to get the knowledge of contemporary issues.

I extend my best wishes for the publication of the Proceeding.

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Report
International Webinar on
Indigenous Solution reference to yoga of Health Problem
arising during pandemic with special

Organized by Vipra Arts Commerce and physical Education
college,Raipur chhattisgarh Held on Date 07-09 June 2021

The college of Vipra Arts, Commerce and Physical Education College Raipur Chhattisgarh has organized a International Webinar on “Indigenous Solution reference to yoga of Health Problem arising during pandemic with special.

“ B+ grade college obtained by naac, Vipra Arts, Commerce and Physical Education College Raipur Chhattisgarh from 07.06.21 to 09.06.21. t A number of 1533 teacher and students of many university and college from almost over the country and abroad participated registered for the Webinar from various regions of the Country.

The opening Ceremony started at 02:00 pm where the ceremony began with Saraswati Vandana which was further followed by the overview of webinar presented by nidhi shri of commorce Convener of the Webinar- Dr. Ranjana Mishra, Principal of the College Dr. Meghesh Tiwari addressed Mentor and Advisor gave blessings for successful completion and Mr. Gyanesh Sharma, Chairperson of Vipra Sikshan Samiti rendered a speech full of motivation and encouragement.

Hon’ble Governor of chhattisgarh satat, sushri Ansuiya uike was the Chief Guest of the webinar. Gave blessings and said that yoga is an ancient tradition of india,which we should live and need to adopt whenever I get time,I will think of building a yoga math in my home village she said.

Program was presided by prof. K.L.Verma , Vice Chancellor , Pt.Ravishankar Shukla University Raipur Chhattisgarh . Giving his blessings ,He said that the importance of yoga is very useful for our human life,yoga is both art and science of living Ist Technical Session was taken by mr Darpan chawda, celifornia fitness &yoga center,vitnam, on the topic of “fitness & yoga”.

IInd Technical Session was taken by dr. pranita singh , yoga Expert,ranchi University, delivered his lecture on “yogic lifestyle”.

At the end of the program, Research Paper was presented by research scholars of presented his paper on the role of yoga in increasing immunity Mr.Ravishankar sahu Assistant Professor, shri rawatpura sarkar university , Raipur (C.G.)

On the conclusion of the Program, Vote of Thanks was given by Dr. Ranjana mishra , convener of the webinar.

On second day of the Webinar i.e. 08.06.2021, after Saraswati Vandana, mrs.nidhi shree has announced to start Technical session.

Ist Technical Session was taken by Leila, yoga teacher, Vancouver island bc canada, and delivered his lecture on “Transformed way of living yoga &meditation”

IInd Technical Session presented by Mr. Dr. Vikas Mishra MBBS, Ms (Ophthalmology) phacosurgeon shashwat hospital, Raipur, Chhattisgarh india, on “New Variants of Covid - 19”.

At the end of this day, Research Paper were presented and Summary Report was given by Dr. DR Rajeev Chaudhary professor, sos physical Education ,HOD sos Law, PRSU. best teacher educator Awardee

On the conclusion of the Program, Vote of Thanks by Dr. Divya Sharma, HOD of Education department.

On the third and last day of webinar 09.06.2021, Technical Session was started.

Ist Technical Session presented by Dr. Megha Tyagi, Health Consultant ,Ega Wellness, singapore, on the topic of “Food & Medicine”.

In IInd Technical Session, a presentation was delivered by DR. Kewal Ram Chakradhari , HOD, department of yoga, shri rawatpura sarkar university, Raipur chhattisgarh on Topic “Yoga for immunity”.

After the Technical Sessions, Valedictory function was started at 12.00 p.m. Function was addressed by Principal of the College Dr. Meghesh Tiwari and presided by Mr. Gyanesh Sharma, Chairman of Vipra Shikshan Samiti .

As a Chief Guest of Valedictory function , Hon’ble Padmashri swami bhawan ji founder president governing council (GC) swami ji while speaking about the program said that yoga is our culture started from india then went outside abroad gave his blessings on the successful completion of this webinar.

President by Brambhchari Dr. Indu Bhawanand ji Mahraj pramukh shankracharya ashram Raipur chhattisgarh, presiding over the closing ceremony gave blessings about astanga yoga”.

At last with the permission of Principal program was concluded and vote of thanks given by Dr. Ranjana Mishra Convener of this program.

-----:-----

A Study on The Impact of Yoga and Meditation on Health And its Benefits

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Udhayakumar C S

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ABSTRACT

In an age where the younger generation is increasingly turning obese and facing health issues at an abnormal rate, fitness plays a very vital role. One can achieve complete control of mind over body by being both physically and mentally fit...Yoga and meditation have been practiced in India since ancient times and provides a healthy mind and a sound body, something which the stress filled youngsters of our generation need. Yoga is considered a comprehensive practice that integrates mental, physical, and spiritual elements of the human body. The purpose of this study was to examine the benefits of yoga and meditation on the physical and mental health. This study provides support for Deep relaxation and meditation practices cultivate awareness and ultimately more profound states of consciousness. . Beneficial effects might involve a reduction of distress, blood pressure, and improvements in resilience, mood, and metabolic regulation.

INTRODUCTION

In today's society that is fast approaching a more sedentary lifestyle, there is a greater need than ever to increase the daily activity levels in order to maintain both cardiovascular fitness and body weight. Fitness does not refer to being physically fit alone, but mentally state as well. Any individual can function optimally only if the individual is both mentally and physically fit. Such individuals tend to be less prone to medical conditions as well. While most people tend to focus on physical fitness alone, they forget that a sound mind exists only in a sound body.

Rapidly emerging in the Western world as a disciplined way of life, for integrating the mind and body into union and harmony, yoga improves physical, mental, intellectual and spiritual health. It also offers an effective method of managing and reducing stress, anxiety and depression and there have been numerous studies that demonstrate the efficacy of yoga on mind related disorders.

The physical exercises (asanas) in yoga tends to increase the patient's physical flexibility, coordination, and strength, while the breathing practices and meditation helps calm and focus the mind to develop greater awareness and diminish anxiety, and thereby resulting in higher quality of life. One simply cannot separate the aspect of health from their emotional well-being.

Comprehensively Ideal Fitness Program includes aerobic, anaerobic, and resistance training, in addition to flexibility and core-building exercises likes yoga and meditation.

LITERATURE REVIEW

Bhole (1977), in his paper "Psycho Physiological Importance of Some Yoga Practices," presented at the International Seminar on Stress in Health and Diseases, explained different aspects of Yoga. Yoga as a "way of life" encompasses the philosophy of the following 4 forms of Yoga which are: Karma Yoga (path of detached action), Jnana Yoga (knowledge of self), Bhakti Yoga (trust in the supreme order) and Raja Yoga (asana, pranayama, meditation, etc.). Bhole says that Continuous and regular practice of this knowledge may even bring about a complete transformation of one's personality, on mental, on physical, emotional, and spiritual level which tends to strengthen one's ability to cope

with stress at all levels.

Yoga practices basically aim at the integral development of the personality as a whole by a fine combination of the above mentioned four forms of yoga- Karma Yoga, Bhakthi Yoga, Jnana Yoga and Raja Yoga , which is called as Integrated Yoga. The paper on “ Managerial effectiveness and quality of work life: Indian insights” (1987) and “Managerial Transformation by Values: A Corporate Pilgrimage” Saga by Chakraborty SK proves that practicing Yoga gives the managers and workers the ability to take control of their distracted mind and also to lose the sense of false ego, thereby helping in personality development.

According to Chakraborty SK, a Holistic and Integrated Yoga Module comprising of the philosophy of Raja yoga (Asanas, dhyana ,pranayama, etc), Jnana Yoga (knowledge of self), Karma Yoga (path of detached actions) , Bhakthi Yoga (trust in the Supreme order).

In the paper “randomized, controlled, six-month trial of yoga in healthy seniors: effects on cognition and quality of life” By Barry S. Oken , Daniel Zajdel , Kristin Flegal, Shirley Kishiyama, Mitchell Haas, Dale F. Kraemer, Julie Lawrence, Cathleen Dehen ,And Joanne Leyva focuses on the impact of yoga on cognitive functions, mood, fatigue, and overall quality of life among the seniors. The study was conducted on 135 men and women within the age groups of 65–85 years and their cognitive measures focused on attention and alertness were studied for a six month period.

In this paper, “Benefits, barriers, and cues to action of yoga practice: a focus group approach” published in the American journal of health behavior, authored by nancy l atkinson, rachel permuth-levine, studied focus groups of individuals who had never practiced yoga before in their life and studied the positive changes that were recorded.

The paper “Psychology of Meditation and Health: Present Status and Future Directions” written by Dilwar Hussain and Braj Bhushan reviews the effects of meditation on mental health. Effects of meditation on human physiology such as heart beat, blood pressure, cortical activity, metabolism, respiration, and skin resistance are also discussed. Human perception and cognitive abilities are also discussed in this paper.

APPROACH

3.1 IMPACT OF YOGA

3.1.1 Physiological Impacts:

Through Yoga , the body triggers a line of beneficial chemical processes within the body, slows the heart rate, reduces the level of blood lactate, lessens the muscular tension, leads to more efficient gas exchange in the lungs, lower levels of cortisol and adrenal levels. This not only boosts the immune system, but also results in higher energy levels, and increased strength.

3.1.2 Normalizing Blood pressure:

Blood circulation can be improved in the body through Yoga and Pranayama and has proved to treat both High Blood Pressure (Hypertension) and Low Blood Pressure (Hypotension). Practicing Yoga stretches keeps the arteries ductile and reduces the stiffness of the arteries which again lowers the blood pressure.

It results in the creation of positive energy leading to a better and improved lifestyle. Certain Asanas have the power to slow the heart rate by soothing the nerves and minimizes the chances of a heart attack.

3.1.3 Mental Benefits:

It has been found through studies that the benefits of Yoga include increased focus, concentration levels and mental clarity. It also helps to bring down the stress levels, reduce depression and anxiety.

Since the stress is reduced, the sleep cycle is improved. Yoga as a way of life boosts feelings of self image and well being.

3.1.4 Immune System Boost:

When regularly practiced and being in the relaxed state on a regular basis , the brain produces more of the positive neurotransmitter ‘serotonin’ and stimulates less of the negative ‘cortisol’ which impairs cognitive skills, trigger high Blood pressure and blood sugar imbalances, affecting the immune system badly.

3.1.5 The Less Demonstrable:

One of the most unique benefits of Yoga is that it leads to a better understanding of one’s self, a certain tranquility and awareness level. While some enjoy the spiritual aspects of the practice, the fact is that it has the power to change a person as a whole by developing their personality.

3.2 IMPACT OF MEDITATION (MINDFULNESS):

Meditation, or as Westerners like to term it “Mindfulness”, has the ability to enhance skills like attention, memory, and emotional intelligence.

3.2.1 Building resilience:

Studies show that meditation has proved to decrease anxiety levels, thereby increasing resilience and performance under stress.

3.2.2 Enhances emotional intelligence:

Brain imaging studies suggests that meditation can help enhance your ability to control and regulate your emotions. To be more precise, it helps the mind to take control over the body and not the other way round.

3.2.3 Boosts creativity:

It has been proved scientifically through various studies that the human mind is most creative and come up with the brightest insights and breakthroughs when the mind is in a relaxed state of mind.

During meditation the mind is in a relaxed state and thereby encourages divergent thinking at its best and comes up with the maximum number of plausible solutions to a given problem, which is one of the most important aspects of creativity.

3.2.4 Improves relationships:

Under stress, individuals tend to narrow down their perspectives and this reduces the sense of empathy, thereby affecting the performance and relationship.

Meditation has a direct connection to improving the mood of the individual, which improves both the performance and relationship in a team.

3.2.5 Enhanced focus:

Meditation helps curb our tendency to be distracted thereby increasing our abilities to think better and stay focused. It also helps improve the cognitive and decision making skills in an individual.

3.2.6 Improves sleep and energy levels:

Practicing meditation results in decreased sleep disturbance and helps to improve their quality of sleep. Better sleep means lower levels of stress and fatigue.

A consistent sleep cycle helps regulate your circadian rhythms, which makes sure your energy levels stay throughout the day.

3.2.7 Improves feelings of wellbeing:

Emotional stability is very vital for better sense of well being. The ability to master one’s emotions

plays an important role to become more resourceful and productive.

Developing a meditation practice will empower to become more aware of your emotions. Meditation is a remedy for the stress of modern day lifestyle. It brings the nervous system into balance.

FINDINGS

The study has given insights into the benefits of Yoga practice in daily life and how it is used to maintain a sense of well being and alleviate a range of health problems and ailments. Therefore it can be used as an alternative for medical therapy for numerous health issues like stress, anxiety, depression, and other mood disorders.

CONCLUSION

The benefits of increased feelings of relaxation, improved self- confidence and body image, improved efficiency, better interpersonal relationships, increase in attentiveness through Yoga and meditation as a way of life encourages an optimistic outlook on life.

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कतिपय यौगिक अभ्यासों का वृद्ध महिलाओं के समायोजन स्तर पर पड़ने वाले प्रभाव का अध्ययन

अनिता पण्डा

शोध छात्रा, योग एवं स्वास्थ्य विभाग, देव संस्कृति विश्वविद्यालय, शांतिकुंज, हरिद्वार (उत्तराखण्ड)

प्रो. सुरेश लाल बर्णवाल

विभागाध्यक्ष, योग एवं स्वास्थ्य विभाग, देव संस्कृति विश्वविद्यालय, शांतिकुंज, हरिद्वार (उत्तराखण्ड)

डॉ. सन्तोष विश्वकर्मा

सह प्राध्यापक, मनोविज्ञान विभाग, देव संस्कृति विश्वविद्यालय, शांतिकुंज, हरिद्वार (उत्तराखण्ड)

सारांश

प्रस्तुत शोध का उद्देश्य “कतिपय यौगिक अभ्यासों का वृद्ध महिलाओं के समायोजन स्तर पर पड़ने वाले प्रभाव का अध्ययन” करना है। इस शोध की पूर्ति के लिए हरिद्वार (उत्तराखण्ड) से संभाव्यता प्रतिचयन की यादृच्छिक प्रतिचयन विधि द्वारा 60–75 वर्ष की 60 वृद्ध महिलाओं का चयन किया गया। प्रयोज्यों को एक महीने तक प्रतिदिन 40 मिनट तक योगाभ्यास कराया गया। समायोजन के मापन के लिए शमशाद हुसैन तथा जसबीर कौर (1995) द्वारा निर्मित वृद्धावस्था समायोजन इनवेन्ट्री (Shamshad-Jasbir Old-age Adjustment Inventory) का प्रयोग किया गया। इस शोध में पूर्व–पश्चात् परीक्षण नियंत्रित समूह अभिकल्प (Pre-test Post-test Control Group Design) का प्रयोग किया गया है। प्राप्त आंकड़ों का विप्लेशन टी–टेस्ट सांख्यिकीय विधि द्वारा किया गया। सांख्यिकीय विश्लेषण से प्राप्त टी का मान 0.01 स्तर पर सार्थक पाया गया। शोध का परिणाम यह प्रदर्शित करता है कि यौगिक अभ्यास से वृद्ध महिलाओं के समायोजनस्तर पर सकारात्मक प्रभाव पड़ता है। अतः यौगिक अभ्यास से वृद्ध महिलाओं के समायोजनस्तर में वृद्धि होती है।

कूट शब्द

योग, समायोजन, वृद्ध महिलाएं।

विश्व स्वास्थ्य संगठन (1999) के अनुसार 60 वर्ष एवं उससे अधिक आयु के लोगों को वृद्ध माना जाता है तथा इन्हें जनसंख्या के बुजुर्ग श्रेणी के अंतर्गत रखा जाता है। परिवर्तन प्रकृति का नियम है। कोई भी व्यक्ति स्थिर नहीं है, जन्म से लेकर मृत्यु तक उसमें निरंतर परिवर्तन होता रहता है। जन्म के पश्चात् मानव शरीर में धीरे–धीरे विकास की क्रिया होती है, जो लगभग तीस वर्ष की आयु में पूर्ण होती है। इसके पश्चात् शरीर की कार्यक्षमता में धीरे–धीरे कमी आने लगती है। जीवन के प्रारंभिक वर्षों में होने वाले परिवर्तन विकासात्मक होते हैं, जबकि जीवन के अंतिम वर्षों में अर्थात् वृद्धावस्था में होने वाले परिवर्तन क्षयात्मक होते हैं। इस परिवर्तन के कारण वृद्धावस्था में अनेक शारीरिक एवं मानसिक समस्याएं उत्पन्न होती हैं।

विश्व स्वास्थ्य संगठन (2017) के अनुसार 60 वर्ष से अधिक आयु के लगभग 15 प्रतिशत वृद्ध मानसिक विकार से पीड़ित हैं। इस आयु वर्ग में होने वाली सभी बिमारियों की तुलना में 6.6 प्रतिशत मानोस्नायविक विकार होते हैं।

वृद्धावस्था में अपने जीवनशैली में भी परिवर्तन करना पड़ता है क्योंकि इस उम्र में शरीर वातावरण के प्रति अधिक संवेदनशील हो जाता है। अतः इनके लिए अपने जीवनशैली में परिवर्तन करना कठिन होता है। परिस्थितियों से समायोजन के लिए जीवन शैली में परिवर्तन लाना आवश्यक होता है। वृद्धावस्था के दौरान वृद्धों को कई प्रकार के परिवर्तन का सामना करना पड़ता है जैसे— जीवनसाथी की मृत्यु, शारीरिक शक्ति का कमी, विभिन्न प्रकार की बीमारियां, शारीरिक निर्भरता, आर्थिक हानि, सामाजिक स्थिति का कमी आदि, जिसके कारण विभिन्न समस्याएँ उत्पन्न होती हैं (Steinmatz, S. K. 1988)।

वृद्धों को आर्थिक रूप से अनुत्पादक, शारीरिक रूप से दुर्बल, अकर्मण्य होने के कारण एवं पारिवारिक कार्यों को करने में असमर्थ होने के कारण परिवार व समाज पर अवांछित बोझ समझा जाता है (Baldock, J. 2001)। अधिकांश परिवारों में परिवार के सदस्यों द्वारा वृद्धों की उपेक्षा की जाती है। जो वृद्धों की समस्याओं को कई गुना और बढ़ा देती है। अधिकांशतः वृद्ध अपने परिवार के सभी सदस्यों के साथ हाते हुए भी अपने आप को अकेला, लाचार व बेबस समझने लगते हैं। ऐसी स्थिति में उनमें कई मानसिक समस्याएं, मुख्य रूप से समायोजन की समस्या उत्पन्न होने लगती है। भारत में व्याप्त निर्धनता, कुपोषण, आवासीय सुविधाओं का अभाव, पारिवारिक दायित्वों का भार, पर्याप्त चिकित्सा सुविधाओं का अभाव इत्यादि कारक वृद्धों की समस्याओं को और जटिल बनाने के लिए उत्तरदायी हैं (Chadha, N. K., et al., 1992)।

वृद्धों को दैनिक जीवन में अनेक समस्याओं का सामना करना पड़ता है। जैसे— परिवार में समायोजन की कमी, अकेलापन, बीमारी, आधारभूत सुविधाओं की कमी, आमदनी के स्रोत का अभाव एवं समुचित सहायता की कमी ऐसे कई कारक हैं जो समाज में वृद्धों के जीवन स्तर पर नकारात्मक प्रभाव डालते हैं। वृद्धों को जीवन के हर क्षेत्र में समाज, परिवार एवं स्वयं के साथ समायोजन करने में कठिनाईयों का सामना करना पड़ता है (Rajan, et al., 1995)। जिसके कारण वृद्धों में शारीरिक, मानसिक, पारिवारिक, सामाजिक एवं आर्थिक समायोजन की समस्या उत्पन्न होने लगती है। Venkoba, R. A. (1990) ने अपने शोध में बताया की अच्छा स्वास्थ्य, अर्थिक सुरक्षा, भावनात्मक संतुलन, बेहतर सामाजिक संबंध एवं पर्याप्त देखभाल वृद्धों के समायोजन हेतु अति महत्वपूर्ण कारक हैं। वृद्ध व्यक्तियों में परिवार के साथ अच्छा संबंध, प्रसन्नता अनुभूति, पारिवारिक समायोजन उनके जीवन स्तर को बढ़ा देते हैं।

अतः नियमित योग व्यायाम का वृद्धों के समग्र स्वास्थ्य हेतु दिनचर्या का अभिन्न अंग होना आवश्यक है। यौगिक जीवनशैली अपनाकर ही जीवन की समस्याओं को दूर किया जा सकता है। निष्क्रिय व्यक्ति जब सक्रिय होता है तो उनके स्वास्थ्य स्तर में पहले की अपेक्षा वृद्धि होती है, शारीरिक के साथ साथ मानसिक स्तर में भी सुधार होता है। जिससे वे मानसिक रूप से अधिक प्रसन्नता का अनुभव करते हैं एवं जीवन में बेहतर समायोजन प्रदर्शित करते हैं (Mathew, S. V. & Manickaraj, S. 2012)। अतः वृद्ध योगाभ्यास के माध्यम से अपने शारीरिक एवं मानसिक परेशानियों को दूर कर जीवन के हर परिस्थिति में समायोजित हो सकते हैं।

शोध विधि

प्रतिदर्श एवं प्रतिचयन

प्रस्तुत शोध अभिकल्प में यादृच्छिक प्रतिचयन विधि द्वारा हरिद्वार (उत्तराखण्ड) से 60 वृद्ध महिलाओं का चयन किया गया। जिनकी आयु सीमा 60–75 वर्ष थी।

समावेशन मापदण्ड

प्रस्तुत शोध में निम्नलिखित समावेशन मापदण्ड रखे गये—

1. इस शोध में केवल 60 वर्ष से 75 वर्ष तक के वृद्ध महिलाओं को ही प्रयोज्य के रूप में चयन किया गया।
2. इस शोध में केवल महिला प्रयोज्यों का ही चयन किया गया।

अपवर्जन मापदण्ड

प्रस्तुत शोध में निम्न अपवर्जन मापदण्ड रखे गये—

1. ऐसे वृद्ध महिलाएं जो किसी गंभीर मानसिक समस्या या किसी गंभीर शारीरिक बीमारी से ग्रसित थीं, उनका चयन इस शोध में नहीं किया गया।
2. 60 वर्ष से कम तथा 75 वर्ष से अधिक आयु के प्रयोज्यों को शोध में सम्मिलित नहीं किया गया।

योगाभ्यास सारणी

चयनित प्रयोज्यों को नियमित एक महीने तक प्रतिदिन प्रातः 7 बजे से 7: 40 बजे तक योगाभ्यास कराया गया—

| योगाभ्यास | समय |
|--|---------|
| प्रज्ञायोग साधना (आत्मबोध, तत्वबोध, भजन, मनन) | 20 मिनट |
| नाडीशोधन प्राणायाम | 10 मिनट |
| सोऽहम् ध्यान | 05 मिनट |
| ॐ उच्चारण | 05 मिनट |
| कुल सम | 40 मिनट |

शोध अभिकल्प

प्रस्तुत शोध में 'पूर्व-पश्चात् परीक्षण नियंत्रित समूह अभिकल्प (Pre-test Post-test Control Group Design) का प्रयोग किया गया।

विधि

प्रस्तुत शोध में 'पूर्व-पश्चात् परीक्षण नियंत्रित समूह अभिकल्प' का प्रयोग किया गया। जिसमें 60 महिला प्रयोज्यों का चयन संभाव्यता प्रतिचयन की यादृच्छिक प्रतिचयन विधि द्वारा किया गया। जिसके लिए 60-75 आयुवर्ग के 60 वृद्ध महिलाओं की सूची तैयार की गई। सभी प्रयोज्यों के नाम को अलग-अलग समान आकार के कागज के टुकड़े पर अंकित किया गया तथा समान ढंग से मोड़कर रखा गया। इस शोध की रूपरेखा से अपरिचित व्यक्ति की मदद से क्रमशः 30-30 के दो-दो समूहों में विभाजित किया गया। पुनः इन दोनों समूहों को टॉसिंग द्वारा प्रयोगात्मक एवं नियंत्रित समूहों में रखा गया। प्रयोगात्मक तथा नियंत्रित दोनों समूहों में वृद्धमहिलाओं की संख्या समान (30-30) थी। हस्तक्षेप देने से पूर्व प्रायोगिक एवं नियंत्रित समूह के प्रयोज्यों को 'वृद्धावस्था समायोजन इनवेन्ट्री (Shamshad- Jasbir Old- age Adjustment Inventory)' द्वारा पूर्व परीक्षण लिया गया। इसके पश्चात् प्रायोगिक समूह को एक महीने तक निर्धारित योगाभ्यास कराया गया। नियंत्रित समूह को किसी भी प्रकार का हस्तक्षेप नहीं दिया गया। निर्धारित समयावधि तक योगाभ्यास कराने के पश्चात् दोनों समूहों के प्रयोज्यों का पुनः पश्चात् परीक्षण लिया गया। प्राप्त आकड़ों का विप्लेशन टी-टेस्ट सांख्यिकीय विधि द्वारा किया गया।

उपकरण

समायोजन के मापन के लिए शमशाद हुसैन तथा जसबीर कौर (1995) द्वारा निर्मित वृद्धावस्था समायोजन इनवेन्ट्री (Shamshad-Jasbir Old-age Adjustment Inventory) का प्रयोग किया गया। जिसमें समायोजन के छः आयामों – स्वास्थ्य, पारिवारिक, सामाजिक, वैवाहिक, भावनात्मक तथा आर्थिक समायोजन से संबंधित 125 एकांश हैं। शोधार्थी ने समायोजन के तीन आयामों स्वास्थ्य, पारिवारिक, एवं भावनात्मक समायोजन के 68 एकांशों को ही अपने शोध में सम्मिलित किया।

सांख्यिकीय विश्लेषण

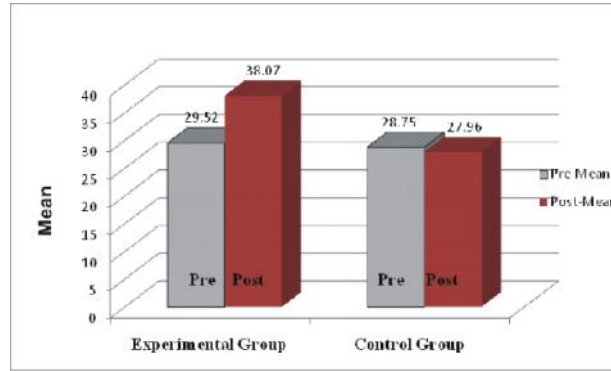
प्रस्तुत शोध में सांख्यिकीय विश्लेषण हेतु टी-टेस्ट सांख्यिकीय विधि का प्रयोग किया गया है।

परिणाम

परिणाम तालिका: प्रयोगात्मक एवं नियंत्रित समूह में वृद्ध महिलाओं के समायोजन के मध्यमानों का स्तर

| Group | Test | N | Mean | SD | df | r | t-value | Level of significance |
|--------------|------|----|-------|------|----|------|---------|-----------------------|
| Experimental | Pre | 30 | 29.52 | 3.79 | 29 | 0.89 | 23.76 | P<0.01 |
| | Post | | 38.07 | 4.22 | | | | |
| Control | Pre | 30 | 28.75 | 5.04 | 29 | 0.37 | 0.83 | P>0.05 |
| | Post | | 27.96 | 3.80 | | | | |

ग्राफ: प्रयोगात्मक एवं नियंत्रित समूह में वृद्ध महिलाओंके समायोजन के मध्यमानों का स्तर



परिणाम तालिकामें प्रयोगात्मक समूह के पूर्व-परीक्षण का मध्यमान 29.52 एवं मानक विचलनका मान 3.79 है तथा पश्चात्-परीक्षण का मध्यमान 38.07 एवं मानक विचलन का मान 4.22 है। सांख्यिकीय विश्लेषण द्वारा प्राप्त t value 23.76 है। यह मान df 29 के 0.01 विश्वास स्तर पर सार्थक होने के लिए आवश्यक टी सारणी मान 2.756 से अधिक है। अतः परिणाम 0.01 विश्वास स्तर पर सार्थक है। परिणाम तालिका में नियंत्रित समूह के पूर्व-परीक्षण का मध्यमान 28.75 एवं मानक विचलन का मान 5.04 है तथा पश्चात्-परीक्षण का मध्यमान 27.96 एवं मानक विचलन का मान 3.80 है। सांख्यिकीय विश्लेषण द्वारा प्राप्त t value 0.83 है। यह मान df 29 के 0.05 विश्वास स्तर पर सार्थक होने के लिए आवश्यक टी सारणी मान 2.045 से कम है। अतः परिणाम 0.05 विश्वास स्तर पर सार्थक नहीं है। अतः परिकल्पना सार्थकता के 0.01 विश्वास स्तर पर अस्वीकृत होती है। प्रयोगात्मक समूह के पूर्व-पश्चात् परीक्षण के मध्यमानों के मध्य अंतर यह प्रमाणित करता है कि वृद्ध महिलाओं के समायोजन स्तर पर यौगिक अभ्यासों का सार्थक प्रभाव पड़ता है।

परिणामों की विवेचना

प्रस्तुत शोध अध्ययन में यह जानने का प्रयास किया गया है कि यौगिक अभ्यासों (प्रज्ञायोग साधना, नाड़ी शोधन प्राणायाम, सोऽहम् ध्यान एवं ॐ उच्चारण) का वृद्ध महिलाओं के समायोजनस्तर पर क्या प्रभाव पड़ता है?

पं. श्रीराम शर्मा आचार्य जी द्वारा प्रतिपादित प्रज्ञा योग साधना एवं उसकी वैज्ञानिक प्रभाव को देखने से स्पष्ट होता है कि यह साधना व्यक्ति के विचारों को प्रभावित करता है एवं उन्हें सकारात्मक बनाता है। प्रज्ञायोग साधना में अनेक प्रक्रियाएं (आत्मबोध, तत्वबोध, भजन, मनन) सम्मिलित हैं। यह एक ऐसी साधना है जो व्यक्ति के मन को अंतर्मुखी बनाकर उसके चिंतन, भावना एवं व्यवहार में परिवर्तन लाता है (Acharya, 1998, p 4.58)।

योगाभ्यास के दौरान श्वास-प्रश्वास नियंत्रित होने से मानसिक नियंत्रण प्राप्त होता है। जो व्यक्ति को विभिन्न शारीरिक एवं मानसिक लाभ प्रदान करता है (Yoga, 1998) इससे व्यक्ति को शारीरिक स्थिरता एवं मानसिक शांति प्राप्त होती है (Sovik, R. 2000)। नाड़ी शोधन प्राणायाम के अभ्यास से नाड़ियां शुद्ध होती हैं। नाड़ी शुद्धि से नाड़ियों के अवरोध दूर होते तथा रक्त संचार सुचारु रूप से होने से मस्तिष्क को उचित मात्रा में रक्त पहुंचता है। जिससे मानसिक तनाव दूर होते हैं (Swami, Niranjanananda 2011)। योगाभ्यास से व्यक्ति में जागरूकता उत्पन्न होती है। जागरूकता उत्पन्न होने से व्यक्ति में स्वयं को एवं वातावरण को समझने की क्षमता उत्पन्न होती है। जिससे व्यक्ति परिस्थितियों के साथ समायोजन कर पाता है। योगाभ्यास वृद्ध व्यक्तियों के समायोजन में वृद्धि करने का कार्य करता है (Sil, P. & Roy, G. S. 2016)।

Yadav J. S., Tiwari K., Chelani U.; 2018) ने वृद्धाश्रम में रहने वाली वृद्ध महिलाओं की समायोजन समस्याओं पर प्रेक्षा ध्यान के प्रभाव का अध्ययन किया एवं पाया कि प्रेक्षा ध्यान का समायोजन के सभी आयामों (स्वास्थ्य समायोजन, पारिवारिक समायोजन, सामाजिक समायोजन, वैवाहिक समायोजन, भावनात्मक समायोजन एवं आर्थिक समायोजन) पर सकारात्मक प्रभाव पड़ता है। इसी तरह का अध्ययन Maheshwari V., Yadav A.; 2018) ने समायोजन पर योग प्रेक्षा ध्यान के प्रभाव का अध्ययन किया। इस शोध के लिए 100 प्रयोज्यों का चयन किया। जिन्हें प्रयोगात्मक एवं नियंत्रित समूहों में बांटा गया। प्रयोगात्मक समूह के 50 प्रयोज्यों को दो महिनों तक प्रतिदिन योग प्रेक्षा ध्यान 50 मिनट तक कराया गया। योग प्रेक्षा ध्यान के अंतर्गत महाप्राण ध्वनि— 5 मिनट, नाड़ी शोधन प्राणायाम— 5 मिनट, सूर्य नमस्कार— 10 मिनट, चौतन्य केंद्र प्रेक्षा— 15 मिनट एवं योग निद्रा— 15 मिनट को सम्मिलित किया गया। आंकड़ों के विश्लेषण से पता चला कि नियमित योग प्रेक्षा ध्यान का समायोजन स्तर पर सार्थक प्रभाव पड़ता है। योग प्रेक्षा ध्यान का नियमित अभ्यास से समायोजन स्तर में वृद्धि होती है।

Chakradhari, K., et al., (2016) ने प्रज्ञायोग व्यायाम, नाड़ी शोधन प्राणायाम, प्रणव जप एवं नादयोग साधना का समायोजन पर सकारात्मक प्रभाव पाया। Giri, N. P., Giri, R. (2008) ने योगाभ्यास द्वारा शारीरिक तथा सामाजिक समायोजन स्तर पर पड़ने वाले प्रभाव का अध्ययन किया। जिसके लिए 60 प्रयोज्यों का चयन किया एवं उन्हें दो माह योगाभ्यास कराया। योगाभ्यास में आसन, प्राणायाम, ध्यान, मुद्रा बंध एवं विश्रान्तिकारक अभ्यास कराया गया। शोध परिणाम में प्राप्त हुआ कि योगाभ्यास का शारीरिक एवं सामाजिक समायोजन क्षमता पर सकारात्मक प्रभाव पड़ता है।

Deepika, (2013) ने 20 प्रयोज्यों के तनाव स्तर पर अजपा जप के प्रभाव का अध्ययन किया। परिणाम में पाया कि 20 दिनों तक अजपा जप अर्थात् सोहम् ध्यान के अभ्यास से प्रयोज्यों के तनाव स्तर में सार्थक कमी आयी। अतः अजपा जप अर्थात् सोहम् ध्यान के अभ्यास से व्यक्ति में शांति, प्रसन्नता, आत्मसम्मान, भावनात्मक स्थिरता एवं सकारात्मक सोच विकसित होता है। जिससे व्यक्ति के शरीर एवं मन के बीच समन्वय स्थापित होता है एवं मानसिक विकार दूर होते हैं।

निष्कर्ष

शोध परिणाम से स्पष्ट है कि योगाभ्यासों (प्रज्ञायोग साधना, नाड़ीशोधन प्राणायाम, सोहम् ध्यान, ऊँ उच्चारण) का वृद्ध महिलाओं के समायोजन स्तर पर सकारात्मक एवं सार्थक प्रभाव पड़ता है। इस प्रकार यह कहा जा सकता है कि यदि इन योगाभ्यासों को सही विधि एवं नियमित रूप से किया जाए तो वृद्ध महिलाओं के स्वास्थ्य, सामाजिक एवं भावनात्मक समायोजन संबंधी समस्याओं को दूर किया जा सकता है।

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Report
National Webinar on
“Career in Digital World & Role of Technology”

**Organized by Department of Computer & Science Held on Date 10-12
June 2021**

The Department of Computer & Science has organized a National Webinar on “Career in Digital World & Role of Technology” under the aegis of IQAC and Department of Computer & Science, Vipra Arts, Commerce and Physical Education College from 10.06.21 to 12.06.21. A number of 643 participants registered for the Webinar from various regions of the Country.

Inaugural Ceremony was held on 10.06.21 at 9:30 AM where the ceremony began with Saraswati Vandana which was further followed by the overview of webinar presented by HOD of Computer & Science & Convener of the Webinar- Mr. Mohit Shrivastava, Principal of the College Dr. Meghesh Tiwari addressed the Webinar, and Mr. Gyanesh Sharma, Chairperson of Vipra Sikshan Samiti rendered a speech full of motivation and encouragement.

Hon’ble Prof. S.K. Pandey, Ex –Vice Chancellor, Pt. Ravi Shankar University, Raipur was the Chief Guest of the webinar. He has lightened the theme of the Webinar in which the brighter side and drawbacks of Digital World were being discussed.

Program was presided by Dr. P.K. Pandey, Group Director, LCIT Group of Institutions

Afterwards technical session was started. Ist Technical Session was taken by Dr. Vinita Singh Chowdhary, Professor, Department of English, Govt. Hamidis Arts & Commerce, College, Bhopal, on the topic of “Effective Communication A Digital World”.

IInd Technical Session was taken by Dr. Amar Singh, Professor and Head, Department of English, Govt. P.G. College Chhindwada, delivered his lecture on “Career in Digital World and Role of Personality”.

On the conclusion of the Program, Vote of Thanks was given by Dr. Vivek Sharma, HOD of Commerce.

On second day of the Webinar i.e. 11.06.2021, after Saraswati Vandana, Mrs. Kanchan Mishra has announced to start Technical session.

Ist Technical Session was taken by Dr. Abhay Singh, Director, Ministry of Defence, Delhi he delivered his lecture on “Options if Digital World.”

IInd Technical Session presented by Dr. Sidharth Singh, Associate Professor, JNPG College, Lucknow has delivered his Lecture on “Digital World: Impact on Mental and Emotional Health”.

On the conclusion of the Program, Vote of Thanks by Mrs Kanchan Mishra, Assistant Professor Computer & Science.

On the third and last day of webinar 12.06.2021, Technical Session was started.

Ist Technical Session presented by Dr. Mamta, Teacher Mahavir Public School, Pung, Sunder Nagar Dist. Mandi(H.P.), on the topic of “Digital Dunia me Rojgar ki sambhavnay aur 21st centuray me prodhyogiki ka mahatva”.

In IInd Technical Session, a presentation was delivered by Dr. Suman, Assistant Professor, English, DRB Sindhu Mahavidyalaya, Nagpur, on Topic “Role of Technology on Shaping up the personality of students”

At the end of last day, Research Paper were presented by Mrs Preeti Yadav, Assistant Professor, Computer & Science on the topic “Internet of Things (IOT).” And by Mrs Kanchan Mishra, Assistant Professor, Computer & Science on the topic “Study Of Some Fixed Point Theorems In b-Metric Space with Graph”.

After the Technical Sessions, Valedictory function was started at 11.30 a.m. Function was addressed by Principal of the College Dr. Meghesh Tiwari and presided by Mr. Gyanesh Sharma, Chairman of Vipra Shikshan Samiti .

As a Chief Guest of Valedictory function honorable Dr. O.P. Vyas, Professor (IIIT) and Coordinator (BI), IIT, Allahabad gave his blessings on the successful completion of this webinar.

Dr. Md. Khwaja Mohiddin, Dean T&P, BIT Raipur(C.G.) addressed the webinar.

At last with the permission of Principal program was concluded and vote of thanks given by Mr. Mohit Shrivastava HOD Computer & Science & Convener of this program.

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Options in Digital World

Dr. Abhay Singh

Director

Ministry of Defense, New Delhi

After mid-nineties computer sector has been the biggest employment generators. To align with the demands of the computer sector educational institutes started different courses in the area of computers. B.E. Computers Science. B. Tech. in Computer Science, Bachelor in Computer Application and many other such courses and masters in various disciplines were also started. However gradually the computer sector also started slowing down and young students coming out of educational institutes with computer related degrees were not having proper jobs. The employing organizations had a question mark on employability of the fresh graduates. It was also evident that they had the theoretical knowledge but not the ability to apply those theories in the real life situation, job situation or a practical situation. Sometimes the employers expected more than the knowledge & skills graduates had. The problem still persists. The digital world is changing very fast. The curriculum taught in the educational institutions were fast becoming obsolete. A person willing to pursue a career in the field of computers may have to learn life long and keep oneself updated to suit the requirements of the employing organizations.

Digital India has its seeds in railway reservation systems of 1980s. The sector is still providing jobs to the new entrants. After having a degree in the area of computers it will be discouraging to have a job like data entry operator or small programmer. Some of the high end jobs are being discussed below which may have better career options and better pay packages. There are four core areas in which employment is offered in the area of computers:

- Marketing
- Business Management
- Design
- Program
- Analytics

Marketing: the marketing sector is the biggest sector for employment. As it is evident from the equation below:

$$\text{Production} - \text{Sales} = \text{Scrap}$$

Every company producing goods and services need to market their product to the public for generating revenue and earning profit. In order to do so these organizations need to maintain big sales forces. People often dislike marketing as a profession but it is easier to get a job in the field of marketing and sometimes it is well paid in terms of salary and incentives as well.

Business Management: every aspect of business is being digitized these days. Now managers are required to have proper knowledge and skills of handling computers. The organizations which depend heavily on systems and computers often hire people from computer backgrounds.

Design: design is a creative field computer professionals with creative inclination or having artistic abilities may like to join the field of designing. The consumer market is being competitive day by day. They need new products, consumer goods, apparels or home appliances and every time designing becomes important for being in the market.

Program: programmers are always in the demand in the area of computers. As more and more areas are being digitized programmers are needed. The applications of computers are entering in every area of lives of common people. The field is also changing fast and one has to keep updated in the field for sustaining as a programmer.

Analytics: analytics is relatively new field. Data analytics is being extensively used in every area, be it marketing, politics, share market, social sector or research. The big data analysis is call of the day. The field is evolving very quickly. If data handling and analysis related knowledge and skills are acquired, it may provide lucrative career options.

There are some profession in the digital world which are regarded high end options as a careers for young job seekers aspiring better opportunities in their lives. Some of them are being discussed below:

Chief Marketing officer (CMO): looks after overall marketing functions of organizations. Apart from managing the large sales force the manager keeps a tab on competitors, public opinion and customer feedback as well as supply chain management.

Web Analytic Manager: Web analytical managers do the job of data analysis from primary source and resource for marketing analytics including web, mobile (apps and web), social, email, and cross-platform reporting. Manage regular reporting (daily, weekly, monthly) for Marketing and Edit. Collaborate with all departments defining metrics, KPIs, dashboards, reports, etc

Creative Director: A creative director is a person that makes high-level creative decisions, and with those decisions oversees the creation of creative assets such as advertisements, products, events, or logos.

UX Specialist/ Designer: ‘U’ means ‘You’ and ‘Ex’ stands for ‘Experience’.UX Designer is focused on all aspects of a product’s development, including design, usability, function, and even branding and marketing. Their work touches the entire end-to-end journey of a user’s interaction with a product, and includes identifying new opportunities for the product and business.

Interactive Marketing Manager: At its core, an interactive marketing manager’s job is to get relevant and timely marketing messages in front of current and potential customers. The scope of the job can lead to a variety of specialties being emphasized in job descriptions depending on different employers’ needs.

Head of Digital/System: heads the overall systems of the organizations and acts as a trouble shooter whenever there is some glitch or system related requirements. He leads the digital operation team of an organization.

Chief Experience Officer: chief experience officer (CXO) is a C-suite executive responsible for a company’s overall experience. A customer experience officer (CXO) will typically report to the chief executive officer (CEO), chief operating officer (COO), or chief marketing officer (CMO).

Actuarial Sciences: Actuarial science is a discipline that assesses financial risks in the insurance and finance fields, using mathematical and statistical methods. Actuarial science applies the mathematics of probability and statistics to define, analyze, and solve the financial implications of uncertain future events. The job requires good marks in mathematics in matriculation and plus two levels.

Product Designer: A product designer is responsible for the user experience of a product, usually taking direction on the business goals and objectives from product management. While companies

can always benefit from a product designer, they play a particularly important role during key stages of the product development.

Front End Developer: Front-end web development, also known as client-side development is the practice of producing HTML, CSS and JavaScript for a website or Web Application.

Full Stack Developer: A full stack web developer is a person who can develop both client and server software. In addition to mastering HTML and CSS, he/she also knows how to: Program a browser (like using JavaScript, jQuery, Angular, or Vue) Program a server (like using PHP, ASP, Python, or Node)

Digital Copywriter: As a digital copywriter you'll produce the written content for webpages, either working in an employed position or as a freelancer. Your job will be to engage the reader and motivate them to do something, such as buy a product or service. The profession is also known as digital content writer.

Digital Producer: A digital producer supervises the design and development of a variety of digital campaigns including web advertisements, videos, and other media. Also known as a multimedia producer or online producer, their duties include creating designs for new projects, preparing reports, and estimating cost.

Interactive Project manager: Interactive Project Managers oversee all aspects of the creation of a project, such as a website or an interactive application. A bachelor's degree in a computer-related field, as well as prior experience, are key points to include on an Interactive Project Manager's resume.

Marketing Analyst: Marketing analysts help companies and organizations decide which products and services to sell, as well as to which customers and at what price. They come to their conclusions by studying market conditions, competitors' activities and consumer behavior.

Graphic Designer: Graphic designers create visual concepts, using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers. They develop the overall layout and production design for applications such as advertisements, brochures, magazines, and reports.

Social Media Manager: Social media managers create and maintain brand promotions, company information and marketing campaigns for their company across several different social media networks.

Search Engine Marketing Manager: A search engine marketing manager is in charge of overseeing the operations and workforce involved in search engine marketing. They mostly devise strategies to reach targets faster, identify new trends and opportunities, set budget and goals, and optimize various tools to catapult a campaign into a success.

Presentation Designer: A presentation designer is an ever-evolving role, and therefore a presentation designer needs to be an individual who is consistently on the lookout for new presentation trends and always taking on new skills.

Email Marketing Manager: Email Marketing Managers are generally responsible for planning, developing, implementing and maintaining the overall company's email marketing strategy. With the emergence of inbound recruiting and digital marketing, Email Marketing Manager's role has become very important for business success.

However, all the jobs discussed above are lucrative but requires prior preparation for getting the jobs. A graduate in Computer Science is required to undergo certain courses relating to the above

mention subjects so that his employability becomes much more than the other candidates in the job market' his curriculum vitae (CV) becomes more attractive. There are educational institutes, universities as well as online platforms providing certificate courses in the above mentioned domain. Simply a Degree in Computer Science may not fetch a good assignment. The field of computers is ever changing and one has to be prepared to learn lifelong to sustain in this area.

Apart from a degree and some allied courses a job seeker must have good personality traits as well. He or she should have proper dressing sense and dress professionally for interviews. It does not mean that an incumbent should have costly branded apparels but whatever clothes is available should be properly washed and ironed. The individual should also be able to carry out in the dress he is wearing and look comfortable. Polished shoes are must for an interviews. It is a psychological issue that a person is judged from tip to toe and role of shoes are very important.in short a job seeker should be professionally dressed. The dressing sense should be complemented with some practice of spoken English. It has been observed that people with lesser knowledge are selected due to their fluency in English. Another aspect candidates should be aware of answering questions regarding application of his theoretical knowledge in a work like situation.

The companies and organization hiring people in the digital area are looking for people with expertise in following areas:

1. Programming, Web & App development
2. Digital Business Analysis
3. Digital Design & Data Visualization
4. Digital Project Management
5. Digital Product Management
6. Social Media
7. Data Science & Data Analytics
8. Decision Making for Leaders
9. Digital Marketing
10. Something They Haven't Seen Before
11. Source of Information

Young people aspiring for better prospects in the digital area should not limit themselves as a job seekers only. They should also focus to become entrepreneur as well. A mindset with entrepreneurship may generates jobs for many people. Government is also supporting startups. If you have an idea and confidence to become successful in digital world you may become a new Bill Gates, Steve Jobs or Mark Zuckerberg. Wish you a great future ahead.

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The Role of Technology in Shaping Up The Personality Of Students”

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INTRODUCTION

Personality is the collection of qualities that forms a person’s character. It is well known that if we have a good personality nothing can stop us from achieving the pinnacle of success. Everyone in this world realises the importance of a well- shaped personality but very few actually work on the improvement of personality.

In the difficult times of Covid pandemic, students were restricted to their homes. They could not go for outdoor activities too, and hence faced an acute decline in their confidence levels because of lack of practice of communication skills, sports and other life skills. Technology proved to be a saviour during the stringent conditions. The only mode of communication, learning, and entertainment has been through the appropriate use of technology.

Personality Development

Learning should never stop. Personality development through the use of technology should be emphasized during the Corona crisis period. According to Wikipedia, various aspects are measured to determine whether the person owns an impressive personality or not. The list of aspects comprises of:

1. Communication skills and public speaking
2. Emotional intelligence
3. Interpersonal relationship
4. Manners and etiquettes
5. Fitness of mind and body
6. Problem solving and thinking skills
7. Leadership and teamwork
8. Self- empowerment
9. Time-management and stress management

Importance of technology

The latest addition to the list of determiners of good personality is how digitally equipped and sound you are. In fact one or two of the rest of the points can be excused but digital smartness is the need of the times. We are living in a technological world where our homes have been invaded with digitalization. We cannot overlook this important aspect. Today, technology is all about transforming traditional education. It is with us in all spheres of life. We cannot escape it so we better accept it because technology is all around us. Be it a pendrive, tablet, personal computer, or the latest Alexa, we are surrounded by these gadgets. Even online payment modes have replaced the traditional payment modes. Maybe the tiny tots of tomorrow would be taught a different Alphabet i.e A- Android, B- Backup, C- Chrome and so on.

This is the age of self- empowerment and self- learning. With the use of cutting-edge technology, students can improve their personality, without the direct instruction of the teacher. Of course, a little

guidance from teachers and parents can work wonders.

Communication skills

Personality is best assessed by the way the person communicates. So to develop communication skills, students should devote some time every day. Four important points included in communication skills are reading, writing, listening and speaking.

- a) For reading, technological aids like eBooks, Google search, Google Assistant, Kindle, In Shorts, educational apps can help the students a lot to learn new things. On the Kindle, there are 1.5 million books. Users can buy, browse or download eBooks, newspapers, magazines. Wikihow App was created in 2005 and consists of an extensive database of how-to guides, with animated images and articles. It is a safe and trusted app and is run for a social mission, i.e to educate the masses. Doubtnut is India's top and only instant doubt-solving platform with videos so that we can understand the concepts well. It is free of cost. Other educational apps like Byjus, Toppr can also help clear the doubts of students.
- b) To develop writing skills, students can write blogs, use smart boards for writing practice, do voice typing, try to chat in English without using short-cut sentences. Using Google Docs App, students can type a large text and many language options are also available. The wise use of social media can also fetch dividends. Poems, writeups, comments, reviews can be tried to polish one's writing skills.
- c) It is well known that anyone who wants to be a good public speaker should be a good listener first. Listening to quality speeches and explanations on Youtube, Doubtnut, Google Assistant can help us upgrade our knowledge. The more we know, the better we can express. Using the Duo Lingo app, even foreign languages can be learned conveniently sitting at home. It has 35+ languages. Proficiency assessment is also done through tests from time to time. Podcast is a collection of digital audio files like a series of episodes. Lectures can be listened to, even stories are told. This is a free app and it is built for Android users.
- d) The most important aspect in communication skills is speaking. The world recognises you by the way you speak. Using technology the speaking skills can be enhanced through the following ways. For novices, attending and speaking in informal online meetings and gradually participating in formal institutional meetings and programmes is good. Students can use group video calls to gain confidence in speaking. They can make videos of their speech to see their mistakes and rectify them. Later they can start participating in online competitions, also conduct webinars, and deliver lectures. A good presentation can enhance the effect of a speech. It makes the speech interesting and arresting. Various apps like Power Point, Prezi, Canva can be used to make presentations.

Digital Skills

Digital skills should be acquired compulsorily for the youth of today as they have to deal with technology all the time. The Resume should highlight their digital proficiency. Courses can be done at the professional level or for interest. Nowadays various MOOCs courses are being conducted in the online medium. SWAYAM boasts of many such courses. Students should definitely do some courses according to their interest.

SWAYAM- Study Web of Active- learning for Young Aspiring Minds

This is the world's largest online free learning platform portal. It is an initiative by the government of India classes are conducted from 9th standard to PG level certified courses of 4,6,12 weeks are carried out where students can learn about various topics like foreign language, computer language, culture, music, machine learning and what not. Students can choose a course according to their interest and enrol in it. These types of courses help the students to find out their interest area.

Social media

Today's youngsters feel free to interact on social media because it interests them. This also develops their digital skills. All those who want to develop their hobbies like singing, cooking, gardening they also have a variety of choices on the online media like YouTube, Starmaker, Spotify, etc. These apps should be taken advantage of. In fact social media proved to be a boon during the pandemic crisis as it was the only communication with the outside world in addition to telephonic calls.

Social media allows us to socialise virtually, both locally and globally. Distance is no more a hindrance. We can contact and stay in touch with our friends sitting in another corner of the world. Today all have become near and dear. Facebook, WhatsApp, Instagram, Twitter, Snapchat, YouTube have become a part of our lives.

Facebook, which was started in 2004 by Mark Zuckerberg, has captured the world. Users can post their thoughts and messages by the use of write-ups, pictures, videos, etc. Users can like, comment and share others' posts. Privacy settings are there like public, friends, specific friends. WhatsApp was founded in 2009 by Facebook Inc. In this, users can send messages, make voice calls, video calls and share locations. Instagram is an American photo and video sharing social networking service owned by Facebook Inc and started in 2010. Photos and videos can be uploaded here. Instagram has become a favourite among youngsters. Twitter was started in 2006. In this social networking site messengers can post, interact with messages called tweets. Registered users can post like and retweet.

Disadvantages of Social Media

Social media if used wisely can help the individuals in gaining a lot of knowledge and also developing their personality but social media should not become an obsession and addiction. It should be used judiciously. The screen time should be restricted to minimum. Students should use less gadgets other than online classes. There should be some time devoted to family away from technological gadgets and the youngsters should always indulge in outdoor activities like some sports.

Physical and mental fitness through technology

An important aspect of personality development is physical and mental fitness. Everyone should invest compulsory time for physical fitness everyday. Some physical fitness apps can help us keep track of our footsteps count my fitness pal counts the calorie intake also and suggest diet plan this can help us to remain healthy and fit many such apps are available for or mental fitness numerous videos can be watched on YouTube related to yoga, meditation, Zumba, laughter therapy, stress management, relaxation. Many apps are there which can help us focus, breathe, stay calm. Headspace is a free app, very good for meditation. It can help us get rid of anxiety and is useful for a good night's sleep also.

Problem- solving ability

It is the recent trend that in job interviews, the problem solving ability of the candidates is assessed through Artificial intelligence. A situation is simulated with the help of simulation. Simulation is a technique that duplicates as nearly as possible the actual conditions encountered in the job. It creates a realistic decision-making environment. A problem situation is presented and decision alternatives are given. Even games are developed with AI. Artificial situations are created. The situations are re-lived by wearing goggles. This is called gamification. By this the reflexes of the candidate are judged as well as the presence of mind.

Students today have all the knowledge and facilities available at their fingertips but they should beware of addiction to online games and online fraud. They should not waste their time by unnecessarily indulging in some online games and chatting.

Role of Value Education

Students can gain knowledge on their own but wisdom has to be incorporated slowly by teachers and parents. The role of teachers comes into play during the choice between good or bad, right or wrong, and useful or detrimental. It is very easy to be lured by short steps to success, short steps to easy money, bad choices, greed. During online lectures also, teachers can incorporate these values of discipline, honesty, integrity, kindness, sympathy, justice, equality in students.

Mahatma Gandhi had said- “If education does not build wisdom and humanity in the hearts and minds of men, all its professional, scientific and technological triumphs would be meaningless.” These values once taught remain lifelong with the student for giving better direction in life. During online classes though there is a loss of physical communication between the teachers and students, but yet teachers can do their bit to impart value education. They can show small cartoon videos with good moral instruction at the end as fillers during online lectures. Even a discussion can be initiated on the importance of that particular moral value. There are lots of videos of Panchatantra, folktales, tales of important persons, mythological tales. Teachers can provide links of such videos for later watching if not during the lecture. Teachers can share their own experiences, some important incidents from their life which reflect humanism and the importance of moral values. She can tell short stories, inspiring poems. She can even undertake a compulsory five minute meditation time at the start of the lecture which will slowly become a habit in the students.

CONCLUSION

Today’s students face the challenge of an online mode of education because of the pandemic crisis. Even during these stressful times personality development can be attained by the students through the use of technology. A little help from teachers and parents can guarantee a strong personality among students.

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Digital Technology: Impact on Mental and Emotional Health

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Technology has brought changes in the world and digital technology has accelerated these changes drastically. Digital technology has not only changed the work culture, but it has also reduced workload and enhanced work capacity and quality. If it has created new job opportunities, it has also taken away the older ones. However this process of change, of gain and loss, is natural; but in the context of the digital technology this change is so rapid as it takes no time for the new technology to replace the older one. There is no natural flow in this type of change and such changes have great potential to intervene the cosmic order to make the world topsy-turvy. The revolution in information technology has gifted us one permanent *Bhav* of transience and the generation which is born in this time is acquiring the symptoms of tech-mania. They always try to stay tuned to social media, online gaming, chatting, dating, and the new technology trends like AI, Edge computing, Quantum computing 5G and cyber securities etc. Those who are already in jobs can't afford to keep their eyes of the future to know skills they will need to secure themselves in job market. Increase in screen time poses another risk on mental and emotional health. The overuse of technology subtly penetrates instability not only in our lives but also in the cosmic order and we move from emotional stability to emotional instability. This covid time has given a great opportunities to the capitalist vampires to suck the blood of their employees as now, in the name of work-from-home, they are working for more than 12 hours on screen. I will later talk about the consequences.

The visionary poet Wordsworth criticizes the world of the First Industrial revolution for being absorbed in materialism and distancing itself from nature. He writes

The world is too much with us; late and soon,
Getting and spending, we lay waste our powers;—
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!

The fact is that we are now firmly enchained with giant leap of digital technology and we are on a different wavelength from Nature. As these advancements have been constantly destroying the Nature; they are also destroying and deforming our inward nature. It has left strong negative impacts on the mental and emotional health of human beings. For example we can see how social media and mobile devices may lead to psychological and physical issues. The obsession to connect with social media, which was designed to bring people together, has sent our “sense of connectedness” into oblivion and now the young generation is acutely facing with this opposite effect: “A 2017 study in young adults aged 19-32 years found that people with higher social media use were more than three times as likely to feel socially isolated than those who did not use social media as often.” (Johnson 2020)

I have observed that there is a growing screen addiction in the youths today and let me warn the readers that in some cases this addiction is not less dangerous than any drug addiction. There are several reports of conflicts between parents and children for smartphone and its use. Two years ago, there was a report that a couple sought divorce just after a few months of their marriage, because the wife accused that the husband used to object her screen-time and he used to check the contents. It was violation of her privacy. It means that it is also creating relationship problems. There has been some incidents of suicide of children too for mobiles. These unprecedented times of online learnings and

online work-culture have intensified these problems. Now the time is to make people aware of the repercussions of this growing tendency of screen-mania.

The screen-addiction has severe effects; slowly and unknowingly desensitization creeps into the emotional and social behavior. This addiction gets impetus from distractions like online games (do you remember PubG game), several videos, and quick access to porn sites and exposure to violence and sex. This obviously creates unhealthy and deformed approach towards everything and such addicts start living in a different world. They become suspicious of social, cultural and human values. They become emotionally as well as physically drained. We can also observe the stunted growth in youths, both physical and mental, due to the lack of adequate physical work out. Further this addiction has negatively impacted the capacity of our memory and concentration as now the users have more information at tips than they can take hold of.

People are becoming obsessed with information but the question is where is the *wisdom* now? The wisdom which children use to get through grand-parents, through family and through practical works and games! I have a story to share which I heard from my grandmother. There were 24 birds of various species in a tree. A fowler came with his gun and he aimed at them. With his first shot he killed 3 birds. The question is how many birds were left in the tree? Now the simple answer will be 21 birds. But this is a wrong answer. The voice of the shot alerted all the birds and they flew away, therefore the answer is zero. This is wisdom.

Spending more time on screen has several other repercussions. Sometimes it creates severe biological disorders. The sedentary life-style offered by it is contributing to several health risks like obesity, cardiovascular disease, cancer risk, diabetes, spondylitis etc.

Neza Stiglic and Russell M Viner, in their well-researched article “Effects of Screen-time on the Health and Well-being of Children and Adolescents: A Systematic Review Of Reviews” (*BMJ Open* 2019) examined eligible reviews which reported associations between time on screens and several databases and found moderately strong evidence for associations between screentime and greater obesity/adiposity and higher depressive symptoms; moderate evidence for an association between screentime and higher energy intake, less healthy diet quality and poorer quality of life.

This time killing demon has thrown a blind race for the tech savvy consumers to consume more and more information. There is a basic transformation in an entire generation which is not able to absorb this flow of information. Their learning skill, power of observation, curiosity, everything is at stake. The capacity to evaluate anything and the time to spend with the self, both are snatched away from this generation. Intolerance and emotional vulnerability is increasing and ultimately they are left with a vacuum. Their emotional need is not fulfilled as the virtual reality can't supplement it. This situation often causes mental breakdown, depression, sometimes suicide; sometimes unexpected steps are taken by such persons. I would like to present a case study of a seventeen years old boy who fell in love with a German girl through online friendship and was adamant to go Germany to meet her. This boy became friend with the German girl on a social media platform. The friendship grew and they started online-dating. She started luring the boy and then she started pressing him to go to Germany to meet her. The boy created a lot of mess in the family for money and permission to go there, which is not possible for this lower middle class family. Everyone counselled him but all in vain and the family face this drama for several months. Finally the parents took him to a psychologist and after several rounds of counselling any how he stopped bothering his family. Honey trap and cyber frauds are also some more examples.

If we are exposed to screen too long how can we check the effects of radiation from the electromagnetic frequency of internet, Wi-Fi, smartphones and other gadgets? During these times of

work-from-home, professionals are required to be online for more than 12 hours. This exposure puts both their physical and mental health at risk. Stress, fatigue, sleeplessness, headache, backache etc. are some of the common issues associated with the time spend on screen. The other main problem from staring at a screen too long is eyestrain. The study of Jared Spataro, the Corporate Vice President for Microsoft 365, is really alarming:

The study found that remote collaboration is more mentally challenging than in-person collaboration. Specifically, brainwave patterns associated with stress and overwork were much higher when collaborating remotely than in-person. But they found something unexpected as well: If the pair first worked together remotely, their brainwaves suggested it was more difficult for them to work together in-person afterwards. It seems that the social connection and work strategies created when working in-person transfers to a remote setting, but the opposite is untrue. This study provided two important learnings. In a world that's moving to more remote work, people find remote collaboration more mentally challenging. But also, as people return to more frequent in-person work as the pandemic eases it may feel more difficult than it did before COVID-19.

In the same study brainwaves reveal sustained concentration in video meetings leads to fatigue: “The research suggests several factors lead to this sense of meeting fatigue: having to focus continuously on the screen to extract relevant information and stay engaged; reduced non-verbal cues that help you read the room or know whose turn it is to talk; and screen sharing with very little view of the people you are interacting with.”

In a recent article “Work from home stressful for most, finds survey” published in *The Hindu* (June 2/ 2021) M. P. Praveen has put some more alarming data regarding the stress born during the online work hours:

Extended working hours was a major grievance, with 55.2% claiming to have worked for more than their usual office hours and 91% among them complained of doing so without receiving due incentives. About 59% complained of increased workload.

Participants also complained of difficulties in getting leave unlike during normal time as companies questioned the need for leaves when they were already at home. About 33.3% claimed that they were denied leave,” said Devas Boban, founder of Your Amigos Foundation

Health concerns marked the work-from-home arrangement for most employees with 38.2% complaining of frequent headaches, 56.40% of back pain and nearly 52% of sleep disorders.

While 54% noticed considerable decrease in their ‘me time’, 41.80% said they spent quality time with their families.

About 63% reported a spike in their personal expenses due to a surge in electricity and internet charges, which went hand-in-hand with pay cut suffered by 30.30%.

The tech savvy knows a lot about digital technology but often s/he is not able to cope with practical problems of life. Ralph Waldo Emerson rightly says that “society acquires new arts, and losses old instincts” (“Self-Reliance” 51). Spending time in a hyper-real world spoils family bonding too and the unmatched development of culture (which advances with a slow pace) and civilization (which advances with a great pace) further creates cultural lag. We have built artificial intelligence and virtual world, and we are losing our mental and emotional strength. Our reliance on technology forces us to lose our aboriginal strength. But the reality which we must accept is that we cannot turn the time back. Then what should we do?

Remedies

There is need to strike a fine balance between the virtual and real world. Technocrats should take

cognizance of the basic human needs for their employees. It is also a big responsibility of government to fix the time for work on screen and after this covid period is over, the work from home culture should be minimized. The dedicated corridors for work will have less distractions and people will be more interactive. Government should also have strong content check policy on internet.

As for as adolescent age is concerned, parents must be very alert and they should try to engage children in physical activities. After the online classes are over they should not be spared with their gadgets.

Yoga

Yoga leads to the union of individual consciousness with that of the Universal Consciousness, indicating a perfect harmony between the mind and body, Man & Nature. Sage Patanjali formulated the science of Yoga. The *Yoga Sutra* is one of the foundational texts in which the entire science is concentrated in the form of 196 *sutras*. He defines Yoga as *chittavrittinirodhah*— the stilling of the fluctuation of mind. By stilling our mental clamour we can cultivate the natural union within ourselves so that we can find peace and bliss. He prescribed eight limbs of Yoga (*Ashtang Yoga*): *yama* (abstinences), *niyama* (observances), *asana* (postures), *pranayama* (breathing), *pratyahara* (withdrawal), *dharana* (concentration), *dhyana* (meditation) and *samadhi* (absorption). The eight limbs form a sequence from the outer to the inner. Beginning with physical movements, yoga leads us to a deeper, spiritual practice, which enables you to connect with yourself. When you practice yoga regularly, you embark on this path of self-realization. Many people come to yoga for the physical benefits initially, and then gradually realize that they're getting a lot more from the experience than they expected. The transformative effects of enhanced awareness and self-knowledge begin to translate into life beyond the yoga mat.

Back to Nature

“Nature never did betray the heart that loved her”, Wordsworth.

Nature has brought us up with love and care. Nature and human beings are complimentary, but the materialistic progress has created a wide chasm between us and nature. I would like to share one significant event of the human and nature interaction. Dr. Rashmi Sony, associate professor, department of Education, is a well-known psychological counsellor and recently UNESCO roped her in its team of psychological councilors. She had a hibiscus plant in her home which her father bought years ago. This plant never produced flower. One day she decided to talk to the plant and this became her routine work to talk to the plant, to share love and to take care as a child. To her surprise one day she found that the plant started producing flowers. And now it is always full of flowers. There is nothing strange in it. There are ample of example of the strong bond between human being and nature. I am reminded of the fourth act of Shakuntala's departure in *Abhijñānaśākuntalam*. Father Kanvaseeks blessings and permission from the nature

O trees of the pious grove, in which the fairies dwell,

She would not drink till she had wet

Yours roots, a sister's duty,

Nor pluck your flowers; she loves you yet

Far more than selfish beauty.

1/4Twas festival in her pure life

When budding blossoms showed;

And now she leaves you as a wife—

Oh, speed her on her road!

(Translation by Ryder 45)

Such a relation may seem too strange to us and more unfamiliar to the people who have more experience of digital world as we have created distance between nature and us.

The *Purusha Sukta* of *Rigveda* is dedicated to *Purusha* as the “cosmic being” or pure consciousness. This *Sukta* gives a description of the spiritual unity of the universe. In *Samkhya* as well as in *Yoga*, *Purusha* and *Prakriti* coexist to balance the cosmos. Only the moksha can liberate *Purusha* from the bondage of *Prakriti*.

Back to friends and Family

We are called social animals and family is the unit of this society. The love and care in family is always a great help for mental and emotional well-being. I propose four mantras: LIVING, LOOKING, LOVING AND LAUGHING. Friends are our banks of happiness in which we need to invest heavily, but be careful in choosing friends. The bonding between good friends is lifelong. There are several incidents of friends helping the family of a friend who died during covid-19. In *Abhijnānaūākuntalam* Shakuntala’s friends Priyamvada and Anusuya come to her rescue when Sage Durvasa curses Shakuntala for ignorance of the Sage’s arrival in the hermitage, while Kanva was away and she remains unaware of everything. In friends and family you get different people for the outlet of different emotions.

Sports

Any outdoor game is a great stressbuster. The activation of body through sports increases stamina, Physical Strength, decision making capacity, team spirit, mental alertness.

Music/dance

Music and dance have great therapeutic values. It provides an outlet for restored energy and emotions. Dance also provides a good physical workout. Music therapy is used to aid in physical discomfort by improving respiration, lowering blood pressure, improved cardiac output, reduced heart rate and relaxed muscle tension. For mental health, this form of therapy is great for reducing stress’ common negative side effects, such as emotional and behavioral problems. It also enhances our creativity.

Reading habits

Books are best friends. We should inculcate good reading habits, but not on screen. When we read a book its always different experience. We should be able to feel the book in our hands.

CONCLUSION

Emerson rightly says “The great genius return to essential self” (52). Let us take a break; on regular intervals we should take break from work, whether online or offline. Let us sing *Dil Dhoondhtahai fir wahifursatke Raat Din*. Nothing can bring you peace but yourself. Nothing can bring you peace but the triumph of principles. The responsibility to balance your life depends upon you.

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Career In Digital World & Role of Technology

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ABSTRACT

Given the rapid advances and the increased reliance on technology, the purpose of how it is changing work and employment in various fields and organizational. With this change comes the rare opportunity to fundamentally work and the nature of employment. Dangerous work can be drastically minimized while jobs that can be increased. There is currently a change of opportunity to shape the future of work. To achieve this, all stakeholders, but especially policy makers, need to be aware of the shifts underway, formulate a vision of the desired outcome and plan so that the opportunities are seized and the problems that emerge are addressed. Increasing use of information technologies at work is raising the demand for new skills along three lines: ICT skills to programme, develop applications and manage networks; ICT generic skills to use such technologies for advancement purposes; and ICT complementary skills to perform new tasks associated to the use of ICTs at work, e.g.: information-processing, self-direction, problem-solving and communication. Foundation skills, digital literacies as well as social and skills are crucial to enable effective use of digital technologies by all individuals in their daily lives.

KEYWORDS

Digital Technology, Workplace, Education, Management, Measures, Innovation, Individuals

INTRODUCTION

We sleep in a worldwide world where technology, especially information and communication technology, is changing the way during which businesses create and capture value, how and where we work, and how we interact and communicate. Digitalisation creates jobs both directly, for instance new jobs like data analysts, social media marketers or Internet of Things architects, and indirectly by raising productivity, lowering prices and thereby stimulating demand. Between 2006 and 2016, four out of ten new jobs within the OECD were created in highly digital-intensive sectors and total employment within the OECD increased by about 30 million jobs. But these aggregate numbers conceal the churning that has occurred as new technologies both create and destroy jobs. This “creative destruction” phenomenon is probably going to continue, and possibly increase, within the future. These new technologies, disruptive as they’re, didn’t just appear overnight. Rather, many other developments in technology preceded them, and their effects on work and organizations over the past several decades are far-reaching, as we shall see. Work is defined here because the application of human, informational, physical, and other resources to supply products/services (Alter 2013). Given the increasing reliance on technologies to urge work done within and across organizations, the question of how technology is changing work and organizations is very salient for scholars of organizational psychology and organizational behavior (OP/OB). If one accepts the premises that employment doesn’t exist without people which OP/OB researchers are inherently concerned with the study of individuals within organizational settings, then OP/OB bears some responsibility for understanding the consequences of technology on work and organizations. Research-based answers have profound implications both for research and practice about the sorts of organizational realities which may be produced. Thus, our goal here is to interpret the progress, direction, and purpose of current research on the consequences of technology on work and organizations. Seven broad sections comprise this article. We begin with a review of key breakthroughs within the evolution of technology

and its effects on work and organizations. In our second section, we specialise in the disruptive effects of emerging information and communication technologies as they create further opportunities to unify physical and virtual workspaces. Our third section examines the numbers and kinds of jobs suffering from developments in technology, and the way this may cause significant worker dislocation. A fourth section considers the consequences of technology on how and where we work, including new sorts of work arrangements and work-life fit. In this section, we consider four technologies in some detail: electronic monitoring systems, 350 Cascio In the fifth section, we consider the role of management and how it is changing in the emerging world of technology. The sixth section looks toward the future. In it we consider approaches to 6 human resources (HR) areas supported by traditional and emerging technologies and identify related research needs. The seventh section provides guidance for conducting future research on the consequences of technology on individuals, work, and organizations.

Key Developments In The Technology and Their Effects on Work and Organizations

The effects of technology over the course of human history are well documented (Beniger 1986, Bradley & Nolan 1998, Bradley et al. 2016). The expansion and advancement of civilization are often divided into three eras consistent with their respective core technological infrastructures: the agricultural era, the economic era, and therefore the digital era. Each of those eras has been profoundly suffering from the power to accumulate new information and knowledge. However, they need all required and enabled new economic structures, social revolutions, cultural transformations, and work models. within the agricultural era, people focused totally on the utilization of the facility of natural elements, like wind and water. the foremost important resources were land, livestock, and agricultural implements. The initiative to realize core economic power was within the hands of the owners of the resources (farmers who owned vast and fertile farm lands). During this era, the owner of the resources also controlled access to proprietary information. within the industrial era, people targeting the appliance of commercial power, the procurement of traditional physical resources, and production operating in accordance with the law of accelerating costs. That is, once all production factors (land, labor, capital) are at maximum output and efficiency, producing an additional unit will cost quite average. Vapor and steam engines, also as fuel, comprised the core infrastructures. During this era, the richness of fabric civilization was amplified by increasing the productivity of the physical space—building factories and establishing industrial complexes. The relationships among manufacturers, distributors, and consumers; improved productivity; process efficiency; and a spotlight to transaction costs were all critically important to the success of commercial societies. within the digital era, people are that specialize in the generation and trading of products and services via digitalized data, information, and knowledge. This era is predicated on an infrastructure comprising information and communication technologies. This new infrastructure isn't just helping people do things better and faster than in previous eras, but it's enabling new ways of control, coordination, and collaboration on activities more readily, at lower costs, governed by the law of diminishing costs. That is, due to the properties of digital goods, the value per unit of marginal or additional output incrementally decreases, whereas the quantity of all other factors of production stays constant. As digital resources become accessible, processed, transferred, and stored no matter location or time, borders and geographical distances are not any longer as critical as they once were, and wholly new, invisible electronic spaces are now available. Because the digital era began with the event of computers and communication technologies, we must appreciate that these technologies also are evolving. Indeed, the continual advances of data and communication technology have enabled the scope of act to expand continuously within the electronic space and to make a spread of changes within the ways in which economic activity is conducted.

Effects on Disruptive Technology

Christensen (1997) coined the term disruptive technology. He separates new technology into two categories: sustaining and disruptive. Sustaining technology relies on incremental improvements to an already established technology. Disruptive technology lacks refinement, often has performance problems because it's new, appeals to a limited audience, and will not yet have a proven application. Although companies today have trouble capitalizing on the potential efficiencies, cost savings, and new opportunities created by ubiquitous computing, its various uses and its portfolio of underlying technologies are expanding. Thus, we analyze here its potential to disrupt the way work is completed in organizations. The term ubiquitous computing was coined by Mark Weiser of the Xerox Palo Alto research center in 1998. In Latin, ubiquitous means being everywhere. Ubiquitous computing incorporates concepts from the previous stages of data and communication technology development, so its basic elements are software, hardware, networks, and data. The ever-cheaper prices of computers, however, have resulted within the proliferation of computing devices such now they're nearly everywhere. Here computing devices refer not only to the abundant supply of personal computers, but also to embedded (enabled by microminiaturization) and networked (empowered by increased speed and bandwidth of communication networks) devices. These include industrial sensors and processors, speech-recognition and eye-tracking devices, mobile devices, radio-frequency-identification and near-frequency-communication tags and labels, global positioning systems (GPS)-enabled devices, smart televisions, car navigation systems, drones, wearable sensors, robots, and 3D computer game, among others. Initially, the communication interfaces for these various pieces of computing equipment were inconvenient. Over time, however, the event of easy-to-use interfaces and their connection to communication networks have, in turn, caused new ways of linking people, computers, and objects. This has created further opportunities to unify two separate spaces: (a) the physical space, which has always used information to undertake to make an inherently inefficient system more efficient, and (b) the electronic space, which has used information to beat the restrictions of the physical space. The ever present computing infrastructure is additionally allowing the gathering of enormous amounts of structured and unstructured data—creating a requirement to use the adjective “big” to differentiate this new stage of data and communication technology development. As data became increasingly digitized, everything from newspapers to music and films are often produced and reproduced easier via digital technology and transmitted at a lower cost. Furthermore, ubiquitous computing is blurring the boundaries between industries, nations, companies, providers, partners, competitors, employees, freelancers, outsourcers, volunteers, and customers. Merging the physical and electronic spaces also has implications for privacy, security, and no smaller, how companies are organized. New business models are sprouting up to vary the way organizations create and capture value in important ways (e.g., Airbnb, Uber, Zipcar, MyTaxi, Car2go, Duolingo). The widespread adoption of ubiquitous computing will take time, but the timeline is shrinking due to improvements within the underlying technologies mentioned above. nobody can predict with certainty all of the ubiquitous-computing innovations that the approaching years will bring, and realizing their full potential won't be easy. General predictions herald sizeable changes in knowledge acquisition, sharing and distribution, also as massive ripple effects within the workplace (Andreessen 2011). We realize that computing during this stage doesn't happen during a clear-cut form, but rather during a more nuanced manner. we offer here brief samples of some applications of ubiquitous computing to stimulate our understanding of how the arrival of ubiquitous computing may disrupt work and work systems:

- As employees wear clothing and other wearables embedded with computer chips and sensors, they not got to carry a computer separately to meetings. they're armed with up-to-date information, their decisions are guided by analysis of the knowledge provided by cloud computing, and that they can resolve operational issues in creative ways.

- Computer networks allow employees to figure from the office, their home, or anywhere. Employees are routinely collaborating with people they have never met, in places they have never visited, and staying connected with the office anywhere and anytime.
- Computer programs, intelligent robots, and other devices are wont to perform an increasing sort of tasks with a high level of technical skills, and with benefits that include lower costs, higher quality, improved safety, and environmental protection.
- Firms routinely capture publicly available information to watch traffic conditions. They then use that information to hunt out optimal delivery routes, to trace vehicle.
- Product, sales, and customer information are often monitored in real time, 24 hours each day, in order that inventory are often supplemented during a timely manner.
- Employees can integrate their use of Facebook, Twitter, Google, and other social media into their daily routines, and corporations can integrate social media into their intranets, in order that they will share internal information and knowledge with employees.
- Through the utilization of smartphones, GPS, earphones, and microphones, employees can access online education and training materials anytime from their own companies, but also from universities in or outside their home countries.
- Attachable devices and microchips are often wont to transmit information about wearers' levels of stress, physical disabilities, or injuries in real time to medical organizations, to facilitate preventive treatment also as timely responses in emergency situations.

Types of Digital Technology

The various sorts of digital technologies that are used on a comprehensive scale and have proved beneficial to the individuals are stated as follows:

Search Engines: Search engines and internet are the precious tools that play a crucial part in making provision of data and knowledge to the individuals in various ways. In educational institutions and within the organizations, individuals make use of the web to look for needed information and facilitate their understanding. Individuals in educational institutions often experience difficulties in understanding the concepts, hence, the most advantage of the web is to supply solutions to the issues and answers to questions. When the trainer gives an assignment to the individuals and that they possess limited knowledge, then search engines and internet are considered.

Technologies used for Special Needs: In education, there are usage of technologies to facilitate learning and understanding of educational concepts amongst students with special needs. These software programs provide that when practice is implemented during a stimulating way that acquires the eye of the scholars. These programs also are advantageous for creating the simplest use of a student's time. Students in educational institutions learn in accordance to the time, hence, these technologies help in making the simplest use of their time. the scholars with special needs, like hearing impairments, visual impairments, autism, then forth, need technologies.

Digital Camera: the most purpose of camera is to require pictures of people also as things. Individuals within the present existence, make use of camera for taking pictures of locations, objects, articles, things, other individuals then forth. In educational institutions and in organizations, camera is additionally considered as an efficient sort of digital technology. Individuals take pictures of field trips, places, activities, experiments, meetings, presentations, seminars, conferences then forth. When initiating magazines of past events, it's important to display pictures within them. Pictures are made use of to write down books, articles, practice

writing skills and to show sequencing and vocabulary. Pictures enable to get meaningful and important strategies for learning and communicating.

Microsoft Office: Microsoft office is an OS , which is employed to organize articles, reports, assignments and projects. during this case, Microsoft word is employed to organize any sort of writing assignments, like articles, research papers, reports, or projects. Microsoft Power-point is employed to organize presentations and Microsoft Excel is employed to organize spreadsheets. The knowledge of Microsoft office in most cases, individuals begin to accumulate once they get enrolled in grade school . At the varsity level, individuals are ready to learn during a simpler manner, how they will make use of computers and Microsoft office to organize their assignments. In higher educational institutions and within the organizations, individuals are ready to make more enhanced use of it, to hold out their job duties in an efficient manner.

Smartphones and Mobile Phones: Smartphones and mobile phones within the present existence are useful to the individuals in numerous ways. the primary and therefore the foremost function of those devices is to speak with the opposite individuals, located nearby also as at a distance. The individuals are ready to communicate with one another through verbal conversation also as through written texts and messages. they're ready to use these devices to look information also as for leisure and recreational purposes. Another important advantage of these devices is to hold out other day to day functions like , paying of bills, purchasing groceries and other items, then forth. They work as cameras that's used for taking pictures and individuals are ready to transfer easily from one place to a different by following the maps.

3D Printing: 3D printing is an addictive manufacturing technology for creating three-dimensional objects of just about any shape employing a digital model. The technology is already in use during a number of sectors, most noticeably in prototyping and in various sectors as varied as within the manufacturing of jewelry and aerospace industries and therefore the number of applications is increasing during a rapid way. especially , the utilization of graphene as a cloth for 3D printing would open up the amount of things ready to be produced during this manner, for instance manufacturing entire computers and solar panels (Ten Technologies which might change Our Lives, 2015).

Massive Open Online Courses (MOOCs): There are changes and transformations happening within the world of education and within the introduction of MOOCs. These are the tutorial courses, accessed by the participants through online means, especially through the utilization of personnel computers. These are often followed by an outsized number of scholars simultaneously. Internet is employed for open education round the world and in terms of accessing the course that's often available freed from charge. The technology remains in an investigation phase and a basic MOOC model has not yet been recognized although the MOOC model has evolved to some extent with x and c MOOCs being produced.

Virtual Currencies (Bitcoin): Virtual currencies like bitcoin are contributing within the expansion of the frontiers of the digital economy. The virtual currencies have gained attention of the individuals to an outsized extent and this significant technology has made provision of opportunities for politics. A virtual currency, like Bitcoin relies instead upon records of communications and businesses to be noted in an anonymous online ledger referred to as a block-chain. This averts double spending of Bitcoins and eliminates the necessity for third party substantiation of transactions, a function usually performed by financial institutions, like banks.

SUMMARY AND CONCLUSIONS

This review offers three main contributions. First, it presents an up-to-date treatment of the role that technology, particularly information and communication technology, is playing in changing work and organizations. Second, it summarizes and interprets the progress, direction, and purpose of the present research associated with technology and add organizations. Third, it illustrates the implications for future research and for the OP/OB discipline as a whole that go far beyond the fundamental effort to align technology and the work done in organizations.

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Optimizing Real Time Internet of Things Data Using Big Data Computing Platform

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ABSTRACT

IoT is a giant network, with connected devices these devices gather and share data about how they are used and the environment in which they are operated. The Internet of Things or “IoT” influencing our lifecycle, from the way we react to the way we behave, from air conditioner that you can control with your smartphone to smart cars providing the shortest route or your smartwatch which is tracking your daily activities. The fact that IoT is so expansive and affects practically all areas of our lives, makes it a significant research topic for studies in various related fields such as information technology and computer science. Thus, IoT is paving the way for new dimensions of research to be carried out.

KEYWORD

Sensors, Data Processing, Data Igestion, Data Analysis, Data Trasmission.

INTRODUCTION

IOT is a concept or a technology which aims to connect all the devices to the Internet and help them to communicate with each other using the internet as medium. Now these device can be anything it could be a T.V., it could be a watch even your cars such anything that can be connected to internet can be considered as a device for Internet of Things. IOT platform integrates the collected data. From various sources further analysis is performed on data. and valuable information is extracted as per requirement and finally the result is shared. In 1997, “The Internet of Things” is the seventh in the series of ITU Internet Reports originally launched in 1997 under the title “Challenges to the Network”. 1999, Auto-ID Center founded in MIT – Keven Ashton 2003, EPC Global founded in MIT 2005.

1.1 IOT Perspective

For successful implementation of Internet of Things (IoT), the prerequisites are Dynamic resource demand, Real time needs Exponential growth of demand, Availability of applications, Data protection and user privacy, Efficient power consumptions of applications, Execution of the applications near to end users Access to an open and inter operable cloud system. Users of IOT devices are increasing day by day. The internet of things market revenue is \$212 billion worldwide. 20.4 billion IoT devices will be online by 2020. By 2025, the number is expected to rise to 75 billion devices. North America is expected to own 29% of the world’s self-driving fleet by 2035. 54% of enterprises cite cost saving as the main value driver for IoT projects.

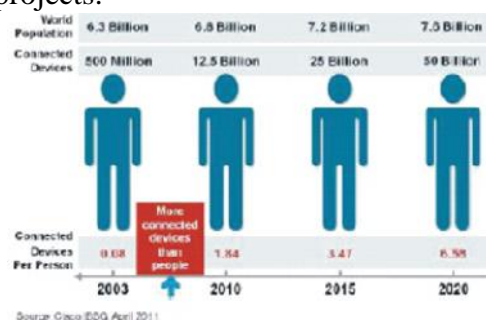


Figure 1: connected devices with internet of things

| | 2003 | 2011 | 2020 |
|----------------|------|-------|------|
| Human | 6,3B | 7B | 7,6B |
| Devices | 500M | 12,5B | 50B |

Table 1: Year wise IOT components uses

2. IOT Components

IOT components are classified into 4 categories-Sensors,data transmission (Connectivity to cloud), Data Processing,User Interface..

Sensors- Sensors are embedded in every physical device.In can be your mobile phone,electrical appliances,bar code sensors,traffic lights and almost everything that you come across.In day to day life.these sensors continueosly emit data about the working state of dVICES,but the important question is how do they share this huge amount of data and how do we put this data.To our benefit IOT provides a common platform for all these devices to dump their data a common language for all the devices to communicate with each other.data is emitted from various sensors and sent it “IOT”.

Data Transmission- data is transmitted to clouds via gateways.The gateways use cellular as well as satellite to tranmit data.

Data Processing- once the data is transmitted to clouds it is processed using software.the processing can be as simple as cheching the temrature,or s complex as computer vision

Data Visualization- the processed data is made available to end users by alerts(e-mail,text etc.)

Data Analysis- IOT Platform integrates the collected data from various sources further analysis is performed on the data nd valuable information is extracted as per requirement and finally the result is shared.

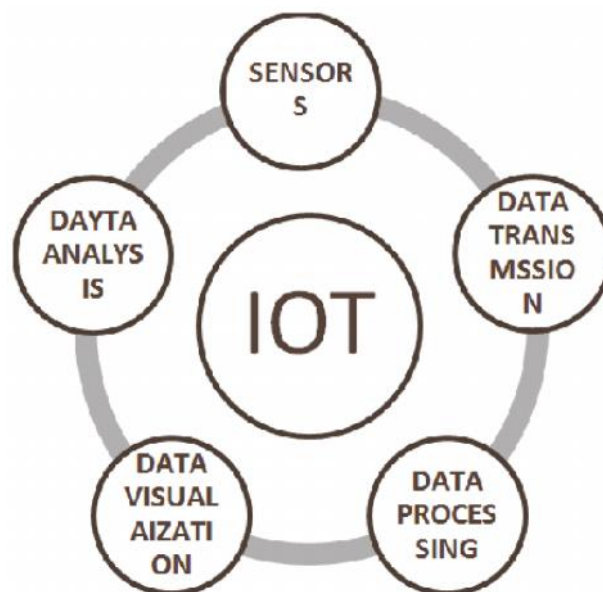


Figure 2: IOT Components

3. Application area of IOT

IoT promise to bring immense value into our lives. With newer wireless networks, superior sensors and revolutionary computing capabilities, the **Internet of Things** could be the next frontier in the race for its share of the wallet. IoT applications are expected to equip billions of everyday objects with connectivity and intelligence. Application area of IOT are:

- Wearables

- Smart Home Applications
- Health Care
- Smart Cities
- Agriculture
- Industrial Automation

| YEAR | NUMBER OF CONNECTED DEVICES |
|------|-----------------------------|
| 1990 | 0.3Million |
| 1999 | 90.0 Million |
| 2010 | 5.0 Billion |
| 2013 | 9.0 Billion |
| 2025 | 1.0 Trillion |

Table 2: Connected devices with IOT

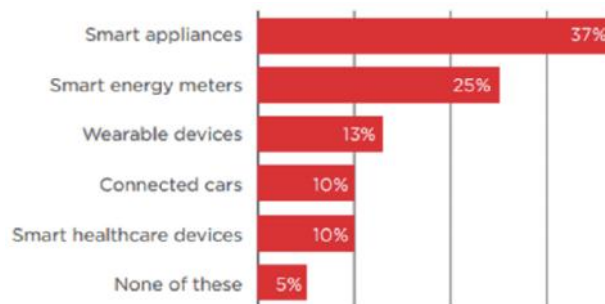


Figure 2: Different Areas Where IoT is growing its roots.

4. Advantages of IOT

Efficient resource utilization: If we know the functionality and the way that how each device work we definitely increase the efficient utilization as well as monitor natural resources.

Minimize human effort: As the devices of IOT interact and communicate with each other and do lot of task for us,so it minimize human efforts.

Save time: As it reduces the human efforts it definitely save our time.time isthe primary factor which can save through IOT devices.

5. Challenges Of IOT

1. Technological Standardization in most areas are still remain fragmented.
2. Managing and fostering rapid innovation is a challenge for governments
3. Privacy and security
4. Absence of governance
5. Vulnerability to internet attack

CONCLUSION

This Technology is spreading like disease everywhere.In coming future connected devices across all technologies will reach a number of 20.6 billion.These Connected Devices fills up the gap between physical and digital world so as to improve the quality and the productivity of life, society, industries, and business.

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Report

State Level Webinar on

“Impact of Pandemic on Indian Economy and Financial Management in India”

Organized by Department of Commerce, Held on Date 13-14 June 2021

The Department of Commerce has organized a State Level Webinar on “Impact of Pandemic on Indian Economy and Financial Management in India” on occasion of silver jubilee year of the institute under the guidance of IQAC and Department of Commerce, Vipra Arts, Commerce and Physical Education College from 13.06.21 to 14.06.21. A number of 750 participants registered for the Webinar from various regions of the State.

Inaugural Ceremony was held on 13.06.21 at 09:00 AM where the ceremony began with Saraswati Vandana which was further followed by the overview of webinar presented by Convener of the Webinar- Dr. Aradhana Shukla & Principal of the College Dr. Meghesh Tiwari addressed the Webinar, Mr. Gyanesh Sharma, Chairperson of Vipra Sikshan Samiti rendered a Presidential speech as improvisation and directive road map of institute, Prof. Anjani Shukla, Former president private university regulating commission, delivered the blessing speech as being Chief Guest of the inaugural ceremony and Dr. Usha Dubey, (Retired Professor & Head of SoS Economics, Pt. RSSU), Mentor and Advisor gave leading for successful opening ceremonial session as being Special Guest and Key Note Speaker to the technical session.

Ist Technical Session was taken by Dr. Amarkant Pandey, Professor & H.O.D. Department of Economics, Pt. Ravishankar Shukla University, Raipur (C.G.) on the topic of “Impact of Pandemic on the Primary Sector of Indian Economy”.

IInd Technical Session was taken by Professor Mandeep Khalsa, H.O.D, Department of Economics, Govt. B.C.S College, Dhamtari (C.G.) delivered her lecture on “Impact of Pandemic on the Industrial Sector of Indian Economy”.

At the end of the program, Research Paper was presented by research scholars and participants from different region of the state.

On the conclusion of the Program, Vote of Thanks was given by Dr. Vivek Sharma, HOD of Commerce.

On second day of the Webinar i.e. 14.06.2021, Mrs. Nidhi Shri Shukla has announced to start Technical session.

Ist Technical Session was taken by Dr. Shailendra Kumar Bharal, Professor & H.O.D. Department of Commerce, Govt. Kalidas Girls P.G.(lead) College Ujjain (M.P.) delivered his lecture on “Impact on Financial Activities of Trade and Business during Pandemic”

IInd Technical Session presented by Dr. Sanjay Tiwari, Professor & Head & IQAC Co-ordinator Department of Commerce, “Tax Planning and Investments For Salaried Person”.

At the end of this day, Research Paper were presented.

After the Technical Sessions, Valedictory function was started at 11:15 A.M. Function was addressed by Principal of the College Dr. Meghesh Tiwari and presided by Mr. Gyanesh Sharma, Chairman of Vipra Shikshan Samiti .

As a Special Guest Professor Prashant Shriwastava (DSW) Hemchand Yadav University, Durg (C.G.) delivered appreciative speech for webinar and As a Chief Guest of Valedictory function Professor Girish Kant Pandey, Registrar Pt. Ravishankar Shukla University, Raipur (C.G.) gave his blessings on the successful completion of this webinar.

For Concluding the Webinar Dr. Usha Dubey, (Retired Professor & Head of SoS Economics, Pt. RSSU), Mentor and Advisor delivered Concluding speech thereby briefing the about the sessions covered up.

At last with the Due permission of Principal program was concluded and vote of thanks given by Dr. Vivek Sharma HOD of Commerce.

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Impact of Pandemic on Different Sectors of Economy

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Asst. Prof.,

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ABSTRACT

Coronavirus or COVID-19 as it is officially known has brought everyday life of human beings to a standstill. The pandemic has forced nations to remain in lockdown and stopped all the religious, cultural and socio-economic activities all over the world. Thousands of people have lost their lives and lakhs of people got infected. Almost all the sectors have been adversely affected as domestic demand and exports sharply plummeted with some notable exceptions where high growth was observed. Various sectors of Indian economy such as Tourism, Micro, Small and Medium Enterprises, Education, Healthcare, tourism etc were adversely affected during and post Lockdown period. Adopting new principles like 'shift towards localization, cash conservation, supply chain resilience and innovation' will help businesses in treading a new path in this uncertain environment.

Key Words

Covid-19, Pandemic, Economy, Sectors.

INTRODUCTION

The Novel Corona Virus which started from Wuhan, China, and expanded its circle in countries like South Korea, the USA, Italy, Japan, Iran, France, Spain and finally spreading in India. The first positive case was reported in the state of Kerala after which it increased in multiple folds in following days until when it reached 500 in number, the Prime Minister asked the citizens to observe 'Janta Curfew' (A 14-hour people's curfew) on Sunday, 22 March after which, he announced nationwide lockdown from midnight of 24th March for 21 days. The lockdown resulted in restrictions to be followed by citizens like restriction on stepping out of the homes, suspension of all the transport services, Educational institutions, industrial establishments, and hospitality services with some exceptions on food shops, Banks, ATMs, petrol pumps and, other essentials. This had a huge impact on various sectors of Indian economy. The overall impact has been largely disruptive in terms of economic activity as almost all the sectors have been adversely affected. According to the Ministry of Statistics India's growth in the fourth quarter of the fiscal year 2020 went down to 3.1%. The Chief Economic Adviser to the Government of India said that this drop is mainly due to the corona virus pandemic effect on the Indian economy. As many as 162 countries went into lockdown and businesses across the globe were either closed or operated with fear of uncertainty of future market scenario. The current situation along with slow economic growth in the previous year in India is leading to extreme tensed market conditions. There were rising fiscal deficits, unemployment, and interest rates. Along with this, the Novel Corona virus has sent tremors down Indian trade markets.

Impact on Different Sectors of Economy

India was one of the most affected countries from coronavirus pandemic. The government imposed nationwide lockdown in late March to combat the spread of the novel disease. After six months of closure India has the second highest number of cases in the world with more than 5.73 million positive cases. The government lifted lockdown restrictions in a phased manner while the shutdown took a toll on the country's economy. The lockdown restriction halted the most economic activities and led to job loss of millions of people and revenue streams. The Indian economy, one of the developing economies faced huge trouble from market shutdown as the downfall of the economy

would lead to a market recession without proper flow of funds. All the sectors were adversely affected as domestic demand and exports sharply plummeted with some notable exceptions where high growth was observed.

Agriculture

Agriculture being the backbone of the country and essential commodity were allowed free movement of by the government but due to travel restrictions for lockdown, there has been a dearth of agricultural workers which has resulted in drop in production. Moreover as the operations of the businesses like hotels, restaurants, sweet shops and tea shops are suspended, the market of raw materials which are used for this purpose has gone down leading to grievances of farmers. Also the Online food grocery platforms were heavily impacted due to unclear restrictions on movements and stoppage of logistics vehicles. According to the study conducted by the Public Health Foundation of India, Harvard T H Chan School of Public Health and the Centre for Sustainable Agriculture , “10% of farmers could not harvest their crop in the past month and 60% of those who did harvest reported a yield loss” and that a majority of farmers are facing difficulty for the next season, Due to logistical problems following the lockdown tea estates were unable to harvest the first flush .Tea exports could see a yearly drop up to 8% as a result. In March 2020, tea exports from India fell 33% in March 2020 as compared to March 2019. During the lockdown, food wastage increased due to affected supply chains, affecting small farmers.From 20 April, under new lockdown guidelines to reopen the economy and relax the lockdown, agricultural businesses such as dairy, tea, coffee, and rubber plantations, as well as associated shops and industries, reopened. By the end of April, ¹ 17,986 crore (US\$2.5 billion) had been transferred to farmers under the PM-KISAN scheme.

Manufacturing

India’s manufacturing sector had gone through various phases of development in recent times. The sector contributes to approximately 16-17% of the GDP and provides employment to almost 20% of the country’s workforce. During the first wave of the pandemic, lockdown-imposed restrictions on the movement of goods and people severely impacted workforce capacity and disrupted supply chains, bringing nearly all manufacturing activity to a stand-still. The industries had terminated their production at a short notice, the value of inventories held up in the production centres and warehouses had also gone down and the machineries lied idle for a long time. Major hindrance encountered by the industries are cash flow constraints and supply chain disruption. An ever-increasing number of representatives quit coming into work, because of government orders, lessening the size of activities, with a resulting impact on quality, cost, and volume. The slower pace of banking tasks, shorter working hours, stuck and over-burden correspondences lines lead to deferred cash exchanges, in this manner, raising money-related issues. The providers to huge makers begin feeling the squeeze, and begin to withdraw, and play safe, to secure their inclinations, because their ability to tolerate insecurity is a lot lower than their large customers. At last, because every one of these interferences, the end client additionally begins deferring superfluous buys, and withdraws from the expending forms, by delaying their demands. According to Mondaq, the manufacturing output contracted by half from March 2020 to March 2021.

Aviation and Tourism

Covid19 has resulted in one of the severest downturns for the travel and tourism sector in India The contribution of the Aviation Sector and Tourism to our GDP stands at about 2.4% and 9.2% respectively. The Tourism sector served approximately 43 million people in FY 18-19. Aviation and Tourism were the first industries that were hit significantly by the pandemic. These two industries have been dealing with severe cash flow issues since the start of the pandemic and are staring at a potential 38 million lay-offs, which translates to 70 per cent of the total workforce. With revenue streams drying up, companies will be forced to restructure their workforce. Reduced working hours,

work without pay, salary cuts and downsizing the workforce are expected to be the norm over the next three months. It is believed that around 70 percent out of a total 5.5 crores workforce could get unemployed, which is around 3.8 crores people. According to IATO estimates, these industries may incur losses of about 85 billion Rupees due to travel restrictions. The Pandemic has also brought about a wave of innovation in the fields of contactless boarding and travel technologies.

Pharmaceuticals

The Indian pharma sector is the third-largest in the world. It manufactures almost 60 per cent of the vaccines used globally. The Indian pharma sector is an important component of the global healthcare infrastructure and is instrumental in saving millions of lives every year. However, like all other sectors, it too has been affected by COVID-19 that has brought about various changes. The pharmaceutical industry has been on the rise since the start of the Covid-19 pandemic, especially in India, the largest producer of generic drugs globally. With a market size of \$55 billion during the beginning of 2020, it has been surging in India, exporting Hydroxychloroquine to the world, esp. to the US, UK, Canada, and the Middle-East. There has been a recent rise in the prices of raw materials imported from China due to the pandemic. Generic drugs are the most impacted due to heavy reliance on imports, disrupted supply-chain, and labour unavailability in the industry, caused by social distancing. Simultaneously, the pharmaceutical industry is struggling because of the government-imposed bans on the export of critical drugs, equipment, and PPE kits to ensure sufficient quantities for the country. Easing the financial stress on the pharmaceutical companies, tax-relaxations, and addressing the labour force shortage could be the differentiating factors in such a desperate time.

Education

The novel Coronavirus (COVID-19) spread across the globe and in India has rung the alarming bells for the education sector in India. It has brought up many upcoming challenges for both the knowledge seekers and teachers in the education industry. The situation has prompted most of the governments to shut down all educational institutions in the country to avoid mass gathering. The education sector of India is deeply uprooted with student-teacher learning by means and ways of classroom interaction but the global pandemic has forced both students and teachers to move to technology based virtual learning. The adaptation to this change in methodology of both teaching and learning has posed a great challenge for the education sector. Educators and students had experienced a ripple effect of the Coronavirus as universities and colleges were closed in the country. Also, UNESCO has reported that COVID-19 has disturbed the education of about 290.5 million students across the globe and somehow has created a phase of unemployment for some teachers. There is shift of focus from traditional to the virtual classroom. There are many technology-enabled educational institutions that are providing live classes like byjus, vedantu, extramarks etc. The pandemic has forced Government to boost education technology sector. COVID-19 has changed the way of learning in the long term. Higher education has also got affected as universities and colleges are shut down, most higher education institutions are not equipped with digital technology resulting in huge loss to the industry

Stock Market

Stock Markets were crashing worldwide to record lows and affecting economic states of countries worldwide. The situation of Indian Stock Market was also same as on 23 March 2020, stock markets in India post worst losses in history as SENSEX fell 4000 points (13.15%) and NSE NIFTY fell 1150 points (12.98%). However, on 25 March, one day after a complete 21-day lock-down was announced by the Prime Minister, SENSEX posted its biggest gains in 11 years, adding a value of ¹ 4.7 lakh crore (US\$66 billion) for investors. On 8 April, following positive indication from the Wall Street that the pandemic may have reached its peak in the US, the stock markets in India rose steeply

once again. By 29 April, Nifty held the 9500 mark. Investors around the globe, fear that the Coronavirus pandemic will destroy the economic growth and the actions taken by the governments may not be enough to stop the decline. Interest Rates in various central banks of different countries have seen the decline in interest rates in order to reduce the impact on the banks, which in turn allows borrowing cheaper and helps in the encouragement of spending to boost the economy again. Global Markets have also recovered by some extent after the US Senate passed \$2 trillion Coronavirus aid bill in order to help workers and businesses in the United States.

IT Industry

IT is also having a share of impact as top Software Companies like Tata Consultancy Services, Infosys and HCL impacted as technological spending reduced from US and Europe amid lockdowns across the globe. HDFC Securities expect around 2-7% of reduction in IT revenue because of slow decision. As per ICICI Direct, there will be pricing pressure and reduced revenue, client bankruptcies due to lower spending in the market. As per Global Data reports, IT Services will be hit hardest during COVID-19, and they listed all the 17 tech, media and telecom related sectors to have a negative impact during COVID-19.

Railways and Metro

The country has been under lockdown since March 25 due to the novel coronavirus outbreak, imposing strict curbs on activities and travel across the country Ever since then Railways had suspended all passenger services from March till May 3 and the metro rail was also shut nationwide till the government lifted the restrictions and allowed the metro trains to resume services from September 7. While the services were shut, the Railways and metro incurred huge revenue loss During a web conference on July 28, Railway Board chairman VK Yadav said that the Indian Railways expects to incur revenue loss of up to Rs 35,000 from passenger train segment during the FY21 due to a fallout of train travel following the restriction to prevent the spread of COVID-19. On September 17, Union Housing and Urban Affairs Minister Hardeep Singh Puri told Lok Sabha that the Delhi, Bengaluru, Lucknow, Chennai and Kochi Metro Rail Corporation reported a combined loss of almost Rs 2,000 crore while the services were suspended during the lockdown.

Telecom

There has been a significant amount of changes in the telecom sector of India even before the COVID 19 due to brief price wars between the service providers. Due to the implementation of the 'work from home', Most essential services and sectors have continued to run during the pandemic. With over 1 billion connections as of 2019, the telecom sector contributes about 6.5 per cent of GDP and employs almost 4 million people. Increased broadband usage had a direct impact and resulted in pressure on the network. Demand has been increased by about 10%. However, the Telco's are bracing for a sharp drop in adding new subscribers. As a policy recommendation, the government can aid the sector by relaxing the regulatory compliances and provide moratorium for spectrum dues, which can be used for network expansions by the companies.

E-Commerce

In the third week of March, Amazon announced that it would stop sale of non-essential items in India so that it could focus on essential needs. Amazon followed the same strategy in Italy and France. On 25 March, Walmart-owned Flipkart temporarily suspended some of its services on its e-commerce platform and would only be selling and distributing essentials. BigBasket and Grofers also ran restricted services, facing disruptions due to the lockdown. Delhi Police began issuing delivery agents curfew passes to make it easier for them to keep the supply chain open. E-commerce companies also sought legal clarity related to defining "essentials"

Oil & Gas

The Indian Oil & Gas industry is quite significant in the global context – it is the third-largest energy consumer only behind USA and China and contributes to 5.2% of the global oil demand. The complete lockdown across the country slowed down the demand of transport fuels (accounting for 2/3rd demand in oil & gas sector) as auto & industrial manufacturing declined and goods & passenger movement (both bulk & personal) fell. Though the crude prices dipped in this period, the government increased the excise and special excise duty to make up for the revenue loss, additionally, road cess was raised too.

CONCLUSION

The COVID-19 pandemic has posed several new threats to business and economic patterns. Almost every sector got affected from the pandemic including aviation where all domestic and international flights got cancelled sports where cancellation of events lead to huge loss to organisers, textile sector, as India depend for its raw material on Chinese textile factories which are shut down, even the revenue of transport sector got affected due to ban on public transport including metros and railways. The sudden shrinkage in demand & increased unemployment is going to alter the business landscape. Adopting new principles like ‘shift towards localization, cash conservation, supply chain resilience and innovation’ will help businesses in treading a new path in this uncertain environment to combat this, the government has announced a package of twenty lakh crores to stimulate the economy. It is self-evident that after Covid, a new normal would arise. we must be well-versed and knowledgeable about the situation in order to deal with it effectively. This will support the industries and give instructions to the economy.

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भारतीय अर्थव्यवस्था एवं अधोसंरचना विकास

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शोध सार

उदारीकरण एवं आर्थिक सुधार के बाद भारतीय अर्थव्यवस्था सुदृढ़ हुआ है। परंतु आर्थिक गति विधियों में तेजी के अपेक्षा मूलभूत ढांचे में तेज प्रगति नहीं हुआ है। जिसके कारण कोविड-19 महामारी जैसे आकस्मिक संकट में आर्थिक गतिविधियां बंद हो गईं। देश के जनसंख्या के अनुपात में मूलभूत ढांचे का विकास धीमा है। महामारी में स्वास्थ्य सेवा की कमी ने दूसरी लहर में मृत्युदर में वृद्धि को रोक नहीं पाया। शासन ने निःशुल्क अन्न का वितरण किया, परंतु शुद्ध पेय जल, प्रदूषण रहित वातावरण, स्वच्छता की कमी एवं जनसंख्या घनत्व के कारण भारत तेजी से महामारी के चपेट में आ गया। इससे सबक लेते हुए सुदृढ़ अर्थव्यवस्था के लिए मूलभूत ढांचे को मजबूत एवं विकसित करना होगा। शिक्षा, स्वास्थ्य, खाद्य एवं रेलवे जैसे सार्वजनिक क्षेत्र को विकसित एवं मजबूत करना होगा। भारत गांवों का देश है, एवं कृषि पर निर्भर है, अतः गांवों को आत्मनिर्भर बनाने के लिए ग्रामीण अधोसंरचना का विकास करना होगा।

मुख्य शब्द

भारतीय अर्थव्यवस्था, कोविड 19 महामारी, अधोसंरचना, विकास।

प्रस्तावना

भारत भौगोलिक दृष्टि से विश्व का सातवाँ सबसे बड़ा देश है। जबकि जनसंख्या के दृष्टिकोण से चीन के बाद दूसरा सबसे बड़ा देश है। विश्व के 2.4 प्रतिशत भौगोलिक क्षेत्रफल के साथ विश्व की जनसंख्या का 17 प्रतिशत भारत में निवासरत है। स्पष्ट है, अर्थव्यवस्था को विकास की जनसंख्या विस्फोट पीछे खींच लेता है। कोविड 19 महामारी जैसे आकस्मिक विपत्ति से स्वास्थ्य क्षेत्र डगमगा जाता है। सार्वजनिक स्वस्थ क्षेत्र भी निम्न वर्ग एवं मध्यम वर्ग को निःशुल्क सेवा प्रदान करने में सक्षम नहीं हो पाता। स्वास्थ्य सुविधाओं पर सार्वजनिक व्यय सफल घरेलू उत्पाद का मात्र 1.2 प्रतिशत है। आम दिनों में सामान्य भारतीय की 60 प्रतिशत व्यय स्वास्थ्य सेवा के लिए स्वयं करना पड़ता है। इंडोनेशिया में 38 प्रतिशत, नाइजीरिया में 78 प्रतिशत एवं विश्व के लिए यह 20 प्रतिशत है। इस स्थिति में कोविड-19 महामारी से लड़ाई आम भारतीय के लिए आसान नहीं रहा। व्यू रिसर्च इंस्टीट्यूट के रिपोर्ट के अनुसार जनवरी 2020 में 4.3 प्रतिशत भारतीयों की 175 रु. प्रतिदिन से कम आय है। एक वर्ष बाद यह संख्या बढ़कर 9.7 प्रतिशत हो गई है अजीम प्रेमजी यूनिवर्सिटी, बंगलूरु के अध्ययन के अनुसार विगत वर्ष के देश व्यापी लॉकडाउन से 23 करोड़ भारतीय गरीबी रेखा के नीचे आ गये हैं। इस स्थिति में शिक्षा, स्वास्थ्य एवं खाद्य जैसे मूलभूत आवश्यकताओं के लिए निजी क्षेत्रों पर निर्भरता जनकल्याण के हित में नहीं हैं। कोविड 19 महामारी में दम तोड़ती भारतीय अर्थव्यवस्था में कृषि तेज ने ऑक्सीजन का काम किया। ग्रामीण क्षेत्र में मूलभूत ढांचे की कमी एवं अनेक समस्याओं के बाद भी कृषि कार्य महामारी के दौरान भी जारी रहा। अतः ग्रामीण क्षेत्र के मूलभूत ढांचे का विकास करके आत्मनिर्भर गाँव से ही आत्मनिर्भर भारत की परिकल्पना को साकार किया जा सकता है।

उद्देश्य

भारतीय अर्थव्यवस्था एवं अधोसंरचना विकास का अध्ययन का उद्देश्य कोविड 19 महामारी से उत्पन्न समस्याओं एवं कठिनाइयों का विश्लेषण करना है। इस विषय का क्रमबद्ध, तार्किक व व्यवस्थित वर्णन करना या विवरण तैयार करना है। जिससे प्राप्त निष्कर्ष से आवश्यकतानुसार निर्णय एवं क्रियाओं को दिशा दिया जा सके। जिससे उपरोक्त शोध पत्र अधिक उपयोगी सिद्ध हों।

परिकल्पना

कोविड 19 महामारी से भारतीय अर्थव्यवस्था पर नकारात्मक प्रभाव अविकसीत मूलभूत ढाँचे के कारण ज्यादा दिखाई दे रहा है। जनसंख्या का दबाव, अविकसित स्वास्थ्य सेवाओं के कारण दबाव एवं ग्रामीण क्षेत्र का नगरों पर निर्भरता से भी ज्यादा क्षति पहुँचा है।

शोध प्रविधि

प्रस्तुत शोध पत्र में कोविड 19 महामारी के दौरान 2020 एवं 2021 में भारतीय अर्थव्यवस्था से संबंधित प्राप्त विवरणों का उपयोग किया गया है। भारतीय अर्थव्यवस्था को मजबूत करने के लिए लिये गये निर्णयों एवं प्रयास का विश्लेषण भी अध्ययन में शामिल किया गया है।

प्राप्त जानकारी एवं विश्लेषण

रोटी, कपड़ा और मकान मनुष्य के जीवन निर्वाह के लिए प्राथमिक एवं मूलभूत आवश्यकताएं हैं। कोविड 19 महामारी ने स्पष्ट कर दिया कि इसके साथ स्वच्छ पर्यावरण मनुष्य के लिए सबसे पहली आवश्यकता है, क्योंकि रोटी, कपड़ा और मकान से भी ज्यादा महत्व ऑक्सीजन का है। सेंटर फॉर साइंस एंड एनवायरमेंट के रिपोर्ट के अनुसार सन् 2019 में जहरीली हवा के कारण भारत में 16 लाख 70 हजार लोगों की मौत हुई है। वायु प्रदूषण के कारण भारत के सफल घरेलू उत्पादन में 1.36 प्रतिशत का नुकसान हुआ है। पूरे विश्व में उच्च रक्तचाप, तंबाकू एवं गलत खानपान के बाद वायु प्रदूषण मौत का चौथा सबसे बड़ा कारण है।

शुद्ध वायु के बाद मनुष्य की दूसरी आवश्यकता जल है। जनसंख्या में तेजी से वृद्धि के साथ जमीन के नीचे के जल का अंधाधुंध दोहन से पीने के पानी की समस्या गंभीर होती जा रही है। विश्व स्वास्थ्य संगठन के अनुसार भारत की शहरी आबादी में 9.7 करोड़ लोगों को शुद्ध पेय जल नहीं मिल पाता है। ग्रामीण क्षेत्र में 70 प्रतिशत लोग अब भी प्रदूषित पानी पीने के लिए मजबूर हैं। भारत में प्रति व्यक्ति 1000 घनमीटर पानी उपलब्ध है, जबकि 1700 घनमीटर प्रति व्यक्ति से कम की उपलब्धता को संकट माना जाता है।

मनुष्य की तीसरी आवश्यकता भोजन है। 'वैश्विक भुखमरी सूचकांक' के अनुसार विश्व के 107 देशों में भारत 27.2 अंक के साथ 94वें स्थान पर है। कुल 107 देशों में भारत से तुलनात्मक रूप से केवल 13 देश बदतर स्थिति में हैं। पड़ोसी देश श्रीलंका, नेपाल, बांग्लादेश, म्यांमार एवं पाकिस्तान बेहतर स्थिति में हैं। पौष्टिक आहार के अभाव से मनुष्य की प्रतिरोधक क्षमता कम हो जाती है। जिससे उसका कार्य क्षमता प्रभावित होता है। उत्पादन का प्रमुख साधन 'मानव शक्ति' के सर्वाधिक क्षमता का उपयोग नहीं हो पाता। जिससे सकल उत्पादन प्रभावित होता है। कोविड 19 महामारी में मौत की संख्या भी प्रतिरोधक क्षमता कम होने के कारण बढ़ गई है।

कोविड 19 महामारी ने स्पष्ट किया कि शिक्षा, स्वास्थ्य, रेलवे, खाद्य जैसे क्षेत्र में निजी क्षेत्रों पर निर्भरता सरकार एवं जनकल्याण के हित में नहीं है। निजी क्षेत्र जनकल्याण के लिए, अपितु लाभ के लिए कार्य करते हैं। वर्तमान में सार्वजनिक क्षेत्र को निजीकरण किया जा रहा है। इस पर सरकार को जनहित में पुनः विचार करना चाहिए। आधारभूत आवश्यक सेवाओं का निजीकरण राष्ट्रहित में नहीं हो सकता।

निष्कर्ष एवं सुझाव

महामारी की समस्या से सबक लेते हुए भारत के भविष्य की सुरक्षा के लिए संतुलित, सुरक्षित एवं प्रकृति के साथ सामंजस्य बनाते हुए अधोसंरचना विकास की आवश्यकता है। उपरोक्त अध्ययन से प्राप्त प्रमुख निष्कर्ष एवं सुझाव निम्नलिखित हैं:

1. वायु प्रदूषण में कमी के लिए औद्योगिक नीति में परिवर्तन की आवश्यकता है। महानगरों में जनसंख्या दबाव कम करने के लिए ग्रामीण विकास एवं कृषि आधारित उद्योग विकसित करना होगा। जिससे ग्रामीण से नगर की ओर पलायन रोका जा सकें। जनसंख्या घनत्व का समान वितरण से पर्यावरण संरक्षण संभव हो सकता है। वृक्षारोपण के साथ जंगल को बचाना आवश्यक है। मनुष्य नहीं रहेगा, तब भी पेड़ रहेंगे, मगर पेड़ नहीं

रहेंगे, तो मनुष्य रह नहीं सकते।

2. जल संरक्षण की कारगर नीति की आवश्यकता है। वर्षा जल का संरक्षण आवश्यकता है, ताकि जमीन में स्थित पानी के दोहन को कम किया जा सकें। नदियाँ, तालाब, झील आदि जलस्रोत को स्वच्छ रखने की दिशा में प्रभावी प्रयास अनिवार्य है, जिससे जल में ऑक्सीजन की मात्रा कम ना हों। इसके साथ ही लोगों में जागरूकता पैदा करनी होगी, ताकि पानी बर्बाद न करें। 'जल है तो कल है' जल के महत्व को समझना होगा।
3. कृषि प्रधान देश होने के बाद भी पूरी आबादी पौष्टिक आहार से वंचित है। राष्ट्रीय खाद्य सुरक्षा अधिनियम 2013 शहरी आबादी के 50 प्रतिशत एवं ग्रामीण आबादी के 75 प्रतिशत तक सब्सिडी वाले भोजन की गारंटी देता है। पर इसके क्रियान्वयन को प्रभावी बनाने की आवश्यकता है। ग्रामीण अधोसंरचना का विकास करके आत्मनिर्भर ग्रामीण अर्थव्यवस्था से कृषि क्षेत्र में कांतिकारी परिवर्तन आवश्यक है। कृषि कार्य के लिए बीज, खाद, सिंचाई आदि के लिए प्रत्येक गांव को आत्मनिर्भर बनाने के लिए बुनियादी ढांचे का निर्माण करना होगा। इसके साथ कृषि आधारित उद्योग ग्रामीण क्षेत्र में विकसित करके कृषकों को नये अवसर एवं स्वरोजगार की संभावना विकसित करना चाहिए। पशुपालन से पौष्टिक आहार के नये स्रोत के साथ कृषकों की वैकल्पिक आय को भी बढ़ावा देना चाहिए। गोवंश आधारित जैविक खेती को रासायनिक खेती के जगह प्रतिस्थापित किया जाना आवश्यक है, जिससे जमीन की उर्वरक शक्ति में वृद्धि हों।
4. सार्वजनिक क्षेत्र की कंपनियों पर सरकार का नियंत्रण होने के कारण आपूर्ति एवं कीमतों को नियंत्रित रखा जा सकता है। इस कार्य के लिए निजी क्षेत्र का तकनीकी सहयोग लिया जा सकता है। भारत के पास विज्ञान-तकनीक, उचित प्रशिक्षित माननीय संसाधन के साथ सार्वजनिक तेज का बड़ा नेटवर्क है। जिसे कल्याणकारी के साथ लाभकारी बनाने के लिए उचित प्रबंधन की आवश्यकता है।

सार्वजनिक क्षेत्र की अधोसंरचना विकास के साथ आत्मनिर्भर ग्रामीण अर्थव्यवस्था समान अनुपात में जनसंख्या घनत्व के लिए आवश्यक है। कोविड 19 जैसे महामारी से बचाव के लिए महानगरों में जनसंख्या दबाव घातक है। पर्यावरण संरक्षण के साथ जनसंख्या नियंत्रण के प्रभावी प्रयास आवश्यक है। अन्यथा बढ़ती जनसंख्या ही भारत की सबसे बड़ी समस्या होगी और सभी समाधान के प्रयास विफल होंगे।

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भारत की अर्थव्यवस्था एवं वित्तीय प्रबंध पर महामारी के प्रभाव का लघु शोध अध्ययन (अन्तर्राष्ट्रीय मुद्रा कोष के आधार पर)

कु. कल्पना तिवारी,

विप्र कला, वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय, रायपुर (छत्तीसगढ़)

शोध सार

भारत की अर्थव्यवस्था एवं वित्तीय प्रबंध पर महामारी के प्रभाव का अध्ययन करने पर अनिश्चिता के स्तर पर प्रकाश डालते हुए यह कहा जा सकता है कि इतने सालों में पहली बार हमें इस बात की जानकारी नहीं हो रही है कि यह क्या हो रहा है। बड़ी संख्या में लोगों के जीवन स्तर में तेजी से गिरावट आई है और अधिकांश लोगों को आने वाले 12 महीनों में आशा की कोई किरण नहीं दिख रही है। भारत सहित समूची दुनिया पूरी शताब्दी की सबसे कठिन आर्थिक चुनौती का सामना करने पर विवश हो गई। दीर्घकालिक लाभ हेतु अल्पकालिक कष्ट उठाने के लिए हमेशा तैयार रहने वाले भारत द्वारा किए गए विभिन्न साहसिक उपायों से ही देश में अनेकों जिंदगियों को बचाया और 'V' आकार में आर्थिक विकास संभव हो पाया है।

मुख्य शब्द

अन्तर्राष्ट्रीय मुद्रा कोष संगठन के रिपोर्ट के आधार पर आर्थिक समीक्षा एवं वित्तीय प्रबंध।

प्रस्तावना

वर्तमान में बुल्गारिया की अर्थशास्त्री क्रिस्टलिना जार्जिवा अन्तर्राष्ट्रीय मुद्रा कोष की प्रमुख है। यह पहला मौका है जब किसी उभरती अर्थव्यवस्था से IMF प्रमुख का चयन हुआ है। IMF अन्तर्राष्ट्रीय आर्थिक प्रणाली के प्रमुख संगठनों में से एक है। IMF की संरचना अंतर्राष्ट्रीय पूंजीवाद के पुनर्निर्माण को राष्ट्रीय आर्थिक संप्रभुता एवं मानव कल्याण के उच्चतम मूल्यांकन के साथ संतुलित करने में सुविधा प्रदान करती है। इस प्रणाली को सन्निहित उदारवाद कहते हैं। (Embedded liberalism) IMF ने वैश्वीकरण एवं पूरी दुनिया की आर्थिक तौर पर जोड़ने तथा निगरानी तंत्र को मजबूत करने हेतु प्रमुख पहल की है। इस पहलों में स्पिल ओवर (जब किसी एक देश की आर्थिक नीतियां किसी अन्य देशों को प्रभावित कर सकती हैं) को कवर करने, विलीय प्रणाली एवं जोखिमों के विश्लेषण की निगरानी हेतु कानूनी ढाँचे का पुनर्निर्माण करना आदि शामिल था। अन्तर्राष्ट्रीय मुद्रा कोष की अभिकल्पना जुलाई 1944 में संयुक्त राज्य के न्यू हैम्पशायर में संयुक्त राष्ट्र के ब्रैटन वुड्स सम्मेलन में की गई थी।

IMF के उद्देश्य

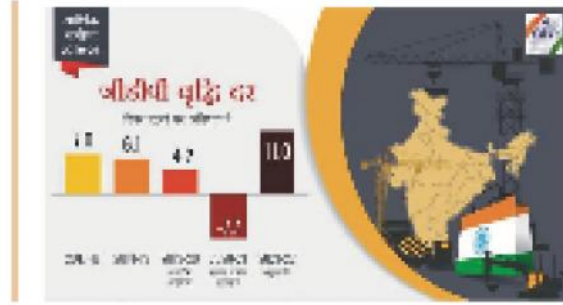
1. आर्थिक स्थिरता सुरक्षित करना ।
2. गरीबी कम करना ।
3. रोजगार को बढ़ावा देना ।
4. आर्थिक प्रगति को बढ़ावा देना ।
5. अन्तर्राष्ट्रीय व्यापार सुवर्धनजनक बनाना ।

आर्थिक एवं वित्तीय प्रबंध पर लघु विश्लेषण

विभिन्न क्षेत्रों में नजर डालने पर यही पता चलता है कि कृषि क्षेत्र अब भी आशा की किरण है जबकि लोगों के आपसी संपर्क वाली सेवा विनिर्माण और निर्माण क्षेत्र बुरी तरह प्रभावित हुए थे जिसमें धीरे-धीरे सुधार देखे जा रहे हैं। सरकारी उपभोग और निर्यात के बल पर ही आर्थिक विकास में और ज्यादा गिरावट देखने को नहीं मिल रही है।

आर्थिक समीक्षा 2020–21 जी डी पी वृद्धि दर (स्थित मूल्यों पर, प्रतिशत में)

| वर्ष | जी डी पी |
|---------|---------------|
| 2017–18 | 7.0 |
| 2018–19 | 6.1 |
| 2019–20 | 4.2 |
| 2020–21 | -7.7 |
| 2021–22 | 11.0 अनुमानित |



जैसा कि अनुमान लगाया गया था, लाकडाउन के कारण प्रथम तिमाही में जी डी पी में भारी गिरावट की गई। वहीं बाद में 'V' आकार में वृद्धि दर निरंतर बढ़ोत्तरी देखने को मिल रही है। दूसरी तिमाही में जी डी पी अपेक्षाकृत कम गिरावट और सभी महत्वपूर्ण आर्थिक संकेतों में हो रही बेहतरी में प्रतिबिंबित होती है।

अर्थव्यवस्था दो वर्षों में ही महामारी पूर्व स्तर पर पहुंचने के साथ-साथ इससे भी आगे निकल जाएगी ये अनुमान दरअसल IMF के पूर्वानुमान के अनुरूप ही है जिसमें कहा गया है कि भारत की वास्तविक जीडी पी वृद्धि दर 2021–22 में 11.5 प्रतिशत और वित्त वर्ष 2022–23 में इससे भी अधिक रहेगी। IMF के अनुसार भारत अगले दो वर्ष में सबसे तेजी से बढ़ने वाली अर्थव्यवस्था बन जाएगा।



आर्थिक समीक्षा में कहा गया है कि सौ साल में एक बार भी कहर ढाने वाले इस तरह के गंभीर संकट से निपटने के लिए भारत ने अत्यंत परिवक्वता दिखाते हुए जो विभिन्न नीतिगत कदम उठाये हैं उससे विभिन्न देशों को अनेक महत्वपूर्ण साथ मिले हैं। जिससे वे अदूरदर्शीय नीतियां बनाने से बच सकते हैं इसके साथ ही भारत के नीतिगत कदम दीर्घकालीक लाभ पर फोकस करने के महत्वपूर्ण फायदों को भी दर्शाते हैं। भारत में नियंत्रण राजकोषीय, वित्तीय और दीर्घकालीक ढांचा सुधारों के चार स्तंभो वाली अनुठी रणनीति अपनाई। देश उभरते आर्थिक परिदृष्य को ध्यान में रखते हुए सुव्यवस्थित तरीके से राजकोषीय और मौद्रिक सहायता दी गई है।

निष्कर्ष

अंधरे क्षणों के दौरान हमें प्रकाश पर ध्यान केन्द्रित करना चाहिए। हम यह सुनिश्चित करने के लिए युद्ध की स्थिति में खड़े हैं कि वित्तीय स्थितियां अनुकूल रहें और बाजार कुशलता से काम करते रहें। हम सरकार के साथ घनिष्ट समन्वय में काम करेंगे ताकि इस संकट की घड़ी में हमारे नागरिकों को जो अत्यंत कष्ट हो रहे हैं उसे सुधार सके। हर अपरंपरागत रूप में जाने के लिए प्रतिबद्ध है। और जब भी स्थिति की मांगे होती है नई प्रतिक्रियाओं को तैयार करेंगे। हमें अपने भविष्य पर भी ध्यान केन्द्रित करना चाहिए। जो इस समय भी उज्ज्वल दिखाई देता

है। जब भारत दुनिया में सबसे तेजी से बढ़ती अर्थव्यवस्थाओं में से एक के रूप में उभरने के लिए तैयार है आज हमने कुछ कदम उठाये हैं और हम साल भर सक्रीय रहेंगे। छोटे और बड़े करदम उठाते हुए उभरते स्थिति से निपटने के लिए हमें समष्टि आर्थिक और वित्तीय स्थिरता के साथ मजबूत और स्थाई विकास वाला महामारी के बाद के भविष्य पर ध्यान केन्द्रीत करना चाहिए। मैं सभी हितग्राहियों से आह्वान करती हूँ कि वे भविष्य के लहरों के विरुद्ध पहरे पर रहते हुए महामारी की लहर से उत्पन्न चुनौतियों के समाधान करने के लिए एक बार फिर आगे आये।

समापन में फिर से महात्मा गांधी के शब्दों को उद्धृत करती हूँ “हमारा विश्वास एक जलते हुए दीपक की तरह होना चाहिए जो न केवल हमें प्रकाश देता है बल्कि आसपास के वातावरण को भी रौशन करता है।”

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कोविड 19 में ई वाणिज्य पर प्रभाव

प्रियंका बाघ,

सहायक प्राध्यापक, वाणिज्य विभाग

विप्र कला, वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय, रायपुर (छत्तीसगढ़)

प्रस्तावना

ई-कॉमर्स या इ-व्यवसाय इंटरनेट के माध्यम से व्यापार का संचालन है। न केवल खरीदना और बेचना, बल्कि ग्राहकों के लिये सेवाएं और व्यापार के भागीदारों के साथ सहयोग भी इसमें शामिल है। बुनियादी ढांचे, उपभोक्ता और मूल्य वर्धित प्रकार के व्यापारों के लिए इंटरनेट कई अवसर प्रस्तुत करता है। वर्तमान में कंप्यूटर, दूरसंचार और केबल टेलीविजन व्यवसायों में बड़े पैमाने पर विश्वव्यापी परिवर्तन हो रहे हैं। मूलतः इसका मुख्य कारण दुनिया भर के दूरसंचार नेटवर्क पर जो नियंत्रण थे उनका हटाया जाना है। सन् 1990 से वाणिज्यिक उद्यमों ने विज्ञापन, बिक्री और दुनिया भर में अपने उत्पादनों का समर्थन के लिये इंटरनेट को एक संभावित व्यवहार्य साधन के रूप में देखा है। ऑनलाइन शॉपिंग नेटवर्क वाणिज्यिक गतिविधियों का एक बढ़ता प्रतिशत बन गया है। इक्कीस वीं सदी ने ऑनलाइन व्यापारों के लिए असीम अवसर एवं प्रतिस्पर्धा का वातावरण प्रदान किया है। अनेक ऑनलाइन व्यापारिक कंपनियों की स्थापना हुई है और अनेक मौजूदा कंपनियां ऑनलाइन शाखाएं खोल रखी हैं।

ई-कॉमर्स की आवश्यकता

ई-कॉमर्स केवल इंटरनेट, वेबसाइट कंपनियां नहीं हैं। यह एक नई व्यावसायिक अवधारणा के बारे में है जो पिछले सभी व्यवसाय प्रबंधन और आर्थिक अवधारणाओं को शामिल करता है।

1. **विपणन:** ऑनलाइन विज्ञापन, विपणन रणनीतियों, उपभोक्ता के व्यवहार और संस्कृतियों के मुद्दे। जिन क्षेत्रों में इसका प्रभाव पड़ता है उनमें से एक विशेष रूप से प्रत्यक्ष विपणन है। अतीत में यह मुख्य रूप से डोर-टू-डोर, होम पार्टियों और कैटलॉग या लीफलेट का उपयोग करके मेल ऑर्डर था।
2. **कंप्यूटर:** ई-कॉमर्स और ई-व्यापार का समर्थन करने के लिए विभिन्न नेटवर्क और कंप्यूटिंग प्रौद्योगिकियों और भाषाओं का विकास, उदाहरण के लिए 'वेब आधारित' तकनीक के साथ फ्रंट और बैक ऑफिस की विरासत प्रणालियों को जोड़ना।
3. **वित्त और लेखा:** ऑनलाइन बैंकिंग लेनदेन की लागत के मुद्देय लेखांकन और ऑडिटिंग निहितार्थ जहां 'अमूर्त' संपत्ति और मानव पूंजी को तेजी से ज्ञान आधारित अर्थव्यवस्था में महत्वपूर्ण रूप से मूल्यवान होना चाहिए।
6. **उत्पादन और संचालन प्रबंधन:** बड़े पैमाने पर उत्पादन से मांग को संचालित करने के लिए आगे बढ़ते हुए, पुराने अनुकूलन ग्राहक अतीत के निर्माता धक्का के बजाय खींचते हैं। वेब आधारित एंटरप्राइज रिसोर्स प्लानिंग सिस्टम (ईआरपी) का उपयोग डिजाइनरों और/या उत्पादन मंजिलों के लिए सीधे सेकंड में ऑर्डर करने के लिए किया जा सकता है, इस प्रकार उत्पादन चक्र में 50 प्रतिशत तक की कटौती होती है, खासकर जब विनिर्माण संयंत्र, इंजीनियर और डिजाइनर मंन स्थित होते हैं विभिन्न देश।

ई-कॉमर्स का महत्व

ई-कॉमर्स प्रबंधन और वाणिज्य के लगभग सभी पाठ्यक्रमों के अध्ययन का हिस्सा बन रहा है। यह किसी भी पुस्तक या पांडुलिपि का एक अभिन्न अंग है जो खुदरा बिक्री पर लिखा गया है, और यह इस पाठ में भी एक महत्वपूर्ण हिस्सेदारी का दावा करता है। इसके पीछे कारण इस तथ्य में निहित है कि ई-कॉमर्स प्रौद्योगिकी पिछली शताब्दी में देखी गई किसी भी अन्य तकनीक की तुलना में अलग और अधिक शक्तिशाली है। इनमें से सबसे महत्वपूर्ण है इंटरनेट-अभ्यस्त उपभोक्ताओं के एक बड़े वर्ग का उदय, और फिर ई-टेलिंग के विकास के लिए

आवश्यक पारिस्थितिकी तंत्र का निर्माण। भारत के मामले में, इन दोनों कारकों में तेजी से गिरावट आने की संभावना है।

ई-टेलिंग के विकास से पहले, माल की बिक्री और बिक्री की प्रक्रिया एक बड़े पैमाने पर विपणन और ६ या बिक्री बल संचालित प्रक्रिया थी। उपभोक्ताओं को विज्ञापन (प्रचार) अभियानों के निष्क्रिय लक्ष्यों के रूप में माना जाता था, और ब्रांडिंग बिल्डज का उद्देश्य उनके दीर्घकालिक उत्पाद धारणा (ब्रांड पोजिशनिंग) और तत्काल क्रय व्यवहार को प्रभावित करना था।

कोरोनावायरस का ई कॉमर्स पर प्रभाव

वैश्विक महामारी दुनियाभर की अर्थव्यवस्था पर गहरा असर डाला है। लॉकडाउन के चलते लंबे समय तक अनिश्चितता का माहौल बना रहा, जो अब तक जारी है। इस लॉकडाउन के चलते अलग अलग कई सेक्टर्स मंदी के चपेट में चले गए, लेकिन वहीं कुछ ऐसे सेक्टर भी हैं, जिन्होंने इस आपदा में अवसर खोज लिया। हेल्थकेयर सेक्टर, आईटी सेक्टर भी इन्हीं में शामिल हैं, जिनमें पिछले 6 से 7 महीनों के दौरान अच्छी खासी ग्रोथ देखने को मिला है।

निष्कर्ष

रिपोर्ट के बारे में बात करते हुए कपिल मखीजा, सीईओ, यूनिकॉमर्स ने कहा कि दुनिया कोविड-19 के प्रभावों से जूझ रही है, इस बीच भारत के ई-कॉमर्स को साल की शुरुआत से ही प्रोत्साहन मिला है। उपभोक्ताओं की बदलती पसंद, खरीददारी के बदलते तरीकों, पहली बार ऑनलाइन खरीद करने वाले उपभोक्ताओं, रिटेलरों द्वारा डिजिटलीकरण, ब्रांड्स द्वारा डी2सी मॉडल्स को अपनाने जैसे पहलुओं को देखते हुए हमें विश्वास है कि ई-कॉमर्स आने वाले समय में दुनिया भर में तेजी से डेवलप होगा।

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Report
National Webinar on
Trends and Challenges of Online Education in Present Scenario
Organized by Department of Education Held on Date 17-19 June 2021

The Department of Education has organized a National Webinar on “Trends and Challenges of online Education in Present Scenario” under the aegis of IQAC and Department of Education, Vipra Arts, Commerce and Physical Education College from 17.06.21 to 19.06.21. A number of 2373 participants registered for the Webinar from various regions of the Country.

Inaugural Ceremony was held on 17.06.21 at 11:00 AM where the ceremony began with Saraswati Vandana which was further followed by the overview of webinar presented by HOD of Education & Convener of the Webinar- Dr. Divya Sharma, Principal of the College Dr. Meghesh Tiwari addressed the Webinar, Dr. Usha Dubey, (Retired Professor & Head of SoS Economics, Pt. RSSU), Mentor and Advisor gave blessings for successful completion and Mr. Gyanesh Sharma, Chairperson of Vipra Sikshan Samiti rendered a speech full of motivation and encouragement.

Hon’ble Vice Chancellor of Hemchand University, Dr. Aruna Palta was the Chief Guest of the webinar. She has lightened the theme of the Webinar in which the brighter side and drawbacks of online education were being discussed, also suggested remedies for overcome the problems especially in rural areas.

Program was presided by Dr. C.D. Agashe, Director, Institute of Teaching Education, Professor SoS Physical Education, Pt. Ravishankar Shukla University. He has presented a power point before the participants which was focused on the physical exercises which has become a necessity in the digital era.

Afterwards technical session was started, Dr. Mukesh Chandrakar, Keynote Speaker of this webinar has delivered a speech on “Methodology of online teaching”.

Ist Technical Session was taken by Dr. Subhash Sarkar, Head (I/C) Department of Education, Tripura University, Tripura on the topic of “Online Education in Present Scenario” Justification Applicability and Related Drawbacks”.

IInd Technical Session was taken by Mr. Sushant Kumar Nayak, Assistant Professor, Department of Education, Rajiv Gandhi University, (A.P.) delivered his lecture on “Right Use of Technology”.

At the end of the program, Research Paper was presented by research scholars of different areas and Summary report presented by Dr. Shraddha Verma, Assistant Professor, St. Vincent Palloti College, Raipur (C.G.)

On the conclusion of the Program, Vote of Thanks was given by Dr. Vivek Sharma, HOD of Commerce.

On second day of the Webinar i.e. 18.06.2021, after Saraswati Vandana, Dr. Divya Sharma has announced to start Technical session.

Ist Technical Session was taken by Dr. V.P. Joshith, Assistant Professor Department of Education, Central University of Kerala Tejaswini Hills, Kasargod-Kerala and delivered his lecture on “Methodology of Online Teaching”

IInd Technical Session presented by Mr. Prabhakar Pusadkar, Assistant Professor, Department of Social Work, NACS college, Wardha Maharashtra on “Nai Talim through online mode: Challenge and Possibilities”.

At the end of this day, Research Paper were presented and Summary Report was given by Dr. Abha Dubey, Head Sandipani Academy.

On the conclusion of the Program, Vote of Thanks by Mr. Mohit Shrivatava, HOD of Computer & Science.

On the third and last day of webinar 19.06.2021, Technical Session was started.

Ist Technical Session presented by Dr. K. Thiyagu Suriya, Assistant Professor in school of Education, Central University of Kerala, on the topic of “Digital Citizenship”.

In IInd Technical Session, a presentation was delivered by Ms. Urmila MAhendra Hadekar, Lecturer Regional Academic Authority (State Institute of Science Education) Nagpur on Topic “Online Teaching – Challenge and Possibilities”.

After the Technical Sessions, Valedictory function was started at 1.00 p.m. Function was addressed by Principal of the College Dr. Meghesh Tiwari and presided by Mr. Gyanesh Sharma, Chairman of Vipra Shikshan Samiti .

As a Chief Guest of Valedictory function Dr. K.L. Verma, Hon’ble Vice Chancellor of Pt. Ravishankar Shukla University (C.G.) gave his blessings on the successful completion of this webinar.

Dr. Kallol Kumar Ghosh, Professor, SoS, Chemistry, Pt. Ravishankar Shukla University addressed on the topic of “Different Aspects of Online Teaching”.

At last with the permission of Principal program was concluded and vote of thanks given by Dr. Divya Sharma HOD of Education and Convener of this program.

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A Paradigm Shift in Education Sector: Prospects and challenges

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INTRODUCTION

A sudden halt has cost a lot to humanity but we can't remain stooped and must carry on cautiously. Mankind is finding novel dimensions to cope with this unwanted Covid-19 situation. This is high time to have a close look at the education system especially in India. Covid-19 will ensure a paradigm shift in India's education system. The policy makers and teachers along with administrators must ensure that services should be delivered to whatever extent possible. In such rare or no interpersonal communicative world students are encountering various challenges as learning has always been a classroom process. Here, the digital India initiative is playing a pivotal role in solving the teaching-learning crisis and is proving instrumental. Lockdown has accelerated the usage of technology in educational sector in spite of its manifold issues in countries like India. As of 7 June 2020 report, approximately 1.725 billion learner are affected due to worldwide lockdown and closure of schools, colleges and universities. According to UNICEF 134 countries are implementing nationwide closure; 38 are local closure impacting about 98.5% of the world's student population. In a report UNESCO has mentioned that in India over 32cr. students are hit by covid-19 as schools and colleges are shut. Among all, the board examinees are severely impacted. In response to school closures, UNESCO recommended the use of distance learning and open educational applications and platforms so that teachers can reach students remotely and limit the disruption. Teachers round the globe from primary to higher studies, are continuing online education to restore the system.

Initiatives taken

The important issue is democratization of technology. Several initiatives has been taken in India and are being monitored by the MHRD, UGC, NCERT to Support the System. The Process of education must not stop as it the life line of a nation. Initiatives Like SWAYAM, a Platform for Students Who Cannot attend classes physically and design their Courses as per their convenience , SWAYAM Prabha , MOOC (Massive open online course), NEAT (National Educations Alliance for Technology), E-Pathshala, CEC – UGC youtube channels, Vidwan, NDL (National Digital Library), FOSSEE (Free and open Source Software for Education), e-yantra symposium, Bharat Padhe Online and many more have been launched and these platforms are contributing to quality education. The teachers are also accessing application like Google classroom, Google meet, waap etc. to remain in touch with the students and ensure that the academic calendar is completed. Online has become the default mode of education during this lockdown paving the path for the academics, administrators, instructors, trainers, teachers and students in the long run.

Teaching-Learning in and after Covid-19: a reflection

There was a high growth and demand of online education even before the lockdown situation. In response to that many online platforms like BYJU'S learning app, advertised by Bollywood star Sharukh Khan, are in practice. The fatal consequences of corona have given a rapid rise to these platforms. The feasibility of remote learning after covid-19 is also asserted by Dr. Amjad, a professor of University of Jordon. He added, "it has changed the way of teaching. It enables me to reach out to my students more efficiently and effectively through chat-groups, video-meetings, voting and also document sharing, especially during this pandemic." [WEF, 29 April 2020] Considering the shortcomings and deficiencies of online education in larger scale in India, I would like to focus on the teaching-learning from three

levels of teaching – primary, secondary and higher studies.

At first, I shall focus on the primary section where we find the age group between 4yrs to 14years (approx.) and which constitutes a larger number of students. The effectiveness of online teaching varies amongst age groups. For children a structured classroom environment is necessary as their psyche is not that much adaptive to this mode and at the same time be distracted easily. The direct encounter between teacher and student can only help in effective learning. As they learn through their senses and emotions it is obvious to bring them back to the schools after the covid-19 environment ensuring abidance of proper distancing and sanitization. Online mode may appear to them attractive as platforms are using various ways like learning through games but the overall socialization and cognitive development requires classroom environments. So, online teaching for children may be an optional mode but cannot be replaced entirely. This mode may work as a relaxation to the load of bags, stress and anxieties that a child faces in the real environment. At the same time smooth functioning of parent-teacher meetings can be conducted through this mode.

Now, I will have a look at the secondary level of teaching and learning which has most adverse effects as board exams are still pending and admission to higher education is a serious concern. In such a situation, how the teaching learning is functioning is worthy of looking into. Of course, the interpersonal relationships are at stake but students have to adjust themselves in this mode as this is going to be beneficial for them. The digital India mission is playing an important part to combat the crisis of covid-19. The lockdown has accelerated the usage of digital technology although imparting knowledge and conducting teaching-learning process is a challenge to the educators, instructors and teachers. The teaching at secondary level through this novel method demands several things from the teachers, families and Students. Coping with initial altercations the teaching has gain an unprecedented leap in this newer mode. The Students are also performing their studies on this platform quite satisfactorily. In this context HRD Minister added, “Students who are studying in schools or higher educational institutes are the ones engaging with the existing digital platforms offering various courses on a daily basis.”^[Hindustan Times, 11 April, 2020] So, teachers are also adapting themselves in this medium of teaching and trying their best to keep in Contact with the Students maintaining the MHRD Guidelines. From the experiences of Lockdown crisis teachers of secondary schools may laid the foundation of virtual world in every corner of the country when they will be able to:

- i. Invest for the right digital tools.
- ii. Maximize the use of learning resources.
- iii. Construct material designing.
- iv. Appropriate management of class size.
- v. Scientific division of syllabi and class time.
- vi. Poising jovial and confident attitude while teaching virtually.
- vii. Adapt themselves with newer technological advancements and nurturing professionalism.

For higher education in the post Pandemic Landscape, we can see a Paradigm Shift as the teachers and learners are matured enough to revamp the virtual teaching-learning Process with their skills and experiences. U.G.C has introduced online courses for higher educational institutes. In Performing their duties teachers are using Google-Classroom, Google meet, edx etc. for smooth functioning of teaching-learning. In this regard, the importance of LMS (Learning Management System) is undeniable where materials can be stored and organized, assessments be given and students and teachers Can interact using blogs, forums and so on. In view of the Post Pandemic scenario I must Posit that Blended Learning is required and the co-existence of asynchronous and synchronous platforms will provide significant benefits once the lockdown is over and institutions are resumed. The emergence and

excellence in online teaching will be a strategic priority at every institution. Colleges and universities will adopt the online means as these are core to every institution's planning, resilience and academic continuity. Higher education has seen many changes in this lockdown situation. Online training programmes, crash courses, webinars etc. are going to alter the scenario in no time as anyone can be a part of the programmes if he / she aspires for, just by one click and it's cost effecting too. For effective teaching through digi-mode, we should advance and adopt the materials in accordance with the cognitive and affective level of teaching. Skillful presentation may also reshape the psychomotor domain of teaching. Educators must ensure that besides imparting knowledge, other domains of teaching should be performed accordingly. Teachers on online mode should be professionally equipped enough so that they can ensure the learners psychological, societal and emotional growth utilizing the existing resources. This tectonic shift forecasted by different futurists and education technologists is going to be true for next generations. Modification of behavior through Edu-tech has become the largest intermediary for teaching learning process. The subsisting du-tech which had been in practice is fueled by this lockdown. At this juncture let me cite few prospects of teaching and learning which will reshape the concept of traditional educational landscapes:

- i. Even after the lockdown, Governments are proposing shifting classes or other modes to avoid gatherings. Hence, guidance through digital medium will be fruitful.
- ii. The online approach lessens the discriminatory factors providing equal opportunity for all students.
- iii. Priority to technological advancements, web based modules and shaping teach-based teacher education programmes will definitely restructure the traditional mode of teaching-learning.
- iv. Teachers would be at liberty to teach and instruct through this medium as this is a 24x7 helping mode.
- v. Universities and colleges should consult different edutech organisations in skillfully restructuring the system by modifying teacher's technological orientations.

Physical distancing may have an adverse effect in the process of a learner's socialization. Socio-psychological tradition focuses on individual social behavior, psychological variables, personality traits, perception and cognition. So, the impact of societal atmospheres matters a lot. It is not easy to be emotionally attached to the learners on a virtual platform. This requires constant drilling, professionalism, pep talks, counseling, moral boosting etc. But once it is conditioned this medium of education will surely be conducive. Under these circumstances blended learning is a must which may prepare the students to be more globally accepted.

Challenges: While e-learning emerged as the biggest saviour in the wake of the closure of educational institutions, it has come with its own set of challenges.

One of the major stumbling blocks with regard to online learning is the lack of strong and stable internet connections, as the ones conventionally used at homes have either low bandwidth or have exhausted their limits.

Assessing a student in the right manner is an integral component of the education system. Under normal circumstances, students are made to take a test or appear in an examination on school premises, unfortunately that's not a possibility now. The online mode of examination itself has several flaws which fails to fulfill the ultimate goal of evaluation. Students are either not serious or having loss of interest in their studies as they really have the scope of showing their talents and the marketing issues are also there. So, what's needed here is a tool that provides a comprehensive assessment system wherein the requirements of both the teachers as well as the students are met.

No matter what you do on the Internet, concern about data privacy and security is always associated.

This is a serious concern for both the students and the teachers.

One of the most significant challenges associated with online learning is monotony and boredom induced by increased exposure to the screen as well as the modus operandi of sitting at one restricted spot for prolonged hours.

CONCLUSION

The remote teaching learning method in which we are engaged in is different from the system we work in. Quality online learning programmes are high input operations, but require time and investment to be effective in the long run. Most of us are dubious of the sudden shifting to remote learning. My orientation is to see a perceivable shift in the educational sector although I am aware of our drawbacks regarding implementation of nationwide e-learning in all sections of education .To draw positive outcome from a system we must act accordingly of which I am very much optimistic.The greatest effect of switching to online mode will be perceived once the lockdown is over and everything normalizes. Future benefits of virtual instruction are bound to come. We must realize that this mode cannot be an entirely substitute in our country all of a sudden but this medium and tools are compliments to the system which will fulfill the incompleteness. If such complimentary parallel system runs, we can utilize our time, space and contents to the fullest. To conclude, I would recommend every ardent lover of education to rethink about the existing educational landscape keeping in mind the lockdown experiences which will definitely unfurl a promising Teaching Learning environment for generations to come.

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Online education and Levels of learning in English: A Conceptual Study

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ABSTRACT

India is a Hindi language country and hence Indians do not have knowledge of English language. There is not denying the fact that Indians are not comfortable in learning English language. The learning of English in an Indian school is a complex process. The differential achievement of English learners is a serious concern for teachers in Indian school. English, due to its 'lingua franca' status, is an inspirational language for the school of most Indians. Learning in the English language is seen as a ticket to economic prosperity and social status in India. Thus almost all private schools in India are English medium. Sometimes, due to political compulsions, the local language is the official language of the state as its primary language. English is offered as a second language from class five in many Indian schools. Thus, the learning level of English in Indian schools is very low. The new national education policy should have shown the courage to argue for education in English medium from primary school. This article provides knowledge about learning in English language.

KEY WORDS

Learning, Elementary, School, Students, English.

INTRODUCTION

Language planning for schooling in India can be seen more as a question of status planning rather than corpus or acquisition planning. In India, Language policy was emerged as a political consensus in the early years of Independence. There is also a depiction of democratic processes in the Asian context. There is not denying the fact that English is debatably the most important thing that the British left behind in India. English helped unite the Indian subcontinent by providing a common language for the region with many local languages and dialects. It provided a uniform tongue for administration and education. The Indian constitution and the Indian legal code are printed in English and the famous speech given by Pt. Nehru was in English after India became Independent. Listening in Indian school classrooms is an important language learning ability and yet the most overlooked ability. This is unnoticed as teachers learn it without any special training, learners naturally acquire this ability. Many believe that the ability to speak and understand the English language makes a person qualified for many jobs that are not yet available to the local speaking people. Often government school students are undermined in competitive examinations as compared to English medium private school students due to lack of knowledge of English. Most of the books related to technology and science are available in English language only. Also, most subjects of elementary education are also taught in English language. In such a situation, students of Hindi or any other local language face difficulties in getting primary education. English being a global language enables students to compete globally. The concept of learning has been heavily influenced by psychological studies of the learning process and consequently has been interpreted much more widely than is customary in the popular use of the term. It involves learning skills or acquiring knowledge. Learning a language is not an intellectual activity for the child in the same way as learning English. Language is a familiar feature of student daily lives. It is a human and social activity without which man cannot function in society. This is one of the basic needs. This is not something optional. We cannot avoid it. We consider it both simple and natural. It is an essential

element in the culture of society. It is the flesh and blood of our culture. English-medium schools have usually favoured more wealthy and middle-class Indian families, with language ability seen as a doorway to greater global opportunities for higher education and beyond. The challenges of introducing English medium classes in government schools are: accessibility of textbooks for various subjects, trained teachers, teacher trainers and a change in tests. Lower primary classes will have to focus on developing listening and speaking skills and upper primary should focus on reading and writing skills, thereby applying the concepts.

Learning Levels of English in Indian Elementary School Students

It is a reality that English in India is a symbol of people's aspirations for quality in education and full participation in national and international life. A clear signal of this presence of English is that today in the initial phase of schooling, there is a demand by many for private English medium schools and early introduction of English in state schools. English was considered as a library language during the early years of India's Independence; In fact at one point there was a proposal that Hindi should be fully official language status and English should be abolished from public use. The National Language Policy for School Education, a three-language formula suggested by the National Education Commission on 1964–1966, was included in the National Education Policies of 1968 and 1986. The command for English emerges from several factors, such as the status paper on the teaching of English shaped by the National Council of Educational Research and Training in relation to the framework of the National Curriculum. The National Curriculum Framework of 2005 emphasizes the use of the child's mother tongue as a medium of learning at the primary level. The English teaching profession has consistently recommended relatively late introduction to English and this is reflected in the spirit in the policy documents. The introduction level of English has now become the subject of state policy to react to people's aspirations, making academic debate almost irrelevant. Recently, the Government of Andhra Pradesh introduced Government English 'as a medium in schools from class I-VI. This has inspired us to pursue economic and inspirational goals as a medium of education to re-pursue the ideas around mother tongue education, vernacular languages and English. The states of the North East region present English, Hindi, Sanskrit and Bengali along with some tribal languages of that region. Some states in the North East teach English as the first language. In fact, Punjab presents Punjabi, Hindi and Urdu as the first language and English as a mandatory second tongue. In the meantime, Orissa offers Oriya and English as primary and second languages correspondingly at primary level, while Oriya, Hindi, Sanskrit or any other with English as second language and third language as upper primary phase.

The Class I has been introduced as a subject in many states. In some states, it is offered at the Class III or Class V level. Today the teaching of English is characterized by the diversity of schools, classroom procedures and the education of textbooks with intend of passing the exam. English is the medium of instruction in some states selected for this study - Nagaland, Jammu and Kashmir, Government Model School, Chandigarh and some schools in Maharashtra. The demand for English medium schools is indicative of language exposure in meaningful contexts. However, in these schools, other Indian languages are also used by accepting the multilingual approach. English should be looked at in relation to other subjects and the course approach should be followed. This perspective will bridge the gap between English as a subject and the medium of instruction. Recently, most states have introduced English at the primary level, some even in the class I. English has been introduced as a subject in Class I in 27 states. English has been introduced in the third grade in Odisha and Andhra Pradesh. In states like Uttarakhand, Chhattisgarh, Kerala, English is offered as oral skills in classes I and II and written skills from class III. Although technological development has served as a medium for communication, we cannot deny the role played by language. In India, primary schools provide

education from class 1 to class 8. Children in these classes are typically between 6 and 14 years of age. This is the next stage after kindergarten. After primary education the next stage is middle school (class 6th to 8th). Most schools in North India teach English, Hindi, Mathematics, Environmental Science and General Knowledge to children from class I to III. However, some schools may implement this concept in Class 3 itself. Some schools may introduce a third language in class 5th or even in 3rd grade. In some places, primary education is labelled as class 3rd to 5th grade education and second grade as pre-primary education. This is because many new concepts are introduced in this class. The NCERT provides assistance and technical assistance to many schools in India and oversees many aspects of enforcement of education policies. English was taught as a first language on the ICSE and CBSE boards while in the state board, English was taught as a secondary language at the secondary level.

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Future of Online Education in INDIA

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ABSTRACT

Online teaching and learning is a form of education where students use their home computers through the internet. The online teaching in India has got a long history with broadcasting space provided by the All India Radio and the Door-darshan for telecasting recorded educational programmes for not only higher education but also for school-going children. There are so many advantages of online education in India. Hundreds of thousands of learners spreading through-out the globe can attend online class residing different places at one time. They can learn the lesson any time and all the time again and again. Online teaching is highly expensive, dependent on internet, giving too much strain on students –physical health. In India 79% students can afford mobile for their online education. Objective of the study is to discuss concept, major challenges and recommendations of NEP 2020 on online education. Blended learning and online assessment and examinations are some recommendations of NEP 2020 In the upcoming future, online education is going to be a part of every person's life and we need to be prepared for the changes. It's not just an option anymore but a need.

KEYWORDS

Blended learning, Online assessment, Online education.

INTRODUCTION

Online education is a form of education where students use their home computers through the internet. For many nontraditional students, among them all those who want to continue working full time or raising families, online graduations and courses have become popular in the past decade. Often online graduation and course programmes, some of which are conducted using digital technologies, are provided via the online learning portal of the host university. "Online education is electronically supported learning that relies on the Internet for teacher/student interaction and the distribution of class materials."

With educational institutes closed due to the COVID-19 pandemic, the government has been encouraging online education to achieve academic continuity. Most high-end private and public institutions have made the switch smoothly using online platforms such as Zoom, Google classrooms, Microsoft teams, etc., while many still find it a herculean task. The challenges of online education are multifaceted. It is time that we Indians, as a society, understand the realms of online education – in India, for India.

OBJECTIVE OF THE STUDY

Objectives of the study is to discuss

- i. Concept of online education in India,
- ii. Major challenges online education in India
- iii. Recommendations of NEP 2020 on online education.

History of online education in India

The online teaching in India has got a long history with broadcasting space provided by the All India Radio and the Doordarshan for telecasting recorded educational programmes for not only higher

education but also for school-going children. Though many educational institutions including UGC, IGNOU and NCERT using the services provided by All India Radio and Doordarshan still there was a need for interaction from the learners to be fulfilled since all these broadcasting was in recorded form.

In 1994 there was a paradigm shift as the ISROU provided the teleconferencing facility at IGNOU headquarter in New Delhi for the first time. It was a one-way video and two-way audio communication through phone line providing scope of live interaction for the learners. The teleconferencing facility was a booster for a large number of online courses like management studies, computer science and especially for teachers training in India. For several years a large number of educational institutions and various government and private organisations utilizing the service of teleconferencing provided by ISROU at IGNOU headquarter. In the year 2000, the teleconferencing got the recognition as an official education channel under the Gyandarshan platform. Along with other channels of Gyandarshan it was then made available in the DTH as GD-interactive channel.

There was still the need for two way video communication to be fulfilled. In 2005 an effort was made by ISROU in collaboration with MHRD and IGNOU in this regard with the launching of EDUSAT satellite designed by late “APJ Abdool Kalam” during his tenure as President of India. Despite all efforts, EDUSAT could not fulfil the need as expected as the communication technology still to be developed to support such an initiative. In 2020 one may find it very easy today. But it is a fact that even 15 years back from today it was a big challenge to establish a two-way video communication between one to many.

Today in 2020 both the teachers and learners must be fortunate to have so many apps developed for two way communication even in mobile. Now the challenge is not with technology but with ideas that how to make the online teaching more useful. One of my observation is that in every online course the learners already receive the study material either in printed form or as e-content. So there is no point in reading a lesson which is already available with the learners wasting the valuable time of online teaching.

In the limited time frame of online teaching where a teacher has to address a large number of learners and it may not be possible to respond to the queries of all of them and many of the learners may not get the chance to ask their queries. Hence online teaching must supported with some other mode of communication such as Email, Whats App, etc. through which learners can send their queries prior and at the same time the teacher must be prepared to answer those before going to the online classroom. Many times the teacher may find similarities in the queries received from the learners and get an idea about the common difficulties of the learners. In such a situation separate session needs to be organized to address such issues.

Finally, it must be taken for granted that the future mode of teaching will further develop with more and more scope with online learning. But the most important thing teachers and students should keep in mind is that the usefulness of online teaching always depends on live interaction rather than silent participation.

Advantages of Online Education

Online education enables us to learn from various mentors and teachers in different areas, increasing our knowledge and perspective. It reduces nervousness among students, as many are able to communicate more through online education than regular classes. One can learn from merely anyplace as long as they have an available internet device.

Online education normally provides a chance to study at our own speed as there is no rush. Most online courses are usually enjoyable and more comfortable compared to attending traditional classes. It spares you the inconvenience of having to travel to a particular destination every single day.

Online education usually is more affordable. Online education further happens to be comparatively cheaper in comparison to conventional educational approaches. Under traditional university programs, the students are required to compensate for transportation, textbooks, institutional facilities such as gyms, libraries, swimming pools, and other costs that expedite the cost of university education up. Online education, on its part, charges only for tuition and additional essential expenses. Virtual education thus offers both the wealthy and the poor an opportunity.

It allows one to learn innovative approaches through the internet and therefore become more skilful. In online education, if there are any variations in the syllabus, updates can be done instantly compared to conventional means of education.

Online education is flexible and adaptable since one can study at any time, even at midnight. It can help increase the grades of some people as compared to standard traditional education. Some people learn more through online education.

There is no need to wait for office hours to speak to the instructor; you can immediately access them through chat or email. There is considerably a large amount of educational information on the internet. Online education can also help one to be in the mix of a diverse group of people from varied educational, social, cultural and philosophical backgrounds. The subject matter is always available on the internet, unlike traditional education.

Disadvantages of Online Education

The advantages that online education brings to students are immense and indisputable. Pursuing an online course is an excellent option in education, particularly when traditional learning situations have many obstacles, such as commuting or distance. However, as everything has two sides, online education also has some fundamental drawbacks that can be inconvenient.

Using the computer too much can make the students prone to plagiarism. It can also cause vision problems as we sit near the laptop almost the whole day. Online education may also hinder physical development. Online education can be quite complicated for a person to be accountable for their own learning without someone to drive them to do something.

Online education detaches you from your classmates. One might need to put in extra time in some cases to understand the learning process. It is easier to cheat in an online exam than when in a class and hence may not be advisable during exams. Online education also gives one a lot of autonomy which may be critical for our learning. There are a number of distractions on the internet through adverts, and this might interrupt our learning. Online education also has significantly less self-assessment.

It's a mental strain on children of young age group (5-10 years old) as their period for concentrating is small and it needs physical activities to keep them engaged. But it's not just confined to the younger generation, college-going students have complained about the same.

It's a big challenge to use the internet as a source of online education. Google, Firefox, and other web browsers are good sources of information but using these platforms for online education isn't easy. For teachers who had always worked in schools and universities, expecting them to be up to date with creating digital content and delivering it effectively online and for the children to easily adapt is completely unfair.

Recommendation of National Education Policy (NEP) 2020 on digital education

- a. **Pilot studies for online education:** Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified to conduct a series of pilot studies, in parallel, to evaluate the benefits of integrating education with online education while mitigating the downsides

and also to study related areas, such as, student device addiction, most preferred formats of e-content, etc. The results of these pilot studies will be publicly communicated and used for continuous improvement.

- b. **Digital infrastructure:** There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India's scale, diversity, complexity and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in technology.
- c. **Online teaching platform and tools:** Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners. Tools, such as, two-way video and two way-audio interface for holding online classes are a real necessity as the present pandemic has shown.
- d. **Content creation, digital repository, and dissemination:** A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed, with a clear public system for ratings by users on effectiveness and quality. For fun based learning, student-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will also be created. A reliable backup mechanism for disseminating e-content to students will be provided.
- e. **Addressing the digital divide:** Given the fact that there still persists a substantial section of the population whose digital access is highly limited, the existing mass media, such as television, radio, and community radio will be extensively used for telecast and broadcasts. Such educational programmes will be made available 24/7 in different languages to cater to the varying needs of the student population. A special focus on content in all Indian languages will be emphasized and required; digital content will need to reach the teachers and students in their medium of instruction as far as possible.
- f. **Virtual Labs:** Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPRAKASH will also be leveraged for creating virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences. The possibility of providing adequate access to SEDG students and teachers through suitable digital devices, such as tablets with pre-loaded content, will be considered and developed.
- g. **Training and incentives for teachers:** Teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other.
- h. **Online assessment and examinations:** Appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, NTA, and other identified bodies will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics, standardized assessments, and assessment analytics. Studies will be undertaken to pilot new ways of assessment using education technologies focusing on 21st century skills.
- i. **Blended models of learning:** While promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects.
- j. **Laying down standards:** As research on online/digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital

teaching-learning. These standards will help to formulate guidelines for e-learning by States, Boards, schools and school complexes, HEIs, etc.

Major Challenges while incorporating online education

Incorporating online education in the general education system isn't an easy task, with the new set of rules comes many challenges.

If the example of rural India is taken, almost 30% of them are not computer literate and many don't even know how to start a computer. Having basic computer knowledge is important if we want to provide online education in every part of the country.

Unaffordability is a big issue. For the low-class community like farmers, maids, household staffs, sweepers who have low income, affording a laptop or computer is a really difficult task.

It is a big challenge for teachers too. It's not important that a classroom teacher can be good at teaching in online sessions.

Practical learning is not possible in online classes. Even if teachers can explain the theoretical aspects, students still need practical training to grasp what they have learned, which is most common in subjects like science and practical arts.

To conduct an online examination, India has only a limited number of resources available and moreover, the numbers of questions asked are also limited.

Conducting live sessions and streaming them for the children who belong to the rural part of India is not possible because of the poor network connectivity. Even if the rural areas are gaining knowledge about new technologies like smartphones, laptops, or tablets, and are doing everything to afford it, the lack of internet network supply is still a big issue.

CONCLUSION

COVID-19 pandemic and consecutive lockdowns have caused a lot of disturbance in the education system of India. With the closure of schools for months and the loss in the business of school owners and trustees, people are leaning towards the digital platforms of learning. With the emergence of a new set of rules formed by the Indian government in 2020, we can say that digital ways of learning and education are going to be the new normal. But this is going to come with lots of challenges as I have mentioned.

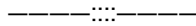
At least 50% of the Indian population is confined in rural areas and is deprived of basic needs like electricity, water, shelter. If we want to educate that fraction of society we need to first fulfill their basic needs. Government need to take actions to provide them proper shelter and 24 hours availability of electricity, only then the new guidelines of NEP will have any effect on that sector of our society else only upper-class people will be beneficial from it and the rest of the population will still live in darkness and illiteracy.

In the upcoming future, online education is going to be a part of every person's life and we need to be prepared for the changes. It's not just an option anymore but a need. With the help of new technologies, the government needs to reach out to every village and provide them with the necessities of water, shelter, and education.

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Digital Gender Divide and Violence against Women: Barriers to Women Education during the Covid-19 Pandemic

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ABSTRACT

The whole gamut educational system from elementary to tertiary level has been collapsed during the COVID-19 pandemic situation not only in India but across the globe. As the COVID-19 pandemic spreads, there has been an increasing move towards online teaching and learning because of shutting down of schools, colleges and universities for an indefinite time as the only option left. Currently, the impact of the lockdown due to the arrival of the COVID-19 has led to a number of new barriers to access to education particularly in case of Indian women. Day after day, a pedagogical shift has been found from traditional method to the digital teaching-learning from classroom to Zoom, from personal to virtual and from seminars to webinars. In a country like India, the shift in digital learning might not be the ideal solution as there are many low-income students who do not have access to broadband connectivity, Smart phone, computers and laptops. There is also a growing concern that COVID-19 has amplified few emerging barriers to women education. The pandemic situation has created mainly two barriers - digital gender divide and ever growing violence against women. The paper intends to examine how digital gender divide and ever growing violence against women hinder educational attainment among the Indian women during the Covid-19 pandemic.

KEYWORDS

Education, Covid-19, Digital Education, Digital Divide, Violence against Women

INTRODUCTION

In 2015, India adopted the global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development. To this effect, the new National Education Policy (NEP) 2020 seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved (Government of India, 2020, p. 3). This Policy also proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India’s traditions and value systems (ibid, p. 3). India is also committed to eliminate gender disparities in education, reaffirming the belief that education is a powerful tool in empowering women and enabling them to live a life of dignity (Sonawane, 2020). The role of women’s education in national development and progress is undeniable. Women make up about half of the family, society and the state. The development of any nation can never be possible by leaving that half of the population i.e., women neglected and uneducated. The first task of the nation is to make women well-educated. In the words of the UN Former Secretary General, Ban Ki-moon, “when we empower women, we empower communities, nations and the entire human family.”

Indeed, India has made significant progress in education at all levels by improving the enrolment and completion rates of girls in school and higher education institutions. As per UDISE+ 2018-19 Data, the current Gross Enrolment Rate (GER) of girls is 101.78% at primary (I-IV), 88.54% at Upper Primary (V-VIII), 76.93% at Secondary level (IX-X) and 50.84% at Higher Secondary (XI-XII) whereas

GER of the boys is 100.76% at primary (I-IV), 87% at Upper Primary (V-VIII), 76.87% at Secondary level (IX-X) and 49.49% at Higher Secondary (XI-XII). However, the challenge now lies with secondary education as the dropout rate of adolescent girls is higher at secondary level (17.5%) than primary (4.3%). Further, a large proportion of girls enroll in primary schools, very few make transition to higher classes and complete their school education till class 12.

As per the All India Survey on Higher Education (AISHE) 2019-20 report, there are 1043 Universities, 42343 Colleges and 11779 Stand Alone Institutions 396 Out of 1043 universities are privately managed and 420 Universities are located in rural area. 17 Universities are exclusively for women, 3 in Rajasthan, 2 in Karnataka and Tamil Nadu & 1 each in Andhra Pradesh, Assam, Bihar, Delhi, Haryana, Himachal Pradesh, Maharashtra, Odisha, Uttarakhand and West Bengal. 60.56% Colleges are located in Rural Area. 10.75% Colleges are exclusively for Female. Total enrolment in higher education has been estimated to be 38.5 million with 19.6 million boys and 18.9 million female. Female constitute 49% of the total enrolment. Gross Enrolment Ratio (GER) in Higher education in India is 27.1, which is calculated for 18-23 years of age group. GER for male population is 26.9 and for female, it is 27.3. For Scheduled Castes, it is 23.4 and for Scheduled Tribes, it is 18.0 as compared to the national GER of 27.1. The Gross Enrolment Ratio (GER) in higher education in India has increased from 26.3% (2018-19) to 27.1% (2019-20). However, girls, especially from Socio-Economically Disadvantaged Groups (SEDGs), face multiple challenges in completing their education at all levels. These barriers include economic, engagement in labour, child marriage, domestic work and cultural reasons.

There is now a growing concern that COVID-19 might amplify these barriers and increase the gender gap in education. Girls are at more risk than boys of being discriminated against in terms of access to technology, household chores, and child marriage. Before COVID-19, India had 30 million out-of-school children, out of which 40% were adolescent girls. It is projected that post COVID-19, close to 10 million secondary school girls might dropout and a large number of these can be from India (Sonawane, 2020). This chapter primarily deals with the violence against women and women education during the Covid-19 Pandemic. Now let's us know about the Covid-19.

Education under the Regime of the Covid-19: The Context

In January 2020 the World Health Organization (WHO) announced that a new disease, corona virus had spread to Wuhan city of Hubei province in China. This virus has not been identified before. It is a new type of virus. So its name is Novel Corona virus. Originated in China, the virus has spread to about minimum 115 countries around the world in the short time. Later WHO identified it is as a Pandemic. The first case of the virus was reported in India on 30 January 2020 in Kerala. The initial symptoms of the Novel corona virus are fever with which it tends to rise slowly and with cold cough, sore throat, difficulty in breathing, which gradually paralyses the human lungs, frequent vomiting, headache, hands-feet-body begin to ache. As a result, body became tired.

The whole gamut educational system from elementary to tertiary level has been collapsed during the COVID-19 pandemic situation not only in India but across the globe. As the COVID-19 pandemic spreads, there has been an increasing move towards online teaching and learning because of shutting down of schools, colleges and universities for an indefinite time as the only option left. The outbreak of the pandemic COVID-19 has thrown normal activity into total disorder, leading to governments imposing lockdown in their respective countries. The very unprecedented crisis caused by Covid-19 has impacted every sphere of life and education is one of the worst affected which may have long-lasting effects on society. Most governments around the world have temporarily closed educational institutions in an attempt to contain the spread of the COVID-19 pandemic.

The COVID-19 is a highly infectious disease or illness caused by severe acute respiratory syndrome corona virus 2 (SARS-CoV-2), originated in Wuhan city of China, has already taken on pandemic proportions, affecting across all the continents mostly spread among individuals during close contact resulting in millions of death. COVID-19 is referred as pandemic due to its severity and fierceness also as the greatest global health crisis since after centuries in human civilization.

To get control over COVID-19 pandemic, lockdown is implemented by the competent authorities to restrict people from leaving their place of living resulting in mass quarantines and stay-at-home across the world since March 2020. The corona virus triggered the first phase nationwide lockdown in India which began on March 25, 2020, for 21 days and subsequently repeated on April 15, 2020, for 19 days as the second phase; on May 04, 2020, for 14 days as the third phase; on May 18, 2020, for 14 days as the fourth phase and on June 01, 2020, only for containment zones taking 16 days (Mishra et al, 2020). According to UNESCO, as on 31 July 2020, 106 country-wide closures have been impacting over 60.5% of total enrolled learners i.e., 1,058,824,335 learners of the world were affected.

The corona virus has caused an enduring threat to our educational institutions from kindergarten to tertiary level and day by day has exacerbated the teaching-learning. Due to the COVID-19 crisis teachers and students both find themselves in the situation where they felt compelled to embrace the digital academic experience as the summum bonum of the online teaching-learning process. The online education has been gradually occupying a strong foundation for a pedagogical shift from traditional method to the digital teaching-learning from classroom to Zoom, from personal to virtual and from seminars to webinars. Previously, e-learning, distance education and correspondence courses were popularly considered as the part of non-formal education, but as of now, it seems that it would gradually replace the formal education system if the circumstances enduringly persist over the time.

Violence against Women during the Pandemic

Violence against women is experienced by women of all ages and social classes, all races, religions and nationalities, across the world. It is overwhelmingly perpetrated by men. It is the most pervasive violation of human rights in the world today. Its forms are both subtle and blatant and its impact on development is profound. And it is so deeply embedded in cultures around the world that it is almost invisible (Deshpande & Chauthaiwale, 2017, p. 26). The Declaration on the Elimination of Violence Against Women, adopted by the United Nations General Assembly in 1993, defines violence against women as “any act of gender based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life”. It encompasses, but is not limited to, “physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation; physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere; trafficking in women and forced prostitution; and physical, sexual and psychological violence perpetrated or condoned by the state, wherever it occurs” (WHO, 1997). Violence against women can be covered under the gamut of domestic violence. Domestic violence refers to a number of aspects, such as physical abuse, sexual abuse, verbal abuse. Even financial abuse of women is punishable in the eyes of this law. ‘Domestic Violence’ is defined in The Protection of Women from Domestic Violence Act (Government of India, 2005) as “any act of commission or conduct resulting in physical, verbal, emotional, sexual and economic abuse” and this can range from calling names, insulting, humiliating, controlling behaviour, physical violence to sexual violence. Such types of violence mainly operate as a means to maintain and reinforce women’s subordination. According to the data of the

World Health Organization on the 26th March, 2020, globally, 1 in 3 women worldwide have experienced physical and/or sexual violence by an intimate partner or sexual violence by any perpetrator in their lifetime. Most of this is intimate partner violence. Violence against women can result in injuries and serious physical, mental, sexual and reproductive health problems, including sexually transmitted infections, HIV, and unplanned pregnancies. Let's examine the ever increasing violence against women during the Covid-19 pandemic

Scenario of Women's Violence in India during the Covid-19

Violence against women and girls (VAWG) is a widespread problem that occurs at alarming rates, with 1 in 3 women worldwide having experienced physical or sexual violence inflicted by an intimate partner or non-partner at some point in their lifetime (Vaeza, 2020). Since the outbreak of Covid-19 in India till December 2020, total 23722 complaints related to violence against women were received by the National Commission for Women (NCW) when the country was under more or less partial or full lockdown. In 2020, between the 25th March and 31st May of 2020, total 1477 complaints of domestic violence were made by women. Rekha Sharma (Chairperson of NCW) said, "These were the numbers that could reach us. I am afraid the actual numbers would be higher. We're trying to follow up on more cases. State bodies have also been asked to stay more alert". Nearly one-fourth of the total complaints were of domestic violence, according to NCW data. NCW Chairperson Rekha Sharma said economic insecurity, increased stress levels, anxiety, financial worry, and lack of other such emotional support from parents/family's side may have resulted in domestic violence in many instances in 2020. The NCW was flooded with complaints of domestic violence in March as the lockdown forced women to remain confined to their homes with their abusers. In the words of the NCW Chairperson, the machinery under the protection of women from Domestic Violence Act was not in active operation as an essential service during the lockdown. Hence, protection officers and NGOs were not able to visit households of victims and police officers being at the frontline to tackle COVID-19 were overstretched to help victims effectively". The COVID-19 pandemic has aggravated pre-existing conditions of VAW and worsened gender inequalities. That's why the pandemic situation has intensified the number of cases.

The number of complaints of domestic violence received by the National Commission for Women rose sharply from 2,960 in 2019 to 5,297 in 2020, the year of the lockdown when most people were confined to their homes due to Covid-19. The trend continues this year as well. The NCW received a total of 19,730 complaints of crimes against women in 2019 as compared to 23,722 in 2020, according to official data (The Times of India, 25th March, 2021). The data also indicated that a year after the lockdown, the NCW continues to receive over 2,000 complaints every month of crimes against women with nearly one-fourth of them related to domestic violence, it stated.

Violence against women hinders educational attainment among the women. To address the violence against women during the COVID-19, the State and Central Governments, along with civil societies, implemented some of the most innovative support systems in the country.

For example, the NCW launched a WhatsApp number to report domestic violence during the lockdown, and the Government of Kerala started Tele-counselling and Tele-medicine facilities in the state. Civil society launched initiatives such as the Red Dot Initiative which allowed women to express distress through a decorative dot on their forehead if they were unable to disclose verbally. The GOI also established women police stations and women helpline numbers across states to create a safe space for women to have easier access to law and enforcement for reporting cases linked to violence against women.

The COVID-19 pandemic has generated much-needed momentum around this issue but more needs to be done. Violence against women and girls (VAWG) was a pandemic long before the outbreak

of COVID-19. The underlying causes are not the virus itself or the resulting economic crisis, but rather an imbalance of power and control. This imbalance stems from inequality between men and women, discriminatory attitudes and beliefs, gender stereotypes, social norms that tolerate and perpetuate violence and abuse, and societal structures that replicate inequality and discrimination. If we want to eradicate VAWG, we need to develop longer-term strategic approaches that tackle these underlying causes (Vaeza, 2020).

Despite the legal frameworks and institutions including the Protection of Women from Domestic Violence Act 2005 (PWDVA) and NCW being put in place by the GOI to prevent VAW, India still ranks as one of the world's most dangerous countries for women in terms of complaints. To tackle the issue, the GOI and its law enforcement agencies need to recognise the gravity of the problem and create safe spaces for women. The social programmes should incorporate the front-line workers to sensitise men and boys on gender-related issues, and community-level platforms should be strengthened to provide awareness on safety mechanisms for women.

Women Education during the Covid-19 Pandemic

The whole gamut educational system from elementary to tertiary level has been collapsed during the COVID-19 pandemic situation not only in India but across the globe. As the COVID-19 pandemic spreads, there has been an increasing move towards online teaching and learning because of shutting down of schools, colleges and universities for an indefinite time as the only option left. Most governments around the world have temporarily closed educational institutions in an attempt to contain the spread of the COVID-19 pandemic.

Currently, the impact of the lockdown due to the arrival of the COVID-19 has led to a number of new barriers to access to education particularly in case of Indian women. All schools, colleges and universities remain closed since the mid of March, 2020. Due to the COVID-19 crisis, teachers and students both find themselves in the situation where they felt compelled to embrace the online teaching-learning process. Day after day, a pedagogical shift has been found from traditional method to the digital teaching-learning from classroom to Zoom, from personal to virtual and from seminars to webinars.

Most teachers are busy struggling to conduct online classes, with limited digital access, inadequate IT infrastructure and weak competency set. They all will be relieved when this lockdown is over. Only a handful of institutes are able to continue online teaching-learning process. The low-income private and government institutes, on the other hand, have completely faced acute crisis for not having access to e-learning solutions.

The opportunities for availing of the E-Learning among the learners are also subject to economic and social position. A large number of students don't have such facilities in their rural homes. In a country like India, the shift in digital learning might not be the ideal solution as there are many low-income students who do not have access to broadband connectivity, Smart phone, computers and laptops. Even many students suffer because of their inability to bear the cost.

Both Teachers and students have been going through a paradigm shift in platform i.e. Offline to Online in the context of Covid-19. Standing on this transition period, there are hurdles and barriers which prevent students from participating in online classes universally. Why all the students can't avail of the online classes. What are the basic problems in India? The real problem is with the digital divide. Digital divide is a term that refers to the gap between those who have access to the internet and other digital technologies (mobile, television, and personal computer) those who do not. Uninterrupted electricity supply and good internet connectivity, which are the prerequisites for online teaching/learning, are not uniformly available across the country.

Research literature also revealed that more than 80 percent of India's population uses their mobile hotspot for accessing the internet. Out of which, 96 percent of students who used mobile hotspots to gain access to educational resources had problems with internet connectivity. According to a report released by the Telecom Regulatory Authority of India (TRAI) on June 2020, the country had over 1,160 million wireless subscribers in February 2020, up from 1,010 million in February 2016.

Just before the appearance of the pandemic, the 2017-18 National Sample Survey (NSS) reported only 23.8 percent of Indian households had internet access. In rural households (66 percent of the population), only 14.9 percent had access, and in urban households only 42 percent had access. And males are the primary users. 16 percent of women had access to mobile internet, compared to 36 percent of men. The National Statistics Office survey of 2018 also reported that around four per cent of the rural households and 23% of the urban households possessed a computer.

Digital gender divide is also a dominant barrier to women education during the pandemic situation. India has among the world's highest gender gap in access to technology. Only 21 per cent of women in India are mobile internet users, according to the Mobile Gender Gap Report of the Global System for Mobile Communications (GSMA, 2020), while 42 per cent of men have access. The report says that while 79 per cent of men own a mobile phone in the country, the number for women is 63 per cent.

As the required devices are not available with the girls, their participation in the on-going digital education has been denied. Thus, the digital gender divide in India in the context of teaching/learning appears due to uneven access to internet and devices. This divide is mainly due to their financial difficulties. Here, cultural and social norms also play a major part. One of the first cutbacks that many poor families consider during tough financial times is education for their daughters. During the pandemic with in-class learning shuttered, some girls in rural areas of Asia countries are being pushed to drop out. Girls are being pushed to quit school and start working towards family income amid Covid-19 pandemic (Gupta, 2020).

Until or unless universal access to internet and digital solutions & technological gadgets, in a country like India, the shift in digital learning might not be the ideal solution specially in Rural India as there are many low-income students who do not have access to broadband connectivity and mobiles, computers laptops etc because of their inability to bear the cost. We should ponder the matter seriously. Otherwise, we will witness of an emergence of new social division based digitization. Online Teaching-Learning System is already on the verge of creating a new social division among the students – Students with Digital Accessibility and Students without Digital Accessibility.

Another problem, being seen during this situation is trafficking in women through the use of internet. All educational institutions continue to provide education through the various media like mobile phone (teleconference, video conference), television, radio etc with the help of internet. When teenage girl students use internet, they always get attracted by fake shining advertisement or websites, and addicted as well as trapped from the internet trafficker. As a result, girls are being forced to disclose their personal information, image, video etc. So, girls are trafficking in the dark world and their education is coming to an end.

Barriers to Women Education during the COVID-19

Indian women are still far behind men in various aspects of society such as education, skills, livelihood, wealth, political participation, family and social status. Yet lack of ensuring equal opportunities, economic reliance, rights and dignity, gender equity is the main barriers women education in the society. In the last few decades, India has played a significant role in the socio-economic, political and cultural development of women. At the same time, violence against women has become a major obstacle to women's development.

Women are also a part of the society. We have seen that in ancient India, women were given equal opportunities as men; they were also given equal respect. Understandably, the place of women was the highest. As the head of the family, women also gladly accepted their leadership role. But this empowerment of women from of the Middle Ages, their rights began to diminish. Their education system is also deteriorating and women's education is still lagging behind.

Humans are social creatures. Just as men have the right to live in society, so do women. Unfortunately, even at the present time, i.e. during the COVID-19 pandemic, girls in the society have to face neglect, humiliation, slander and violence in various fields. The women education is being ignored day by day by the members of the society. The following prevalent barriers get momentum during the pandemic in the Indian social context.

Indian society is conservative and orthodox. Believing in the traditional idea and thought, the patriarchal society never wanted girls to go out of the house and enjoy their life. The girls will take care of the inner courtyard of the house. Do not think there is any need to get them out. Yet people with this thought exist in our society. Indian society is also patriarchal. In a male-dominated society, women have to be constantly humiliated. Patriarchy has made the path of women's education much more uneven. This patriarchy, conservatism within the society and indifference towards girls has kept women education in the dark. Right of women to education has thus been more violated in the situation of 'Lockdown' on COVID-19.

Dowry system is another terrible form of inhuman practice in society. Family members or the bridegroom unjustly demands furniture, accessories, gold ornaments and large sums of money from the bride's family at the time of marriage, in the form of dowry. Dowry system is continuing during the pandemic period as well.

Many people in Indian society still prefer the son over the daughter. The lockdown time shows that all are arranging everything for the boy-child but nothing for the girl-child. This kind of negative attitude towards girls has a bad effect on their education. Discriminatory behaviour of the family is the main violence in the way of education of girls.

One of the curses in Indian society is child marriage. Under Indian law, it is a punishable offense to marry a girl under the age of 18. But in our society, even in this outbreak of corona virus, a large number of girls are getting married before the age of 18 by showing their thumbs up to this law. Although a girl is willing to study, but after marriage they no longer have the opportunity to study. People in rural areas in particular are of the opinion that early marriage of girls will bring financial security to their families. So child marriage is a major obstacle to women education during the COVID-19 pandemic situation. Even after marriage, housework in the father-in-law's house, producing and raising children, entertaining all the members etc. are the main social responsibilities and duties of the newly married girls. During Lockdown under the COVID-19, girls are losing their education due to maintaining all these responsibilities and duties.

The ultimate humiliation of a woman is rape or gang rape. At present, the rate of rape of women has increased drastically in the society. Recently, in the wake of the corona virus, a horrific picture of gang rape and oppression of women has emerged in India. Not only outside the house, but also inside, girls are being raped. Sociologists believe that if rape continues at this rate, women's normal pace of education will soon be severely disrupted. As a result of such violent acts of society, girls do not have the courage to move everywhere. So, they have to live under house. They have to cut off their education prematurely.

In today's society, women are being sexually abused both verbally and physically. Girl children are not exception. There is no work in 'Lockdown' so sexual abuse of girls has become a game of some

men, a matter of pleasure. It is seen that the girl child is being sexually abused by a relative at home. As a result, the girl's education is being hampered. 'Sexual violence is also likely to increase during lockdown. India noted a surge of porn usage and sale of condoms and sex toys, reflecting increase in sexual activity thereby indirectly indicating increase in chances of sexual rights violation' (Dedhia , 2020).

Lockdown due to the COVID-19 situation has been made more difficult of women education. In a male-dominated society, at the age of marriage, if an educated girl is not being able to go for employment, not being able to pursue higher education, taking responsibility for all household chores, and so on, these result in growing many conflicts and frustrations in the minds of educated girls. This problem seems to be exacerbated by the effect of COVID-19.

India is a developing country. Most of the people in the country live below the poverty line. It is not possible to fulfill the desires of many due to lack of poverty. Parents in families often do not want their children to participate in online lessons due to poverty. They are reluctant to buy a Smartphone, computer and internet data as they are struggling to run his or her family. As a result, girls' education is being left out. Many people have lost their jobs due to the lockdown. As a result, he/she is sending his daughter to work at low cost for some money. The owner is getting child labour with low wages. During the COVID-19 period, due to the financial difficulties of the family, the girls are employed in various jobs, such as in other people's homes, factories, agriculture, and brickyard and even in the brothel. The effects of COVID-19 are also seen in the permanent conversion of these children into child labourers.

Various laws have been enacted to protect girls but the implementation mechanism of these Acts and laws fail to take proactive role due to shifting of overall attention of the governments to protection of human lives from the Corona virus. During this pandemic situation, all forms of violence and inhuman practices have been raising their poisonous heads. In the light of above discussion, it can safely be said that the impact of the Covid-19 pandemic has plagued women with newly emerged multifaceted barriers to education at all levels and empowerment.

The Way Forward

The Covid-19 pandemic has amplified and heightened all existing barriers to women education and the degree of violence against women in all forms. The socio-economic impacts have also created an additional barrier to women education. It is very difficult to find out ways to solve the on-going problems during the Covid-19. However, some suggestions to get out of these obstacles particularly in the times of pandemic can be mentioned:

- Right to Access to Internet and Digital Tools as A Human Right has to be established and it should be connected with Article 21 & Article 21A under the Constitution of India. With the help of power supply, digital skills of teachers and students, internet connectivity it is necessary to explore digital learning, high and low technology solutions, etc.
- Open-source digital learning solutions and Learning Management Software /Solutions (LMSs) should be adopted so teachers can conduct teaching online.
- Further, it is also important to establish quality assurance mechanisms and quality benchmark for online learning developed and offered by Indian higher education institutes 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.
- The pandemic and sudden lockdown has created a sense of panic, fear and isolation amongst people. There is a need to provide help, help-lines, counselling and other support services to

many who are facing mental stress and related anxieties today. Special attention to women and children may be necessary, since new conditions for abuse and harassment may have arisen.

- The G Suite Basic and G Suite for Education allow the host to invite 100 participants to a live video conference. Those platforms affiliated with Google can be accessed through G Suite Enterprise for Education and it can invite a greater number of participants. Google Meet, Hangouts Meet, and Google Classroom (video conferencing & classroom management apps) are developed by Google. Each institution as an unprofitable organization can get access free of cost.
- The UGC should approve all the public universities to transfer credit of the MOOCs developed and conducted by the MHRD. Content in the MOOCs in all regional languages at school level, UG & PG levels should be initiated soon. Access to Scopus and Web of Science indexed E-Journals and E-Books must be available to all the students and teachers at institutional level for the promotion of research and development (R&D).
- Universities and Colleges should redesign curriculum of current courses to introduce a component of field study on the post covid-19 situation in the communities and neighbourhoods. They should also undertake analysis of loss of employment and livelihood due to pandemic and teachers have to explore locally appropriate solutions for sustainable livelihoods. Institutions can start widespread multidisciplinary Short Term Courses or Certificate Courses on public health practices and situations in such communities (both rural and urban) in partnership with local communities.
- Digital citizenship is how a person should act while using digital technology online. The term is often mentioned in relation to Internet safety and netiquette. The Internet is fast emerging as a learning space for our students and it's our responsibility as educators to provide them with a safe learning environment.
- Special emphasis should be placed on the equal importance of every girl's continued education. Government should ensure that all the girls participate meaningfully and equally with boys in their education during the pandemic.
- The abused women or "aggrieved person" can lodge a complaint with the nearest police station over the phone or online. To this effect, the Central Government and State Government officers including the police officers and the members of the judicial services are given periodic sensitization and awareness training on the issues.
- Teachers can inquire about female students over the phone. Actually teachers will keep in communication with the girl students by phone or whatsapp during this 'Lockdown' situation under the spell of the COVID-19. All teaching materials (Book, pen, exercise book, bag, uniform, mid-day meal, medicine etc) need to be delivered to the socio-economically backward students at free of cost.
- Public opinion about oppression of women can be formed through various electronic media like radio, television, newspapers, blogs, facebook etc. All the Acts and laws in favour of safeguarding the rights and interest of Indian women should be in active operation particularly during such pandemic when there is a possibility of growing violence against women.

CONCLUDING REMARKS

Given the complexity of political, societal, economical and international interrelations, one has to think systematically about the strategies and concrete proposals for women's education and for prevention of violence against women in general. A set of strategies can be developed to promote women empowerment through education. The strategies are inter-related to each other. The budget allocations for education should be gender-sensitive and finances should keep flowing into the education sector. Public spending on education should be increased from the current 4.4% to 6% of GDP as

mandated by the National Education Policy (NEP) 2020. Appropriate training methods and approaches should be conducted for teachers, the community, parents to train them to respond to the increasing gender-based violence and cases of child marriage (Sonawane, 2020).

We should change our attitude towards women education based on sex discrimination. Child bearing at young ages should be prevented by preventing early marriages. Effective implementation of the Right to Education (RTE) Act, 2009 all over India is a must. Along with it, it should cover the education as a right of children belonging to the age groups of 3 to 18 years. All forms of discrimination in employment especially to eliminate wage differentials between men and women must be eradicated. We should also ensure the availability of ICT tools and the right to access to internet for the study and research by women. Gender inequality in the landscape of education at all levels must be removed at any cost. We secure equal access for boys and girls to education at all levels. We should keep the message in mind that education of women is a pre-condition for fighting against their oppression.

In the light of the above discussion, it can be said that due to the impact of the lockdown, women education is plagued with various societal barriers. Many committees and commissions have been formed in India after the independence for promoting women's education and empowerment, but the problems and violence against women still remain an area of concern within our society. If the attitude of the people of our country does not change, this problem can continue. Change in the attitude of the people, awakening of values and implementation of the Acts and laws, the main barriers to women education and empowerment will be eradicated. Last but not the least, girls need to have confidence in themselves and be aware of all forms of violence. We hope to be able to get out of the Covid-19 pandemic situation and get back to the normal school environment very soon and we can say it again- "The destiny of India is being shaped in her classroom".

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Adjustment of The Secondary Schools Teachers

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ABSTRACT

Teacher is a major cog in the wheel of teaching and learning process. It is prerequisite of the hour to have a good teacher. A well-adjusted and mentally sound teacher can do justice to himself and to the teaching profession. Every human being goes through the process of adjustment on this earth. Therefore, the researcher's main focus in the present study is to explore the differences in teacher adjustment of Government Secondary School Teachers in terms to their gender, locality, marital status, and teaching experience. Teacher Adjustment Inventory developed and standardized by Mangal was adopted in this study to assess the teacher adjustment and for the purpose of collection of data. Researcher selected 200 (100 male and 100 female) Government Secondary School Teachers randomly from two districts (Kaithal and Kurukshetra) of Haryana as the sample of the study. In order to analyse and evaluate the data mean, standard deviation and t-test was used. It was studied that there was no significant difference of adjustment among Government Secondary School Teachers with regard to their locality and marital status. There was observed significant difference in adjustment of the secondary school teachers due to their gender and teaching experience.

KEYWORDS

Teacher Adjustment, Government Secondary School Teachers, Gender, Marital Status, Experience and locality.

INTRODUCTION

Education is a dynamic process that takes positive changes and modifications in human life. Education works all time in our brain and mind also, which influence a human being to do something new or developmental works. It teaches people how to adapt or modify their behaviour. While modifying students' behaviour teachers' play a vital role. Every student's success is primarily depends on the ability of the teacher, who represents a wide spectrum of expertise to the students. The personality of the teacher has an enormous impact on the students' personality development. It is said that books can educate, but no one can teach more than a person's personality. Various studies indicate that teachers' enthusiastic stability impacts the learners. Dr. Radhakrishnan (1949) deeply observed that, "The teacher's place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning." The NPE, 1986 and its Revised Version 1992, remarked about teachers that, "No system of Education can rise above the level of its teachers."

Teacher Adjustment

In the job of a teacher, a satisfactory adjustment is very essential. A teacher must understand how to be free of the harassment such as violence, pressure and their personal problem. Progress in the field of education is possible and relies upon the degree of adjustment and satisfaction of those individuals who are in the field of education and support the cause of education. A teacher higher level of adjustment can cause high level of efficiency in his work or profession. Adjustment is a one kind of changing behaviour that can assist a person to make balance with his/her environment. Every day, each human being faces a number of difficulties in their lives, which they attempt to resolve or adjust with this

situation. We use terms like consistency, reconciliation, unification, adaptation, conformation, coordination and so on to explain the term of adjustment. In the words of Crow and Crow (1956), “an individual’s adjustment is adequate, wholesome and healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment”. According to C. V. Good (1959), “adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the in the environment.” The teachers play very important part of total educational system.”

Some of the studies performed in the field were reviewed. Among those studies, the citable are: Malik (1996) studied that female pupil teachers had better adjustment than the male pupil teachers. Shakuntala and Subapathy (1999) studied that female teachers had higher adjustment than male teachers; Private aided school teachers and private unaided school teachers were lesser adjusted than government school teachers; married teachers have significantly better adjustment than unmarried teachers; Younger teachers were better adjusted than older teachers; experienced teachers had significantly higher adjustment than less experience teachers. Sonia (2008) found that male rural teachers have better adjustment in comparison to male urban teachers and there exists no significant difference of adjustment between female rural teachers and female urban teachers. Kumari (2010) explored that head masters of secondary schools stand significantly differ in adjustment due to their age and teaching experience, whereas due to their sex, academic qualifications, locality, type of managements they do not had significant difference of adjustment. Sharma and Godiyal (2015) conducted a study on “Adjustment of secondary school teachers”. The objectives of the study were: (i) To study the difference of adjustment level of the government school and private school teachers. (ii) To study the difference of adjustment level of male and female school teachers. The major findings of the study were: (i) Total adjustment level of Private school teachers does not differ significantly from government school teachers. Though generally the private school teachers are getting a low salary and are burdened with heavy workload. (ii) Total adjustment level of the male teachers and the female teachers differ significantly. Females were better adjusted with the school environment than their male counterparts. Kaur and Shikha (2015) revealed that there exists significant difference of adjustment of secondary school teachers with regard to their gender. Ahmad and Khan (2016) studied that there exists no significant difference in the adjustment of secondary school teacher in relation to their Locality, Teaching Experience and Educational Qualification. Hence, the present researchers found a lack of the studies on the secondary school teachers working in the schools under the Haryana Board of School Education, Bhiwani (Haryana) and selected the problem to conduct his research.

Statment of the Problem

ADJUSTMENT OF SECONDARY SCHOOL TEACHERS

Operational definitions of the key terms used

Teacher adjustment

In the present study “teacher adjustment” means to assess the adjustment of Government Secondary School Teachers based on the total scores obtained by teachers in Mangal’s Teacher adjustment inventory (MTAI) short form developed and standardized by S.K. Mangal (2007) revised form. Through inventory total teacher adjustment is divided into five parts i.e. very poor, poor, average, good and very good as measured by the inventory.

Demographic Variables

In the present study demographic variables refers to secondary school teachers’ gender (Male, Female), marital status (Unmarried, married), teaching experience (Upto 5 years, Above 5 years) and locality (Rural, Urban).

Secondary school teachers

In present study the secondary school teachers are those teachers which are teaching in the Government Secondary Schools in Haryana State at secondary level.

OBJECTIVES OF THE STUDY

- To study the level of adjustment of the secondary school teachers.
- To compare the adjustment of secondary school teachers with regard to gender.
- To compare the adjustment of secondary school teachers with regard to marital status.
- To compare the adjustment of secondary school teachers with regard to teaching experience.
- To compare the adjustment of secondary school teachers with regard to locality.

HYPOTHESES OF THE STUDY

- H0.1: There exists no significant difference of adjustment between male and female secondary school teachers’.
- H0.2: There exists no significant difference of adjustment between unmarried and married secondary school teachers’.
- H0.3: There exists no significant difference of adjustment between up to five year teaching experience and above five year teaching experienced secondary school teachers’.
- H0.4: There exists no significant difference of adjustment between the rural and urban secondary school teachers’.

DELIMITATIONS

- The study was confined to secondary school teachers only.
- The study was confined to 20 Government secondary schools of Haryana state only.
- The study was confined to two districts i.e. Kaithal and Kurukshetra of Haryana state only.
- The sample was delimited to 200 Secondary School Teachers i.e. 100 male and 100 female teachers only.
- Only four demographic variables were taken in this study i.e. gender, locality, teaching experience and marital status.

Plan and Procedure

Research Methodology

To take consideration of review of related literature and objectives of the study, the researcher has employed descriptive survey method for the present study.

Population and Samples of the Study

In the present study, all secondary school teachers of Government Schools of Haryana were taken as population. The researcher selected their sample from two districts, namely Kaithal and Kurukshetra of Haryana for the present study. The total numbers of sample were 200 secondary school teachers which were comprised of 100 male and 100 female teachers chosen through random sampling technique.

Variables of the Study

In the present study, the teacher adjustment of the secondary school teachers was considered as the research variable and the gender, marital status, teaching experience and locality was treated as the categorical variables.

Tools used in the Study

To measure the teacher adjustment, in the present study, the researcher adopted ‘Mangal Teacher Adjustment Inventory’ (MTAI) short form (Revised in 2007) developed and standardized by Mangal. The inventory consists of 70 items which has forced choice answering (Yes/No).

Reliability of Teacher Adjustment Inventory

In the present study test-retest and split-half methods were employed to study the reliability of the teacher adjustment inventory. The reliability coefficient determined by these two methods has been given in the following table.

Reliability Coefficient of the Teacher Adjustment Inventory
(N=200)

| Methods Used | Reliability by Spearman Brown | Coefficient of Correlation (Split-Half Method) |
|-------------------------|----------------------------------|---|
| Reliability Coefficient | 0.809 | 0.680 |

From Spearman Brown method Reliability Coefficient calculated is 0.809 and from Split-Half method it is calculated as 0.680. From both methods Reliability Coefficient is measure quite satisfactory and it is found that Mangal’s Teacher Adjustment Inventory was quite reliable for the purpose of data collection.

Statistical Techniques Used

Mean, S.D., Skewness and kurtosis were used in order to describe the nature of the data. In order to study the difference among the variables, the investigator used mean, standard deviation and t-test.

Analysis and Interpretation of the Study

The analysis and interpretation of the data obtained from 200 Secondary School Teachers had been analysed and discussed in three sections as follow:

Section-I: Normality of Data

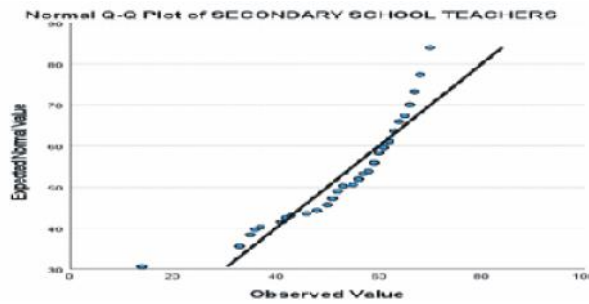
The researcher used the values of mean, median, standard deviation, skewness, and kurtosis to assess the normality and understand the degree of distribution of teacher adjustment ratings. In the tables and figures that follow, these figures and statistics are presented.

Table - 1.1: Descriptive Statistics of scores obtained on the Teacher Adjustment (TA) (N-200)

| N | Mean | Median | Mode | Range | S.D. | Skew. | Kurt. |
|-----|-------|--------|------|-------|--------|--------|-------|
| 200 | 55.13 | 59 | 59 | 14-70 | 11.404 | -1.711 | 1.326 |

Table 1.1 shows the descriptive statistic of variable Teacher Adjustment (TA)(N=200). It is found that the values of mean on the variable Teacher Adjustment was 55.13, median 59 and mode was 59 respectively which were quite proximate to each other and mean lesser than median, median equals to mode, showed the curve was negatively skewed. The lowest and highest scores were 14 and the 70 respectively. So, the range of scores was $14-70 = 56$. For Teacher Adjustment, the values of skewness and kurtosis were found to be -1.711 and 1.326 respectively. It demonstrates that the curve is leptokurtic in nature. The values for both skewness and kurtosis, comparing to normal values were found negligibly distorted. The observation leads to conclusion that the scores of adjustment obtained by secondary school teachers are normally distributed.

Table - 1.2



Q-Q plot also shows that the data of Teacher Adjustment is normally distributed.

Section- II: Descriptive Analysis

Table - 2.1: Descriptive Analyse of Teacher Adjustment (Male) N=100

| Teacher Adjustment Score Range | Level of Teacher Adjustment | Frequency | Percentage |
|--------------------------------|-----------------------------|-----------|------------|
| 63 and Above | Very Good | 26 | 26 |
| 54-62 | Good | 30 | 30 |
| 43-53 | Average | 20 | 20 |
| 33-42 | Poor | 18 | 18 |
| 32 and Below | Very Poor | 06 | 06 |

Table 2.1 indicated that a total of 26 percent Secondary School Male Teachers have Very Good Adjustment, 30 percent Secondary School Male Teachers have Good Adjustment, 20 percent Secondary School Male Teachers have Average Adjustment, 18 percent Secondary School Male Teachers have Poor Adjustment and only 6 percent Secondary School Male Teachers have Very Poor Adjustment.

Table - 2.2: Descriptive Analyse of Teacher Adjustment (Female) N=100

| Teacher Adjustment Score Range | Level of Teacher Adjustment | Frequency | Percentage |
|--------------------------------|-----------------------------|-----------|------------|
| 65 and Above | Very Good | 15 | 15 |
| 56-64 | Good | 59 | 59 |
| 45-55 | Average | 20 | 20 |
| 35-44 | Poor | 6 | 6 |
| 34 and Below | Very Poor | 0 | 0 |

Table 2.1 indicated that a total of 15 percent Secondary School Female Teachers have Very Good Adjustment, 59 percent Secondary School Female Teachers have Good Adjustment, 20 percent Secondary School Female Teachers have Average Adjustment, 6 percent Secondary School Female Teachers have Poor Adjustment and none of Secondary School Female Teacher has Very Poor Adjustment.

Section-III: DIFFERENTIAL ANALYSIS

Table – 3.1: Comparison of Mean scores of Adjustment of Secondary School Teachers with regard to Gender

| Variable | Gender | N | Mean | SD | SED | t-value | Level of Significance at 0.05 Level |
|------------|--------|-----|-------|--------|-------|---------|-------------------------------------|
| Adjustment | Male | 100 | 52.58 | 14.011 | 1.576 | 3.23 | Significant at 0.05 Level |
| | Female | 100 | 57.67 | 07.213 | | | |

Testing H0.1: There exists no significant difference of adjustment between male and female secondary school teachers’.

Interpretation

Table 3.1 shows the comparison of Adjustment between male and female secondary school teachers. The mean scores of male and female secondary school teachers were found to be 52.58 and 57.67 respectively. The calculated value of 't' was 3.23, which was greater than the table value of 't' at 0.05 level of significance for 198 degree of freedom i.e. 1.97. So, the difference between means is significant at 0.05 level i. e. 1.97. Therefore the null hypothesis (H0.1) There exists no significant difference of adjustment between male and female secondary school teachers' is rejected. Thus it is found that there exists significant difference of adjustment between male and female secondary school teachers'. From mean scores it was also found that female secondary school teachers' were better adjusted than male secondary school teachers'.

Table – 3.2: Comparison of Mean scores of Adjustment of Secondary School Teachers with regard to Marital Status

| Variable | Marital Status | N | Mean | SD | SED | t-value | Level of Significance at 0.05 Level |
|------------|----------------|-----|-------|--------|-------|---------|-------------------------------------|
| Adjustment | Unmarried | 58 | 54.87 | 11.509 | 1.780 | .501 | Not Significant at 0.05 Level |
| | Married | 142 | 55.76 | 11.216 | | | |

Testing H0.2: There exists no significant difference of adjustment between unmarried and married secondary school teachers'.

Interpretation

Table 3.2 shows the comparison of Adjustment betweenunmarried and married secondary school teachers. The mean scores of male and female secondary school teachers were found to be 54.87 and 55.76 respectively. The calculated value of 't' was 0.501, which was lesser than the table value of 't' at 0.05 level of significance for 198 degree of freedom i.e. 1.97. So, the difference between means is not significant at 0.05 level i. e. 1.97. Therefore the null hypothesis (H0.2) There exists no significant difference of adjustment between unmarried and married secondary school teachers' is accepted. Thus it is found that there exists no significant difference of adjustment between unmarried and married secondary school teachers'. From mean scores it was also found that married secondary school teachers' were slightly better in adjustment than unmarried secondary school teachers'.

Table – 3.3: Comparison of Mean scores of Adjustment of Secondary School Teachers with regard to Teaching Experience

| Variable | Teaching Experience | N | Mean | SD | SED | t-value | Level of Significance at 0.05 Level |
|------------|---------------------|-----|-------|--------|-------|---------|-------------------------------------|
| Adjustment | Up to 5 years | 059 | 51.83 | 14.779 | 1.738 | 2.664 | Significant at 0.05 Level |
| | Above 5 years | 141 | 56.46 | 9.339 | | | |

Testing H0.3: There exists no significant difference of adjustment between up to five year teaching experience and above five year teaching experienced secondary school teachers'.

Interpretation

Table 3.3 shows the comparison of Adjustment betweenup to five year teaching experience and above five year teaching experienced secondary school teachers'. The mean scores of up to five year teaching experience and above five year teaching experienced secondary school teachers' were found to be 51.83 and 56.46respectively. The calculated value of 't' was 2.664, which was greater than the table value of 't' at 0.05 level of significance for 198 degree of freedom i.e. 1.97. So, the difference between means issignificant at 0.05 level i. e. 1.97. Therefore the null hypothesis (H0.3) There exists no significant difference of adjustment between up to five year teaching experience and above five year teaching experienced secondary school teachers' is rejected. Thus it is found that there exists

significant difference of adjustment between up to five year teaching experience and above five year teaching experienced secondary school teachers’. From mean scores it was also found that above 5 years teaching experienced secondary school teachers’ were better in adjustment than up to 5 years teaching experienced secondary school teachers’.

Table – 3.4: Comparison of Mean scores of Adjustment of Secondary School Teachers with regard to Locality

| Variable | Locality | N | Mean | SD | SED | t-value | Level of Significance at 0.05 Level |
|------------|----------|-----|-------|--------|-------|---------|-------------------------------------|
| Adjustment | Rural | 074 | 55.05 | 12.339 | 1.674 | 0.067 | Not Significant at 0.05 Level |
| | Urban | 126 | 55.17 | 10.868 | | | |

Testing H0.4: There exists no significant difference of adjustment between the rural and urban secondary school teachers’.

Interpretation

Table 3.4 shows the comparison of Adjustment between rural and urban secondary school teachers. The mean scores of rural and urban secondary school teachers were found to be 55.05 and 55.17 respectively. The calculated value of ‘t’ was 0.067, which was lesser than the table value of ‘t’ at 0.05 level of significance for 198 degree of freedom i.e. 1.97. So, the difference between means is not significant at 0.05 level i. e. 1.97. Therefore the null hypothesis (H0.4) there exists no significant difference of adjustment between the rural and urban secondary school teachers’ is accepted. Thus it is found that there exists no significant difference of adjustment between rural and urban secondary school teachers’. From mean scores it was also found that urban secondary school teachers’ were slightly better adjusted than rural secondary school teachers’.

Education Implications

Every research study has some educational implications. The present study has its implications for teachers, administrators, community members. In this study the comparison of adjustment of secondary school teachers with regard to their gender, marital status, teaching experience and locality was studied. The findings of the study revealed that there was no significant difference of adjustment of secondary school teachers with regard to their marital status and locality, and there was found significant difference of adjustment of secondary school teachers with regard to their gender and teaching experience i.e. female secondary school teachers and above five years teaching experienced secondary school teachers had better adjustment than male secondary school teachers and up to five years teaching experienced secondary school teachers respectively. A teacher plays an important role in developing and enhancing the future of the children. Positive attitude, constructive criticism, setting realistic expectations, desirable home and school environment and nurturing sound socio emotional and mental health by teachers automatically boost the positive changes in the behavior of the students. It is also seen that the well-adjusted teachers have positive impact on the personality of students. Every school should appoint a counselor to address teachers’ psychological problems. Special lectures /activities should be arranged in the school for developing teachers’ self-image, self-confidence, self-worth and self-acceptance so that they can give their 100% for brightening the future of the students. It is good if schools are addressing the issues related to adjustment of teachers and are creating environment in which teachers feel good and happy.

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Trends and Challenges of Online Education in Present Scenario

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ABSTRACT

Online education and E-learning received worldwide attention in march,2020, when schools, colleges and universities were forced to suspend face to face learning due to covid-19 pandemic. The E-learning emergent approaches to content and curriculum are a part of a whole new wave of learning opportunities. It produces a whole new set of strategies for improving engagement, retention, and mastery learning.

Based on UNESCO data published in 2020. Health has shut more than 1.7 billion students out of the classroom. As a result, educational institutions had to frantically shift Lessons or courses to e-learning. We have identified internet penetration, low cost of online education, initiative by government employer's recognition and bridging the gap are the key factors in the growth of online education.

There are certain factors which are creating a hindrance in the growth of e learning like insufficient digital infrastructure, social interaction, environment, language used in online education. With the increase in the number of internet users in India, the paper also looks into what opportunities are there in the future in the education sector.

KEYWORDS

E-learning, E-learning versus traditional education, Trends of online education, Challenges and opportunities in present scenario.

INTRODUCTION

We are passing through a very tough and unpredictable phase in our life. Covid-19 has changed substantially, the way of living, the way of working and the way of education. Many newly emerged burning alternatives will be forced to develop to substitute the old style of functioning of man-machine and knowledge delivery.

In the field of education too can not insulate itself from such alternatives and drastic changes are taking place in the educational field too at a rapid pace. So, many digital educational projects provided by the central and state government in India like MOOC, SWAYAM, NDL (national digital library), NMEICT (The national mission on education through information and communication technology) etc. It has been instrumental in increasing the gross enrolment ratio (GER) in higher education. The study webs of active learning of young aspiring minds (SWAYAM), an integrated platform, offering online courses and covering school (9th to 12th) to postgraduate level. Swayam Prabha provides 32 high quality educational channels through DTH round the clock.

To universalize digital education across the wide spectrum of schools from pre-nursery to higher secondary classes many projects to assist teachers, scholars and students in their pursuit of learning have been initiated such as DIKSHA platform (Quality e-content from school education. The government is supporting online education because of its potential to improve education quality.

1. **E-learning:** E-learning or electronic learning, is the delivery of learning and training by digital resources. E-learning possible by video conference, chat room, zoom, computer based communication, email, electronic forum, e-learning is a collection of teaching and information

packages in further education which is available at any time, any place and delivered to learners electronically. E- learning is an umbrella concept which comprises almost anything related to learning in combination with information and communication technology.

1.2. **E-learning vs traditional learning:** most obvious difference between e-learning can be seen in the following-

1. Online or e-learning is exactly based on the internet. It is a form of distance learning. It happens online anytime, any place. It is very flexible and supports an independent learning style. The primary source of information is online content and limited interaction.

2. Traditional learning takes place in a classroom setting where there is a trainer, who moderates and regulates the flow of information and knowledge. It happens offline because the primary source of information is the trainer. There is extensive interaction between trainers and students.

2. **Trends of online education:** new trends in online learning will be covered under artificial intelligence, micro credentials, big data virtual and empowered reality, blended learning, cloud e-learning, mobile learning etc. New learning environments are being used as platforms that are related to each other.

2.1. **Artificial intelligence:** it is necessary to ignore the individual differences of learners. Artificial intelligence algorithms are used to design e-learning environments that will be created in this way. The use of artificial intelligence (AI) techniques is beneficial to learners in this era.

Education and artificial intelligence are two side of the some medal. Education helps learners learn and expand the accumulated knowledge of a society and artificial intelligence provides techniques for understanding the mechanism underlying thought and intelligent behavior. Because of this, today's artificial intelligence assisted e- learning. Present scenarios are widely used by educational institutions to provide better teaching and learning experiences. AI leads to the development of wide range of artificial intelligence tools as theory and practice. AI has produced many important results for students, teachers, the general education system and societies over the past 50 years.

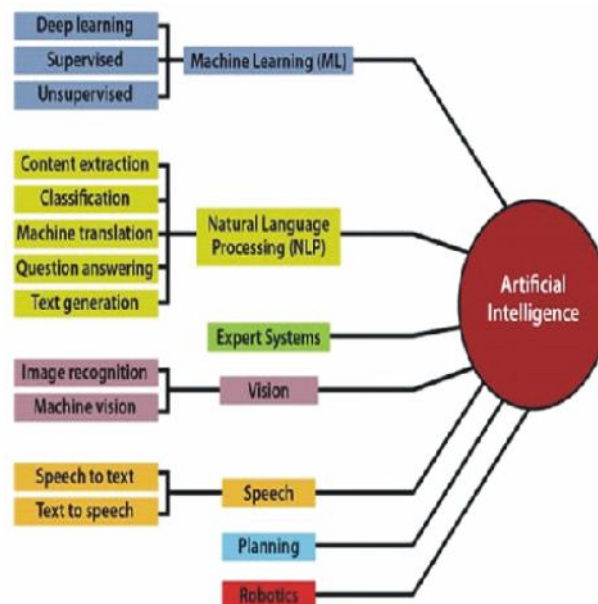


Fig. 1: (source-google)

2.2. **Blended learning:** Blended learning is a case in which a lesson takes place partially online and partly in other ways. In other words, students learn what they learn online in face to face

environments. In addition, students have control over their own speed. Some researchers believe that this link between a method in a field or in the subjects should be included in the definition and the basis for blended learning. Blended learners have a lot to contribute to the field of education. Blended learning enables enhanced learning experiences by enabling various learning environments. It encourages reinforcement. It increases the accessibility of learning materials. It helps create a sense of community and cooperation through forums to share collaborative and communication platforms and learning experiences. Blended learning models center the student learning process and benefit from the power of technology to create learning environments that are more compelling, effective and successful. Blended learning is a concept farming the teaching learning processes that includes teaching supported by face to face and information technologies. Blended learning includes direct teaching, indirect teaching, collaboration teaching, and individualized computer-aided learning concepts.

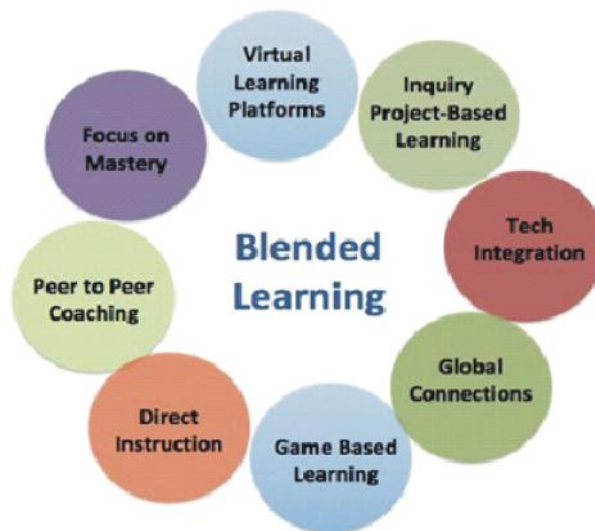


Fig.2: (source-google)

Benefits of blended learning are as follows:

- Expands the areas and opportunities available for learning.
- Supports course management activities.
- Supports the provision of information and resources to students.
- Interacts and motivates students through interaction and collaboration.

2.3 Cloud e-learning: The day to day growth of data hosting and data processing services on the internet has enabled the creation of a new concept. Cloud computing for operating companies in various areas such as planning and correction helps to meet the increasing demand. Cloud computing is a promising infrastructure that provides computing and storage resources as a service. Cloud computing can provide services at any time anywhere that are accessible from any device from where the users services or applications are located. All of this and more will be the responsibility of cloud computing. A learning cloud is a cloud computing technology in the field of e-learning, a future e-learning infrastructure, including all hardware and software computing resources to deal with e-learning. After virtual computing resources, they can be services for renting computing resources of educational institutions, students and businesses.

The cloud computing platform has become prevalent today and is being utilized by many organizations in government, industry and academia for teaching and training. Its virtual environment provides a cost effective alternative to physical labs which may be rapidly configured to provide hands-

on lab exercises, as well as to run scientific applications for e-learning. We present a taxonomy of cloud usage for e-learning, and also analyze existing major contributions relevant to cloud usage for e-learning.

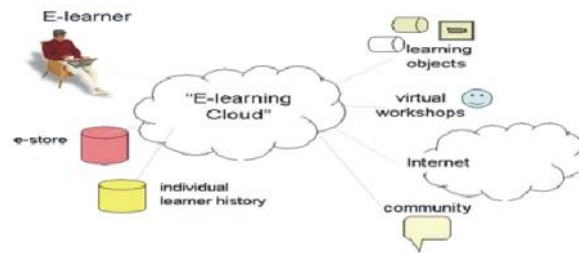


Fig.3: (source-google)

2.4 Mobile learning: Today, many technological devices are manufactured in portable form and used by people. These devices shape the daily lives of users differently. Until recently, mobile devices were limited to social communication, and there were few people using it pedagogically. At present, the teaching technology delivered through mobile technology is mostly social and economic mobile learning, also known as M-learning. M-learning is a new way to access learning content using mobile devices. It's possible to learn whenever and wherever you want, as long as you have a modern mobile device connected to the internet. It's also possible to use mobile devices for a blended learning approach. It can be for a research questionnaire or survey like an Instructor can ask questions during an in-person training and the audience can answer them via a survey that they take on their smartphones. For that, the trainer can share a link to the survey, invite participants by email, or even create a QR code that can be easily captured with a smartphone camera. It's possible to get immediate feedback, which is especially effective when training large groups.

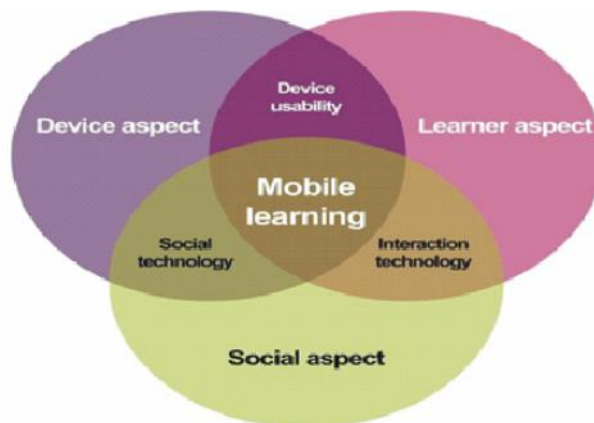


Fig.4: (source-google)

3. **Challenges and opportunities in e-learning:** There are a lot of challenges faced by people in online education in India. Some of these challenges which need to be overcome are:

3.1. **Insufficient digital infrastructure:** Although the government of India is taking initiative to develop digital infrastructure, a lot needs to be done in this direction. High speed internet and stable power supply are the biggest problems. India stands 65th position in both December 2020 and January 2021. The average broadband download speed in January was 54.73Mbps worldwide on internet speed stability. According to the report of the world economic forum, on July 15 percent of the households have access to the internet, and mobile broadband remains accessible to very few i.e. only 5.5 subscriptions for every 100 people. Further, currently the reach of

broadband is just about 600 corridors, largely in and around the top 50 to 100 Indian cities, leaving rural areas with poor connectivity. 5G networks technology is the requirement of today's which will increase the speed of downloading the data.

3.2 Limited social interaction: Since online education can be accessed at home or any other convenient place, there is a very limited direct or indirect interaction with teacher and the students in the course. Especially those course which are self placed, there is a very less discussion among the peers. Most of the discussion take place through email, chat room or discussion groups. There is not any campus or natural atmosphere to improve social interaction. So, we are not able to develop any social interaction or socialization process which helps in career growth and personal growth.

3.3 Questionable credibility of degrees: Although industry has started recognizing online degrees, there are still a lot of fraudulent and non-accredited degrees being offered online. The number of scam operators is rising who are offering fake certificates which do not have any credentials. These scams not only lose the credibility of the online certificates but also the faith of prospective employers in online programs.

3.4 Motivation: some students need the push to get to the class. In case of self paced online programmes, students may procrastinate. The dropout rate in online education is very high. Self motivation and discipline is required to complete the assignments and upload them timely. If you have difficulty working independently, staying organized and meeting deadlines, you might struggle in an online program.

3.5. Language of the course: India is a multi-linguistic country, and a vast majority of the population comes from rural areas. The content offered by most of the online courses in English. Hence, those students who are not able to speak English struggle with the availability of language content. Hence, it is the duty of computer professionals, educators to sit together and give a viable framework and start a solution to the learners knowing only Indian language.

4. **Opportunities in online education:** Change in the technology in the present scenario is offering many opportunities for all stakeholders in online education which includes entrepreneurs, education providers and learners. Some of the factors offering entrepreneurs, education providers and learners. Some of the factors offering different opportunities in this domain include : E-learning, mobile learning, web 2.0, blended learning, blogging, youtube , conference apps etc. Many more possibilities and opportunities would be visible once online learning like:

1. There will be a huge demand for graphical, ppt and video resources for present online classes. Institutions and individuals can create such material.

2. Updating the skills of teachers will have much importance. Various types of specific short term courses can be arranged.

3. There is a huge scope for an online radio that broadcasts syllabus based classes on a commercial basis. Various institutes can sponsor programmes to make radio.

CONCLUSION

Online education can change the whole future scenario in education if it can be implemented in joint collaboration with industry, schools, colleges, universities and government. Drastic changes in course curriculum are required to bridge the gap so that students are industry ready after passing out. Education processes need to be changed by making it more practical with the use of technology. Also courses should be designed in different languages to increase their reach and more opportunities for

youth of rural India. Innovations are required to design ways to increase the social skills of online learners. Online e-learning is vice versa of traditional learning (face to face). Many institutions and organizations implement the e-learning process to trend and develop the students and full time employees to improve their skills and productivity. The E-learning environment is getting more completed due to various courses offered through the internet. Initially the learners were satisfied with the e-learning process, but when it is implemented as a practical section the dropout ratio has been increased among the learners. The major problem is the online courses which do not concentrate on psychological factors of learners like cognitive, behavioral, social, developmental, constructivist and the courses are studied by different stage groups, cultures, designated people and the expectation from the course is highly varied from one another. So while creating and delivering the courses by analyzing the learner's perception and the psychological perspective , the courses will be getting more effective from the psychological perspective of the learner and it will create an effective learning and teaching process.

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A Literature Review on Impact of COVID-19 Pandemic on Teaching and Examination

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ABSTRACT

The COVID-19 pandemic has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. Closures of schools, institutions and other learning spaces have impacted more than 94% of the world's student population. This has brought far-reaching changes in all aspects of our lives. Social distancing and restrictive movement policies have significantly disturbed traditional educational practices. Reopening of schools after relaxation of restriction is another challenge with many new standard operating procedures put in place.

Within a short span of the COVID-19 pandemic, many researchers have shared their works on teaching and learning in different ways. Several schools, colleges and universities have discontinued face-to-face teachings. There is a fear of losing 2020 academic year or even more in the coming future. The need of the hour is to innovate and implement alternative educational system and assessment strategies. The COVID-19 pandemic has provided us with an opportunity to pave the way for introducing digital learning. This article aims to provide a comprehensive report on the impact of the COVID-19 pandemic on online teaching and learning of various papers and indicate the way forward.

INTRODUCTION

The global outbreak of the COVID-19 pandemic has spread worldwide, affecting almost all countries and territories. The outbreak was first identified in December 2019 in Wuhan, China. The countries around the world cautioned the public to take responsive care. The public care strategies have included handwashing, wearing face masks, physical distancing, and avoiding mass gathering and assemblies. Lockdown and staying home strategies have been put in place as the needed action to flatten the curve and control the transmission of the disease.

Bhutan first declared closing of schools and institutions and reduction of business hours during the second week of March 2020 (, 6 March). The complete nationwide lockdown was implemented from 1 August 2020. In between, movements were allowed, offices began functioning, schools and college reopened for selected levels and continued with online class for others. More than 170,000 children in Bhutan from classes PP–XII are, today, affected by the school closure. The impact is far reaching and has affected learning during this academic year or even more in the coming days. Several schools, colleges and universities have discontinued face-to-face teaching. There is a pressing need to innovate and implement alternative educational and assessment strategies. The COVID-19 pandemic has provided us with an opportunity to pave the way for introducing digital learning.

Research highlights certain dearth such as the weakness of online teaching infrastructure, the limited exposure of teachers to online teaching, the information gap, non-conducive environment for learning at home, equity and academic excellence in terms of higher education. This article evaluates the impact of the COVID-19 pandemic on teaching and learning process across the world. The challenges and opportunities of online and continuing education during the COVID-19 pandemic is summarized and way forward suggested.

Pedagogy for Continuing Education Through Online

Lockdown and social distancing measures due to the COVID-19 pandemic have led to closures of schools, training institutes and higher education facilities in most countries. There is a paradigm shift in the way educators deliver quality education—through various online platforms. The online learning, distance and continuing education have become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators and the learners. Transitioning from traditional face-to-face learning to online learning can be an entirely different experience for the learners and the educators, which they must adapt to with little or no other alternatives available. The education system and the educators have adopted “Education in Emergency” through various online platforms and are compelled to adopt a system that they are not prepared for.

E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools. While adapting to the new changes, staff and student readiness needs to be gauged and supported accordingly. The learners with a fixed mindset find it difficult to adapt and adjust, whereas the learners with a growth mindset quickly adapt to a new learning environment. There is no one-size-fits-all pedagogy for online learning. There are a variety of subjects with varying needs. Different subjects and age groups require different approaches to online learning. Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement.

As schools have been closed to cope with the global pandemic, students, parents and educators around the globe have felt the unexpected ripple effect of the COVID-19 pandemic. While governments, frontline workers and health officials are doing their best slowing down the outbreak, education systems are trying to continue imparting quality education for all during these difficult times. Many students at home/living space have undergone psychological and emotional distress and have been unable to engage productively. The best practices for online homeschooling are yet to be explored.

The use of suitable and relevant pedagogy for online education may depend on the expertise and exposure to information and communications technology (ICT) for both educators and the learners. Some of the online platforms used so far include unified communication and collaboration platforms such as Microsoft Teams, Google Classroom, Canvas and Blackboard, which allow the teachers to create educational courses, training and skill development programmes. They include options of workplace chat, video meeting and file storage that keep classes organized and easy to work. They usually support the sharing of a variety of content like Word, PDF, Excel file, audio, videos and many more. These also allow the tracking of student learning and assessment by using quizzes and the rubric-based assessment of submitted assignments.

The flipped classroom is a simple strategy for providing learning resources such as articles, pre-recorded videos and YouTube links before the class. The online classroom time is then used to deepen understanding through discussion with faculty and peers. This is a very effective way of encouraging skills such as problem-solving, critical thinking and self-directed learning. The virtual classroom platforms like videoconferencing (Google Hangouts Meet, Zoom, Slack, Cisco, WebEx) and customizable cloud-based learning management platforms such as Elias, Moodle, BigBlueButton and Skype are increasingly being used.

Challenges in Teaching and Examination

With the availability of a sea of platforms and online educational tools, the users—both educators and learners—face frequent hiccups while using it or referring to these tools. Some of the challenges identified and highlighted by many researchers are summarized as follows:

Broadly identified challenges with e-learning are accessibility, affordability, flexibility, learning pedagogy, life-long learning and educational policy. Many countries have substantial issues with a reliable Internet connection and access to digital devices. While, in many developing countries, the economically backward children are unable to afford online learning devices, the online education poses a risk of exposure to increased screen time for the learner. Therefore, it has become essential for students to engage in offline activities and self-exploratory learning. Lack of parental guidance, especially for young learners, is another challenge, as both parents are working. There are practical issues around physical workspaces conducive to different ways of learning.

The innately motivated learners are relatively unaffected in their learning as they need minimum supervision and guidance, while the vulnerable group consisting of students who are weak in learning face difficulties. Some academically competent learners from economically disadvantaged background are unable to access and afford online learning.

The level of academic performance of the students is likely to drop for the classes held for both year-end examination and internal examination due to reduced contact hour for learners and lack of consultation with teachers when facing difficulties in learning/understanding.

Student assessments are carried out online, with a lot of trial and error, uncertainty and confusion among the teachers, students and parents. The approach adopted to conduct online examination varies as per the convenience and expertise among the educators and the compatibility of the learners. Appropriate measures to check plagiarism is yet to be put in place in many schools and institutions mainly due to the large number of student population. The lockdown of schools and colleges has not only affected internal assessments and examinations for the main public qualifications like General Certificate of Secondary Educations (GCSE), but A levels have also been cancelled for the entire cohort in the UK. Depending on the duration of the lockdown, postponement or cancellation of the entire examination assessment might be a grim possibility. Various state-level board exams, recruitment exams, university-level exams and entrance exams have been postponed across India due to the COVID-19 outbreak and national lockdown. Various entrance examinations (such as BITSAT 2020, NATA 2020, CLAT 2020, MAT 2020, ATMA 2020) have also been postponed/rescheduled. The education system in schools, colleges and universities across the country has been severely impacted due to the ongoing situation.

It is also possible that some students' careers might benefit from the interruptions. For example, in Norway, it has been decided that all 10th grade students will be awarded a high-school degree. A study carried out in France shows that the 1968 abandoning of the normal examination procedures in France, following the student riots, led to positive long-term labour market consequences for the affected cohort.

School time also raises social skills and awareness besides being fun for the children. There are economic, social and psychological repercussions on the life of students while they are away from the normal schedule of schools. Many of these students have now taken online classes, spending additional time on virtual platforms, which have left children vulnerable to online exploitation. Increased and unstructured time spent on online learning has exposed children to potentially harmful and violent content as well as greater risk of cyberbullying. School closures and strict containment measures mean more families have been relying on technology and digital solutions to keep children engaged in learning, entertained and connected to the outside world, but not all children have the necessary knowledge, skills and resources to keep themselves safe online.

In the case of online learning in Bhutan, majority of the learners are from rural villages where parents are mostly illiterate farmers. Students are engaged in assisting parents in farm activities such

as agriculture, tending to cattle and household chores. Some students even requested to postpone exam time towards the afternoon since they had to work on the fields during morning hours.

Some students expressed that they had to attend to their ailing parents/grandparents/family members and take them to hospitals. By evening, when they are back home, it becomes difficult for them to keep abreast with the lessons. Parents whose children are in lower grades feel that it would be better to let the children repeat the next academic year. Majority of students do not have access to smartphones or TV at home in addition to poor Internet connectivity. There is no or less income for huge population due to closure of business and offices. The data package (costs) is comparatively high against average income earned, and continuous access to Internet is a costly business for the farming community. Online face-to-face classes (video) is encouraged by most; however, some students (economically disadvantaged) have expressed that the face-to-face online class consumes more data packages. The teachers are in dilemma as to whom to listen to and which tools to adopt. Some think pre-recorded videos could help; however, this would restrict interactions. It is difficult to design a proper system to fit the learning needs and convenience of all students.

Opportunities for Teaching and Learning

Although there have been overwhelming challenges for educators, schools, institutes and the government regarding online education from a different angle, there are several opportunities created by the COVID-19 pandemic for the unprepared and the distant plans of implementing e- learning system.

It has forged a strong connection between teachers and parents than ever before. The homeschooling requires parents to support the students' learning academically and economically. Children with disabilities need additional and special support during this ongoing emergency.

The use of online platforms such as Google Classroom, Zoom, virtual learning environment and social media and various group forums like Telegram, Messenger, WhatsApp and WeChat are explored and tried for teaching and learning for the first time ever to continue education. This can be explored further even after face-to-face teaching resumes, and these platforms can provide additional resources and coaching to the learners.

Teachers are obliged to develop creative initiatives that assist to overcome the limitations of virtual teaching. Teachers are actively collaborating with one another at a local level to improve online teaching methods. There are incomparable opportunities for cooperation, creative solutions and willingness to learn from others and try new tools as educators, parents and students share similar experiences. Many educational organizations are offering their tools and solutions for free to help and support teaching and learning in a more interactive and engaging environment. Online learning has provided the opportunity to teach and learn in innovative ways unlike the teaching and learning experiences in the normal classroom setting.

Discussion

As of July 2020, 98.6% of learners worldwide were affected by the pandemic, representing 1.725 billion children and youth, from pre-primary to higher education, in 200 countries. Therefore, making learning possible and available from homeschooling has been the need of the hour.

Pedagogy available and used for face-to-face learning is not feasible for online learning. Though a range of pedagogy has been devised for online and distance learning, teachers who are technologically backward require proper professional development and training in order to orient themselves towards their students.

Authentic assessments and timely feedback are essential components of learning. A very crucial part of online distance learning is the availability of helpful formative assessments and timely feedback

to the online learners. This is found to be challenging for the educators and the education system. It is more challenging in the Bhutanese context due to larger class strength, lack of online teaching infrastructure and professional development, and non-participative nature of the students.

Maslow before Bloom is the common phrase used in education circles. This must be the mission for online learning for the continuation of education during the present pandemic. The phrase is typically used to ensure that our students are safe and have their basic needs met before online learning commences. Domestic violence and child abuse are on the rise as the perpetrators are many a time at home or in the neighbourhood, which is a mental distraction and threat to the learners. With students now experiencing homeschooling during this COVID-19 pandemic, conducive environment at home for all standards and socio-economic conditions is not uniform. Studies should be carried out to support the hardest hit economically disadvantaged groups. In Bhutan, there are reports of students dropping out or opting to discontinue schooling. This has occurred due to the long break enforced by the school closure during the COVID-19 pandemic. Although no studies are carried out to evaluate the direct impact of the pandemic on dropout rate, a research in this area would bring out the factual details.

There are varieties of online infrastructure that have been prepared by many educational firms and made free for learning during this pandemic. The affordability and accessibility to these online infrastructures for all the learners of varied economic backgrounds are still a challenge.

Students with special needs having learning difficulties, such as hearing impairment, visual impairment and mobility disabilities, require additional training with support and guidance. Many caregivers and parents at home are not able to cater to such needs, hindering the learning of this group of learners. Therefore, there is a need for investing time and resources to explore and research the best alternatives for the special educational needs (SEN) of these learners.

As all students' assignments and examinations are carried out from home, it is challenging for educators to find the authenticity of the work and the actual learning taking place. Moreover, many parents guide and support their children during their learning process, and the extent and degree of support varies greatly. Grading of students is another area of study as no proper criteria are developed and effectively used.

CONCLUSION

The study on the impact of the COVID-19 pandemic on teaching and learning across the world concludes that although various studies have been carried out, in the case of developing countries, suitable pedagogy and platform for different class levels of higher secondary, middle and primary education need to be explored further.

Internet bandwidth is relatively low with lesser access points, and data packages are costly in comparison to the income of the people in many developing countries, thus making accessibility and affordability inadequate. Policy-level intervention is required to improve this situation. Further exploration and investigation on effective pedagogy for online teaching and learning is an area for research. Need for developing tools for authentic assessments and timely feedback is found to be another area of study. The affordability and accessibility for all the learners of varied economic background is identified as a challenge, for which the educational tools developer could focus on customization. The policy level intervention is also vital. Education system across the world including Bhutan needs to invest on the professional development of teachers, especially on ICT and effective pedagogy, considering the present scenario. Making online teaching creative, innovative and interactive through user-friendly tools is the other area of research and development. This would assist and prepare the education system for such uncertainties in the future.

The lesson learnt from the COVID-19 pandemic is that teachers and students/learners should be oriented on use of different online educational tools. After the COVID-19 pandemic when the normal classes resume, teachers and learners should be encouraged to continue using such online tools to enhance teaching and learning.

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Importance of Blended Learning In Higher Education

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ABSTRACT

Blended learning has been filling in prevalence as it has end up being a successful methodology for obliging an undeniably different understudy populace while increasing the value of the learning climate through fuse of internet instructing assets. Regardless of this developing revenue, there is continuous discussion about the meaning of the idea of mixed learning. Mixed learning is frequently likewise alluded to as “cross breed” learning, and can take on an assortment of structures in online training conditions. While a few associations may just utilize mixed learning strategies on uncommon events, others may use it as an essential showing strategy inside their educational program.

There are two key standards normally connected with mixed realizing (which are the “mysteries” to its prosperity): understudies who can impart data and work to different understudies straightforwardly in a synergistic setting have a more advanced learning experience, and joint effort between understudies can be enhanced if bunch exercises depend on data assembled from online assets or exercises. It’s likewise been proposed that understudies who complete online coursework followed by intuitive, vis-à-vis class exercises have more extravagant instructive encounters.

Devices and stages that supplement mixed learning incorporate LMSs and cell phones like tablets and cell phones. Accordingly, educators in advanced education have created various understandings of the term and distinctive plan approaches have developed. First and foremost, it talks about the various meanings of the term mixed learning and how they have brought about various plan draws near.

KEYWORDS

Mixed learning or blended learning, Instructive establishments, Advanced education, mixed learning models.

INTRODUCATON

Over the last decade, blended learning has been filling sought after and popularity in higher education and has become an inescapable training phenomenon. It turns out to be progressively evident that mixed learning can conquer different limits identified with web based learning and eye to eye guidance. A meta-examination of more than 1,100 experimental investigations distributed somewhere in the range of 1996 and 2008 presumed that mixed learning proved to be more successful than either web based learning or vis-à-vis guidance (Means, Toyama, Murphy, Bakia, and Jones, 2009). For some specialists, it is practically sure that mixed learning will be the new conventional model for course conveyance in advanced education (Norberg, Dziuban, and Moskal, 2011; Ross and Gage, 2006). The inquiry currently isn’t if to mix; it is the way to plan a viable blend. The writing shows that mixed learning courses are planned in various ways, ranging from adding extra online exercises to a conventional vis-à-vis course, to building the entire blended learning course from scratch. The absence of a solitary acknowledged definition for the term blended learning (Deperlioglu and Kose, 2013; Graham, 2012b; Lee, Fong, and Gordon, 2013; Stacey and Gerbic, 2008) causes educators to comprehend mixed learning contrastingly and afterward plan their courses as per their own comprehension of the concept. With countless mixed learning plans, choosing the most fitting plan approach is becoming a significant test, particularly for teachers who do not have the essential hypothetical arrangement and trial experience with mixed

realizing, which is the situation of most of instructors in advanced education (Huang and Zhou, 2005). Although broad scholarly exploration has proposed and examined a number of blended learning plan approaches (Boyle, Bradley, Chalk, Jones, and Pickard, 2003; Garrison and Vaughan, 2011; Hoic-Bozic, Mornar, and Boticki, 2009; Huang and Zhou, 2005; McCarthy, 2010; Newcombe, 2011), substantially less examination has attempted to characterize these plan approaches and contrast them with recognize the advantages and difficulties of applying each (Graham, 2009, 2012a; Twigg, 2003).

Need for Bended Learning

In the previous decade, educators at higher and lower instructive establishments have naturally embraced mixed learning as a significant learning apparatus all through the homeroom. Fortunately, corporate learning is making up for lost time. The achievement of mixed learning is because of five primary advantages:

1. **Representing Everyone:** Mixed learning considers each sort of student, regardless of whether they incline toward the recognizable customary study hall, would prefer to learn on the web, or attempt a combination of both. Without the restrictions of a study hall or all-online course, mixed learning uses an assortment of approaches so the substance can be altered to the student and upgraded for the topic. While not all vis-à-vis preparing is effortlessly meant advanced substance, it's feasible to re-engineer existing substance for online conveyance such that supplements the current preparing.
2. **Learning Trends and Feedback:** Mixed learning utilizes on the web and disconnected advances pair, permitting educators to rapidly embrace the most recent learning patterns and modalities into the educational plan. Teachers can likewise utilize worked in announcing highlights in many LMS programming programs for more profound, information driven experiences into understudy progress and achievement.

For students, mixed adapting additionally offers the special chance to examine, model, and practice their new abilities in a protected space, so they're not simply watching or hearing—they're doing. By applying the new information not long after they've left the physical or virtual homeroom, students hold what they've realized.

3. **Lower Costs:** In-class preparing may appear to be a less expensive alternative when contrasted with eLearning advancement, however think about the genuine expense of vis-à-vis meetings: Time away from work, paying educators, and flying in distant representatives can gobble up a lot of the L&D financial plan. A mixed eLearning approach reduces down on movement expenses and can be utilized over and over, which decreases educator time too.
4. **Fun and Engagement:** Mixed learning is an intelligent involvement with each feeling of the word. Students build up the disconnected exercises by rehearsing on the web through a wide range of substance media, each outfitted to suit a specific learning style. Students can pick which sort of substance they need to interface with, practice what they realize, and speak with educators and different students any time and on any gadget. The people group experience keeps students drew in and illuminates instructors about their advancement and zones requiring more consideration.
5. **Reach and Personalization:** Worldwide associations face the difficulties of making learning general, regardless of the branch area. Language translation and travel can likewise be concerns, the two of which are effortlessly tended to by mixed eLearning that carries preparing to all representatives, regardless of whether they work in another country or from home.

Various reach additionally implies different people. On the off chance that all students have various degrees of comprehension and ability, why compel them into a similar preparing program?

Mixed eLearning makes a smorgasbord style way to deal with preparing, permitting students to lead and pick how and when they collaborate with the material. Having the option to try out of a natural subject or tuning in to the equivalent digital broadcast a couple of times implies every student gets the preparation they need (and need).

Mixed Learning Models

When you're showing an assorted gathering, it's practically difficult to tailor the learning experience to suit each student—or right? A mixed learning model can assist you with customizing your topic for time contemplations, learning procedures and surprisingly close to home inclinations, however executing a mixed learning model it requires enormous changes to how the manner in which you consider preparing.

Investigate a portion of these mixed learning techniques and check whether they may work for you:

Eye to eye: Traditional educator drove learning meetings enhanced with innovation to permit students to control their own learning pace. Advantages are pretend, coaching, involved practice, and criticism.

Pivot: Students move between different learning activities learning action, either in an organized learning meeting coordinated by an instructor, or online in a self-coordinated way. Models incorporate learning stations, labs, and the flipped study hall where students practice the exercise prior to going to the up close and personal preparing.

Flex: Flex learning is a term that can be utilized reciprocally with customized learning. By getting to methods for joining of learning in a Learning Management System (LMS.), the understudies control their learning way, picking what they to realize. The teacher is normally present in a coaching limit, to respond to questions.

Gamification: One of the best approaches to rouse students is by allowing them to play! By utilizing game play components like focuses or levels, students feel a little rivalry and are more spurred to encounter the material individually.

Online Lab: This mixed learning model is completely advanced, with next to zero teacher communication, and happens either previously, during or after a preparation. Students can get to content on cell phones (mLearning), PCs or tablets. This methodology connects with and hardens learning.

Self-Blend: Self-mixed learning is supplemental substance—either as online classes, white papers, industry web journals, or video instructional exercises—that help self-spurred students dive further into a subject. A hearty LMS can consolidate different substance sources under one framework to empower interest and development.

Online Driver: This mixed learning model is totally self-coordinated and happens in an advanced climate. Students can draw in with a teacher through visit, email or message board. It gives an adaptable timetable and customized learning, yet does not have the eye to eye communication of different kinds of mixed learning. A LMS is the most ideal approach to urge clients to coordinate their own learning while as yet checking their interaction as they appreciate media and at last, participate in homeroom conversation. You can browse existing learning the board frameworks or select to have a LMS grown explicitly for your motivations.

Best Practices of Blended Learning

Mixed learning functions admirably for covering a lot obviously material with students who are autonomous and locked in. Be that as it may, how might you get students to assume liability for their

own schooling? By putting best practices and mixed learning methodologies to work with the remainder of your educational program, you can take advantage of a consolidated at-home and in-class exertion.

Account for Yourself!

On the off chance that your students don't genuinely comprehend the thinking behind consolidating both free and in-class learning, you may lose them from the very first moment. All things considered, set aside the effort to clarify precisely why you've picked mixed learning as your technique for conveyance. Maybe you need to regard how your students learn at various speeds—and regard their time; or you would prefer to invest class energy giving ideas something to do and participating in discourse.

Incorporate Diverse Activities

Attempt to be everything to everybody: While a few students like to learn by perusing, others improve results by doing. There is no cutout strategy for powerful learning, yet including different exercises, for example, bunch conversations, online tests, games and even pretending drives client commitment for all learning types.

Maximize Media

You and your students have the most remarkable learning instrument ever promptly available readily available: the web. Why work out a whiteboard question when you could show a drawing in video? Make this a stride further: request that students watch a video individually, at that point be set up to respond to conversation inquiries in class the following day. Why tell your students a reality when you can have them research at home and report back in class?

Or on the other hand, attempt an online module combined with a fast in-class introduction. Whenever students are allowed to apply their new information, they increment maintenance.

Mixed learning is successful on the grounds that students aren't simply watching or hearing: they're doing. By applying the new information soon after they've left the physical or virtual homeroom, students hold what they've realized, which is a shared benefit for all.

CONCLUSION

The expanding accessibility of Internet availability and intelligent Web applications have added to the development in the quantity of schools executing Blended Learning (Uđur, Akkoyunlu, and Kurbanoođlu, 2011). In spite of the fact that executing Blending Learning is an unpredictable cycle since instructors should decide the ideal mix of up close and personal exercises and web based learning exercises when planning courses, early exploration demonstrates understudies have ideal feelings about taking an interest in Blended Learning courses versus the customary study hall (Yapici and Akbayin, 2012). Later on, educators and understudies should work cooperatively and take equivalent possession in deciding the best standards for a methodology that reclassifies what it implies to instruct and learn (O'Byrne, and Pytash, 2015). Also, schools should keep on carrying out troublesome advances or developments that are reasonable and will give connecting with and viable guidance that customizes learning for all understudies.

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Does One Size Fit All? Perspectives from Online Education in India: Concerns and Solutions

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ABSTRACT

The world of teaching has been changing at a very fast pace. The global pandemic not only has completely changed the way technology can be used not only to impart education but also to receive learning. Post pandemic, the rise of business entities offering teaching and learning platforms has been on rise. However, inspite of all these positive initiatives taken to extend online education to the students, the efforts are yet to reach in equitable to all the concerned parties. It is often said that teaching with technology is not a “one size fits all” approach. Considering the state of India, online education has come up with its own concerns and challenges. It is often the facilitator of digital divide. The present paper will offer sincere and honest perspectives on the state of online education in India, the concerns of online education and at the same time offer reasonable solutions to overcome the concerns. The purpose of any mode of education shall be to reach to the stakeholders who are at the bottom of the societal pyramid due to physical, financial, geographical, or any other constraint. The present paper relies on qualitative approach, specifically available literature on the subject. Different reports like NEP document 2020, information available on educational websites have been analyzed to present the perspectives of online education in India.

KEY WORDS

Online Education, digital divide, New Education Policy.

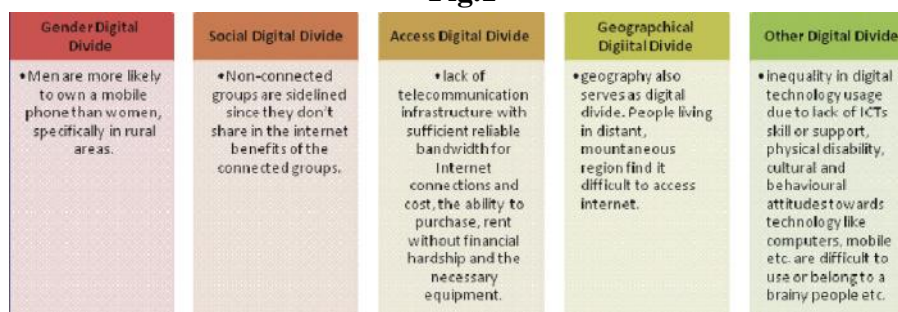
INTRODUCTION

The education system in India witnessed the rise of online teaching and learning during the period when lockdown was implemented in India due to the global pandemic. With the passage of time this online teaching and learning took the shape of ‘new normal’ and has now become an indispensable part and parcel of the Indian education system. Organizations and educational institutions, whether private or public, big or small, national or international, switched to use of online platforms like Zoom, Google Meet, Microsoft Teams etc. to address the need of the learners. The report generated by different agencies also pinpointed the significant rise in the usage of internet data which is indicative towards the increasing trend of online education in India. However, as we are moving towards acclimatizing ourselves to this wave of online education system, there is need to ponder offer the issues which are considered to be critical when it comes to ensuring equitable use of technology which paves way towards imparting quality education to the teaching and learning fraternity in India. India suffers from huge disparity. This disparity is multifaceted which is manifested in the form of physical, geographical, economical, social and several other differences. While access to internet is easily available to the residents of cities and towns, it often is one of the most cherished possessions for some of the classes in the society. “One size fits all” approach will not yield substantial results towards addressing the problem of making the entire student community educated. The approach shall be tailored made

suiting the specific needs of the students as well as the differences. The present paper aims to highlight the major concerns in the online education system and the remedies to make the system more effective.

Online Education in India: Some Perspectives: The online education system in India at present suffers from severe vagaries. Since the lockdown was implemented in India last year, the use of online educational platforms increased manifold. But while it came as a boon to most of the public schools, the performance in this context was not so satisfactory in the educational institutions run by the government. This online education system became one of the prime facilitator for digital divide in the country. Gorski (2005) pinpointed how digital divide raises crucial inequalities in classrooms. The more one is exposed to the use of these technologies, the more he or she is skilled to undertake challenging assignments. Smerdon et al. (2001) pointed out that the teachers who have access to the use of computers and technologies are likely to perform in other areas also. Adnan and Anwar (2000) had significantly underlined how online education fails to give desired results in developed countries due to the lack of internet and monetary support. As per the report by United Nations (2020), around 98.6% students in 200 countries are estimated to be affected by the global pandemic right from the pre-primary to higher education. Speaking in the context of India, the nation suffers from huge vagaries when it comes to online education. There is huge digital divide among the population. This digital divide is found to be manifested in the form of gender digital divide, social digital divide, access digital divide and other digital divide. The following figure will help us to understand this divide in a better manner.

Fig.1



Below are some of the figures which indicate towards the phenomenon of digital divide in India.

Table 1

Internet in India

As of November 2019:

54 percent of the urban population of 12+ years and 32 percent of the same in the rural areas had internet access

77 percent of urban and 61 percent of rural internet users aged 12 and above used it every day, while 7 percent of urban and 13 percent of rural users used it less than once a week

99 percent of both urban and rural internet users aged 12 yrs. and above used mobile phones to access the internet

433 million people aged 12 yrs. and above, and 71 million people aged 5-11 yrs. were active internet users in India

Mobile penetration in India

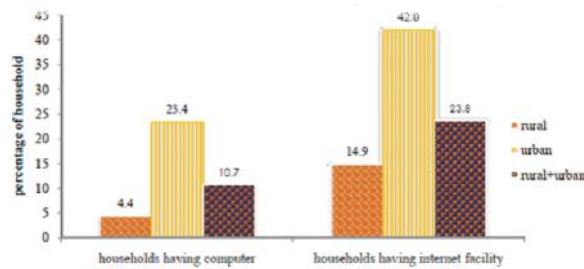
502.2 million people in India had smartphones as of December 2019

The number of smartphone users is expected to be 859 million and 504 million, respectively by 2022

(Source: ORF Occasional Paper, Strengthening the Online Education Ecosystem in India, 2020)

The NSS 75th Round of Survey conducted on Household Social Consumption on Education in India in the year 2018 and published in July 2020 provide the following insights into the status of internet and digital devices statistics in India. The report says that only around 4% of rural households and 23% of urban household possessed computers in India. Around 24% of the households in the country had internet access in the survey year, 2017-18. The proportions were 15% among rural households and 42% among urban households. In the age group of 15-29 years, around 24% in rural areas and 56% in the urban areas were able to run a computer.

Fig. 2



(Source: NSS 75th Round Survey, July 2017- June 2018)

In the *Faheema Shirin Vs. State of Kerala*, the Kerala High Court declared the right to internet access as a fundamental right which forms a part of the right to privacy and the right to education under Article 21 of the Constitution. Against this, it was found that mere 15% of the population living in the rural part of India has access to internet and this divide is more among the marginalized communities like Dalits, Tribals etc. Female students also find it hard to match up with the online education¹. A UN Report also suggests that more than 75% students do not attend school in India². During the period of lockdown, even the disabled students who were attending the schools will find it very hard to take the benefit of online education system. The rural areas in the country do not have access to normal supply of electricity. Also, the unavailability of computers and mobile phones makes it difficult for such students to attend the online classes.

Digital education is said to be encompassing three different components: the content, the technological platform and the delivery platform. Most of the content that is being created is in English. Although the government is taking sincere efforts to make the content available in local languages as far as practicable, there is still dearth of quality study material in regional languages. It is a well known fact that majority of the Indian population still find it difficult to speak and understand English. This makes the grasping of the content by the students difficult. This is often the case with technological platforms where the entire system is developed in English language. At the same time, the delivery infrastructure is also not that much efficient to support requirement of the students of each and every class. Online education system has failed to offer any usefulness for learners who suffer from hearing or visual impairments and mobility disability (Pokhrel and Chhetri, 2021). Such students require counseling and support which this system fails to offer. Sintema (2020) has pointed out on the aspect of reduced academic performance among the students due to lack of contact hours between the teachers and students and appropriate examinations. The biggest problem with the online education in India is that it does not follow custom made approach to meet the requirements of the different class of teachers and learners. A student residing in rural areas may have separate need as compared to the student who hails from a well do to family with all the technological gadgets at his or her disposal. A student weak in language skills will find it hard to understand the concepts on online mode. Similarly, a convent educated student may find it hard to deal with the content if it is developed in any other language other than English. So what are the possible solutions to address these concerns? The following section suggests the possible solutions to address the issues highlighted.

Making Online Education more Inclusive: Addressing the Concerns: At the onset there is urgent need to address the gap emerging out of this digital divide. Learners who do not have access to internet must not be considered inferior to the learners who have access to such facilities. A very comprehensive campaigning program including information session, workshops etc. needs to be undertaken by the government to address the issues and concerns of the learners regarding the online education. For example, there is growing concern over examination related issues by the educational institutions. The problem of monitoring is there when it comes to organizing online examinations. At the same time, question is often being raised on the sanctity of examinations conducted online. The government agencies must come forward to offer solutions to the concerns of the interested stakeholders.

To strengthen the IT infrastructure the government shall start reworking on the Bharat Broadband Network Limited and the National Optical Fibre Network Project. If these projects are successfully implemented, it will address the problem of internet connectivity in the rural areas. With the help of Common Service Centre and rural BPOs, the government will be in a strong position to extend online education to the marginalized communities. At the same time implementation of such schemes will also reduced the burden of cost on the common people. To make the internet available to everyone, there is need for internet access which is affordable. The above said schemes will do wonders in this direction. At the same time, the corporate houses can come forward and provide necessary equipments to the students in the rural areas to pursue online education. Such initiatives can be encouraged by the government under Corporate Social Responsibility. This will extend the much needed incentive to the private sector and they will be encouraged more to offer their surplus resources in this direction. Instead of dumping their electronic gadgets, these can be repaired and donated to the primary schools in the rural areas.

One of the major concerns of online education remains its acceptability towards making the students skilled so that they excel in job market. Job market is going to be very tough in the upcoming times. Study by Gaba (2005) points out towards the little acceptability of online education in the job market. Singh and Singh (2017) also highlighted the little role of online education in this direction. Thus, the effectiveness of the online courses must be ensured. Online courses must be rigorously prepared to foster creativity and innovation in the young masses. Courses offered on NPTEL and Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) is yielding good results in this direction. Below are some of the statistics concerning NPTEL and PMMMNMTT.

Fig. 3



(Source: <https://nmtt.gov.in/>)

Fig.4



(Source: <https://nptel.ac.in/noc/>)

The above statistics are a clear indication towards the acceptability of online courses in India. These courses are extending great help to the teaching community who in the absence of interaction with the students are falling low at skill level. At the same time, the courses offered by these platforms are most sought after courses and students completing these courses find it no difficult to get a decent job in the market. The teachers and students passing out such courses can guide and counsel other learners to opt for these courses. This will have a cascading affect on the teaching and learning ecosystem in India.

However, there are certain reservations as far as the question of mandating online education is concerned. Very recently the University Grants Commission has come up with the draft on 'Blended Teaching' in Indian Universities and colleges. Several bodies have started opposing the draft as it will affect quality of the teachers and good teachers but with limited technological orientation may be eliminated from the system. This in turn will create another digital divide. Some are afraid that there will be job loss and drop-out rate of rural students will be escalated. Any step which can create panic among the stakeholders shall be addressed as early as possible. Technology shall be accepted in a phased wise manner and experimenting with the implementation can create havoc at all levels. The government is also planning to form National Educational Alliance for Technology (NEAT) under its New Education Policy 2020 which will focus on using technology for better learning results. Under the scheme, artificial intelligence will be used to create and foster better learning environment. Such initiative may promote the learning pace in advanced institutions. Institutions with limited digital resources may fail to match up with such schemes resulting in widening the digital divide gap. Interestingly, there was no mention of online education and spending of money in the Annual Budget 2021. Separate budget for education technology is the need of the hour. Both the State as well as the Central government are expected to see in this direction and do the needful for the better implementation of online education in India.

It can be observed that the online education system in India, although suffer from several disparities is trying to be tailored made and do not follow the ideology of "one size fits all". Extending the benefit of online education in India itself is a herculean task. But inspite of these difficulties the government and the other stakeholders are doing their best to reach the neediest students in the time of crisis. No one knows for how long the educational institutions in India will remain close. Under such circumstances, it also remains one of the realities that due to this lockdown the worst suffering students are the one who reside in the rural areas. Considering the low internet access in these areas, reaching out to these students is not going to be an easy task. A complete system incorporating the content, the technological platform and delivery structure must be put in proper place so that the online education

can be delivered to the teaching and learning community in the best manner possible. Different stakeholders have their own concerns regarding the suitability, acceptability and viability of online education system in India. But with a holistic approach and support and encouragement by all the stakeholders of the society, we can surely and most positively leverage on online education system. It must also be remembered that India is very class centric country. And technology can have a very positive role to play in overcoming this social exclusion.

CONCLUSION

From the above discussion it can be pointed out that to reap the maximum benefit of this online teaching and learning, digital transformation is the need of the hour. Digital transformation in the context of educational ecosystem refers to the summation of all digital processes needed to achieve transformation process which offers the educational institutions the scope to apply all the digital technologies available in an optimal manner (Kopp et al., 2019). Online learning system is dependent on technology oriented gadgets along with internet facilities. The government and the private entities must try to collaborate with the telecommunication sector in order to receive internet subscription at subsidized rates to the teachers and learners (Adedoyin and Soykan, 2020). A holistic approach is required to address the concerns of online education in India. Different states across India are undertaking wonderful initiatives to enhance the reach of online education to all the teachers and learners. Arunachal Pradesh has started Radio School, Online Classes Programme on TV, Live Classes from EDUSAT, etc, Delhi has been implementing “Parenting in the time of Corona”, Digital Entrepreneurship Mindset class, Online Maths classes, etc, Gujarat has started Command and Control Centre (CCC), School Monitoring App, Gyankunj 2.0, Samarth 2.0, Facebook Workplace & Workchat, Vanchan Abhiyan, Career Counselling Portal, Science of Learning Portal, etc. These are only some of the examples which indicate towards the government effort in the direction of imparting online education to the teachers and learners in India. Even corporate have also come forward to strengthen the online education ecosystem in India. Organisations like Vodafone Idea, Hinduja Group, Vedanta Limited, Lego Group, Finolex and several others have taken this pious goal under the head of corporate social responsibility. Individuals are also coming forward to offer their best to minimize the drawbacks of online education and take the country ahead towards a real digitally empowered nation. No doubt the task is exceptionally tough. But with all coming together this goal can also be achieved.

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Benefits and challenges of online education

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ABSTRACT

Education means gaining knowledge. It is not just accumulation of facts and information. Furthermore one has to apply the knowledge and skills appropriately in their daily life. There are three types of education namely formal, informal and non-formal system of education. In the present scenario one more type has added that is online Education. Online Education refers to an education in which learning takes place electronically. Students and teachers depend on internet for teaching-learning process. It is an innovative and popular form of education. Teaching, learning, sharing of study material, assignments, projects, lab activities, examination, evaluation, discussions and even co-curricular activities are conducted in online classrooms. Even though online education is considered to be cost effective it is not reach all the students in the country due to various reasons such as socioeconomic background, geographical location, affected by the disease and poor internet connection. The minimum requirement to attend online class is a mobile with internet facility. But that also can't afford by the parents to their children. There is no equal access to education. Getting education is the right for the students, but because of pandemic atmosphere children could not utilize their right. This paper discusses the benefits and challenges of online Education.

INTRODUCTION

In Vedic system of education to acquire knowledge student required to stay in Gurukula, the home of the guru. Then one can return home only when he completes his education. In modern India, learning takes place in educational institutions. Name of the institutions varies according to the level of education such as school, college, university etc. Both teacher and student meet in educational institution and carry out the teaching learning activity. They need not stay in a school, however residential schools also exist. Part time and distance education system was introduced to meet the needs of the student who cannot attend classes regularly for various reasons. In the contemporary India, drastic changes are happened in education sector, internet is the main reason for this change. One can teach as well as receive education if they have internet connection and electronic devices like mobile, laptop, desktop computer, tablet etc. It is referred as online education and it is gaining more popularity and practised by globally due to Covid-19 pandemic.

Online Education

Online education takes place over the internet. It is also known as e-learning and one of the forms of distance learning. Teachers are presenting the content through images, audio, picture and images. In online classes teacher and students can see each other, but they don't have direct eye contact. Both teacher and student required to take active role in the online education and be interested to learn.

Benefits of online Education

Convenience: According to their convenience student can attend classes at anytime, anywhere and from anyone.

Enhanced Learning: By showing videos and images teachers are bringing real life atmosphere in classroom. It will provide direct experience to the learners and enhances their knowledge and

understanding.

Encourage student participation: It encourage shy student to participate in class discussion, quiz and question answer session.

Interaction between teacher and student: Apart from class hours students can contact instructor's anytime through message and got clarified their doubts.

Improved Administration: Assignments, projects, examination are carried out in online. It is reliable evidence for student work. It enables teachers to identify which students are submitted, not submitted, what time they submitted etc.

Time Saving: Student and teachers need not spend time to reach school. From their home can attend and conduct classes.

Challenges of online Education

Lack of motivation: The most important challenge in online education is lack of motivation. They have plenty of time but they don't want to study, prefers to play and get distracted in social media and online games. It is the duty of the teacher and parent to motivate the student to learn and be focused.

Loneliness: Some student has the capability of doing their work independently but others need help from their friends and teachers. Even though they have a chance to interact in class, physical presence with eye contact is needed for students to learn effectively.

Lack of life skills: In online classes students are learning in a better way but in home they are sitting alone and listening not having much interaction with their peer groups. They don't get the opportunity to develop life skills such as sympathy, empathy, tolerance, cooperation etc.

Lack of technical skills: Some teachers are not feeling comfortable with online education since they lack technical skills and it will be a big challenge. They need proper training in preparation of lesson using different tools.

CONCLUSION

The present Covid-19 scenario has increased the demand of online education. It is totally a new way of education and every educational institutions and students required to adopt it. Online education may not replace the traditional classroom teaching. But it is evolved as an inevitable resource for educating students of all over the world. Our top most priority is giving equal access of education to all irrespective of their socioeconomic background. By considering the present situation Government should provide free internet facility to needy students and can start educational channels in different levels of education.

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Trends and Challenges of Online Education During Covid-19

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ABSTRACT

Educational institutions (schools, colleges, and universities) in India are currently based only on traditional methods of learning, that is, they follow the traditional set up of face-to-face lectures in a classroom. Although many academic units have also started blended learning, still a lot of them are stuck with old procedures. Online teaching demand has increased to ensure accessibility and affordability of higher education. Student need support to assist with adjustment to the online context. Educators in the online teaching context are facing increased student numbers, resulting in a higher workload. Effective online teaching practices can enhance student and educator performances in health sciences. It is also a indisputable fact that use of technology in education is leading to different concepts within the system, for example the move from teacher-centric education to student-centric education. It's probably a primary for India to experiment with the education system and make a paradigm shift to the virtual world, blending classrooms with online learning. Following government instructions, even the academic institutions had to shut down temporarily, affecting academic delivery. Thus, they had to find new alternatives to academic delivery, and virtual classes were the way forward. In this paper we'll discuss, challenges and opportunities of online education .

KEYWORDS

Education, Covid, digital learning, virtual class, Teaching learning

INTRODUCTION

Coronavirus pandemic has affected educational systems worldwide, leading to the near-total closures of faculties, universities and colleges. As a result, there's distinctive rise of E-learning (online learning), whereby teaching is undertaken remotely and on digital platforms. With this sudden shift far from the classroom in many parts of the planet, some are wondering whether the adoption of online learning will still persist post-pandemic, and therefore the way such a shift would impact the worldwide education market. But only developed countries are better prepared to maneuver to online learning strategies, with plenty of effort and challenges for teachers and fogeys. In middle-income and poorer countries, true is incredibly mixed and if we do not act appropriately, the vast inequality of opportunities may arise between developed and low income nations. Many children haven't got a desk, books, internet connectivity, a laptop reception, or supportive parents in low income and poorer nations.

The major part of the world is on quarantine due to the serious outbreak of this global pandemic Covid-19 and therefore many cities have turned into phantom cities and its effects can be seen in schools, colleges, and universities too. Betwixt all this online teaching and online learning can be termed as the panacea for the crisis. The Corona Virus has made institutions to go from offline mode to online mode of pedagogy. This crisis will make the institutions, which were earlier reluctant to change, to accept modern technology. This catastrophe will show us the lucrative side of online teaching and learning. With the help of online teaching modes, we can sermonize a large number of students at any time and in any part of the world. All institutions must scramble different options of online pedagogical approaches and try to use technology more aptly. Many universities around the world have fully digitalized their operations understanding the dire need of this current situation. Online learning is emerging as a victor ludorum amidst this chaos. Therefore, the quality enhancement of

online teaching–learning is crucial at this stage.

Problems Associated With Online Teaching and Learning

The shift from face-to-face lectures to online classes is the only possible solution. Indeed, academic institutions would not be able to transform all of their college curricula into an online resource overnight. Distance, scale, and personalized teaching and learning are the three biggest challenges for online teaching. Innovative solutions by institutions can only help us deal with this pandemic (Liguori & Winkler, 2020).

There are a number of technologies available for online education but sometimes they create a lot of difficulties. These difficulties and problems associated with modern technology range from downloading errors, issues with installation, login problems, problems with audio and video, and so on. Sometimes students find online teaching to be boring and unengaging. Online learning has so much of time and flexibility that students never find time to do it. Personal attention is also a huge issue facing online learning. Students want two-way interaction which sometimes gets difficult to implement. The learning process cannot reach its full potential until students practice what they learn. Sometimes, online content is all theoretical and does not let students practice and learn effectively. Mediocre course content is also a major issue. Students feel that lack of community, technical problems, and difficulties in understanding instructional goals are the major barriers for online learning (Song et al., 2004). In a study, students were found to be not sufficiently prepared for balancing their work, family, and social lives with their study lives in an online learning environment. Students were also found to be poorly prepared for several e-learning competencies and academic-type competencies. Also, there is a low-level preparedness among the students concerning the usage of Learning Management Systems (Parkes et al., 2014).

This pandemic has made all the tutorial schools across the world to adopt teaching online. Courses are conducted online, examinations are conducted online, assignments are submitted through email. For countries like India, this will be a good opportunity to strengthen the net connectivity across rural India. Every village and towns in India should be digitally connected for better interaction between the students and teachers. Institutes like IITs have “a sort” of infrastructure to connect students but the experience shows that not all students had good interaction because of various reasons. Variety of the students are quick to adapt to this system and some take little longer time to grasp this system. India should establish a good infrastructure for online education sort of a number of the advanced countries. The most effective advantage of such a system is education can become international. Advance institutes like IITs and NITs can globalize online education while Universities, initially, nationalize online education. Fundamental structural changes should be made within the curriculum/syllabi and programmes should be popularized to attract students across the countries. Skill development should be a component of the curriculum in Engineering and science degree programmes. This could create future entrepreneurs. This may be a way to beat unemployment and increase business skills amongst the youth.

Online learning faces many challenges ranging from learners’ issues, educators’ issues, and content issues. It is a challenge for institutions to engage students and make them participate in the teaching–learning process. It is a challenge for teachers to move from offline mode to online mode, changing their teaching methodologies, and managing their time. It is challenging to develop content which not only covers the curriculum but also engage the students (Kebritchi et al., 2017).

The quality of e-learning programs is a real challenge. There is no clear stipulation by the government in their educational policies about e-learning programs. There is a lack of standards for quality, quality control, development of e-resources, and e-content delivery. This problem needs to be

tackled immediately so that everyone can enjoy the benefits of quality education via e-learning (Cojocariu et al., 2014). One should not merely focus on the pros attached to the adoption of online learning during the crises but should also take account of developing and enhancing the quality of virtual courses delivered in such emergencies (Affouneh et al., 2020). A lot of time and cost is involved in e-learning. It is not as easy as it seems, a considerable amount of investment is needed for getting the devices and equipment, maintaining the equipment, training the human resources, and developing the online content. Therefore, an effective and efficient educational system needs to be developed to impart education via online mode.

Possible Solutions for Problems

A lot of issues are attached to online education but we cannot ignore the perks of it in times of such crisis. We can always have solutions to fix these difficulties. Technical difficulties can be solved through prerecording video lectures, testing the content, and always keeping Plan B ready so that the teaching–learning process cannot be hampered. Online courses should be made dynamic, interesting, and interactive. Teachers should set time limits and reminders for students to make them alert and attentive. Efforts should be made to humanize the learning process to the best extent possible. Personal attention should be provided to students so that they can easily adapt to this learning environment. Social media and various group forums can be used to communicate with students. Communication is the key when it gets difficult to try reaching out to students via texts, various messaging apps, video calls, and so on—content should be such that enable students for practice and also hone their skills. The quality of the courses should be improved continuously and teachers must try to give their best. Online programs should be designed in such a way that they are creative, interactive, relevant, student-centered, and group-based (Partlow & Gibbs, 2003). Educators must spend a lot of time in making effective strategies for giving online instructions.

Effective online instructions facilitate feedback from learners, make learners ask questions, and broaden the learner horizon for the course content (Keeton, 2004). Institutions must focus on pedagogical issues and emphasize collaborative learning, case learning, and project-based learning through online instructions (Kim & Bonk, 2006).

The challenge to educational institutions is not only finding new technology and using it but also reimagining its education, thereby helping students and academic staff who are seeking guidance for digital literacy.

India teaching should be re-designed. It should be flexible, more innovative, more international but more locally connected and socially responsible, more collaborative and fewer risk-averse. Innovative models should be introduced. Universities/institutes is also online- providing internet-based flexible offerings (open universities); traditional learning with hand-on work; collaboration with other schools. Of course, there are challenges one must face at the initial stages: e.g. leveraging technology to deliver better and more inclusive education, contributing to digital economy and society and responding to global demand but shifting demographics.

Online education does not mean without laboratory experience to students. Skill development needs laboratories/workshops. There could be centers across the countries to support skill development activities. These centers could be institutes, colleges, universities. On the research front: it is all collaboration and not competition. Projects needs to be designed through collaboration so that laboratory/research facilities could be shared.

Opportunities

Online learning generally has a lot of opportunities available but this time of crisis will allow online learning to boom as most academic institutions have switched to this model. Online Learning,

Remote Working, and e-collaborations exploded during the outbreak of Corona Virus crisis (Favale et al., 2020). Now, academic institutions can grab this opportunity by making their teachers teach and students learn via online methodology. The people have always been complacent and never tried some new modes of learning. This crisis will be a new phase for online learning and will allow people to look at the fruitful side of e-learning technologies. This is the time when there is a lot of scope in bringing out surprising innovations and digital developments. Already, EdTech companies are doing their bit by helping us fighting the pandemic and not letting learning to be put at a halt. Teachers can practice technology and can design various flexible programs for students' better understanding. The usage of online learning will test both the educator and learners. It will enhance problem-solving skills, critical thinking abilities, and adaptability among the students. In this critical situation, users of any age can access the online tools and reap the benefits of time and location flexibility associated with online learning.

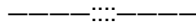
CONCLUSIONS

Natural disasters can stimulate our motivation for the adoption of highly innovative communication technology and e-learning tools (Tull et al., 2017). To make e-learning effective in such difficult times, we need to focus on the use of technology more efficiently, that is, the usage of that technology which has minimum procurement and maintenance costs but can effectively facilitate educational processes. Before bringing in and adopting any e-learning tool or technology, its pros and cons need to be weighed. Institutions should conduct plenty of research when bringing the right technology for different educational initiatives. There should be proper clarity on the purpose and context of technology adoption. As several factors affect the choice of a particular technology such as security features, availability and condition of laboratories, internet speed, internet access, digital literacy levels of the beneficiaries, and so on. E-learning can help in providing inclusive education even at the time of crisis. Such systems need to be developed in educational institutions that make sure that no student is getting deprived of education due to their location, social class, ethnicity, and so on. Online methods of teaching support and facilitate learning-teaching activities, but there is a dire need to weigh the pros and cons of technology and harness its potentials. Disasters and pandemic such as Covid-19 can create a lot of chaos and tensions; therefore, there is an important need to study the technology deeply and with due diligence to balance these fears and tensions amidst such crisis.

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वर्तमान कोरोना काल परिदृश्य में ऑनलाइन माध्यम से अकादमिक गतिविधियों का संचालन: एक अवलोकन (प्रारंभिक शिक्षा के सन्दर्भ में)

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सारांश

वर्तमान परिदृश्य में प्रस्तुत अध्ययन द्वारा यह जानने का प्रयास किया है कि वर्तमान कोरोना काल परिदृश्य में विद्यालयीन शिक्षा की वस्तुस्थिति, वर्तमान में ऑनलाइन माध्यम के महत्त्व, अकादमिक गतिविधियों के संचालन की वस्तुस्थिति, अकादमिक गतिविधियों में विद्यार्थी की भागीदारी तथा ऑनलाइन माध्यम से अकादमिक गतिविधियों के संचालन में क्या कठिनाइयों आ रही है? इस हेतु शोधकर्ता द्वारा रेंडम सेम्पलिंग के माध्यम से खण्डवा जिले के ग्रामीण क्षेत्र के प्रारंभिक शिक्षा प्राप्त कर रहे 25 बच्चों, 5 पालकों और 5 शिक्षकों का चयन कर दूरभाष सर्वेक्षण विधि द्वारा स्वनिर्मित उपकरण के माध्यम से शोध उद्देश्यों, निष्कर्ष प्राप्त कर आवश्यक सुझाव दिए गए।

भूमिका

स्कूल बंद होने के कारण बच्चों की नियमित शिक्षा प्रभावित हुई है, बच्चे पढ़ाई कैसे करें, इसके हेतु मध्यप्रदेश में निर्देशानुसार राज्य शिक्षा केंद्र, भोपाल के निर्देश¹ एवं समस्त सरकारों, अनेक गैर सरकारी संगठनों द्वारा अपने-अपने स्तर पर सभी बच्चों के ऑनलाइन माध्यम से शिक्षा हेतु प्रयास किये जा रहे हैं।

वर्तमान कोरोना काल परिदृश्य पृष्ठभूमि

कहा जा रहा है कि इस तरह की वैश्विक महामारी लगभग 100 वर्षों में आती रहती हैं। कोरोना महामारी के प्रारम्भिक लहर² में मात्र महानगरों या शहर के लोग इसके संक्रमण से ग्रसित हो डर-डर के जीवन यापन कर रहे थे, दूसरी लहर³ के बाद आज हमारे देश में चिकित्सा विशेषज्ञों द्वारा कोरोना की तीसरी लहर⁴ के आने की सम्भावना व्यक्त की जा रही है जिसका सम्बन्ध बच्चों के स्वास्थ्य-सुरक्षा की चेतावनी के रूप में लिए जाने की चर्चा जोरों पर है। चूंकि शैक्षणिक संस्थान, स्कूलें आज भी नियमित रूप से खुल नहीं पा रही हैं, स्कूलों में करवाई जाने वाली विभिन्न गतिविधियां जो आज पूर्ववत् संपन्न नहीं हो पा रही हैं उनसे समस्त विद्यार्थी स्वयं को जोड़े रख सकें, तो ऐसी स्थिति में बच्चों की पढ़ाई-लिखाई ऑनलाइन माध्यम को विकल्प के तौर पर देखा जा रहा है।

ऑनलाइन माध्यम

ऐसा माध्यम जिसके द्वारा एक या एक से अधिक डिजिटल प्लेटफार्म पर इन्टरनेट की सहायता से शिक्षा प्रदान की जाती है, न केवल पढ़ाई अपितु आज इस माध्यम से असाइनमेंट, प्रश्नोत्तरी, विभिन्न टेस्ट व परीक्षाएं भी अलग-अलग एप्लिकेशन, जूम, गूगल मीट, वेबेक्स इत्यादि अनेक माध्यमों द्वारा संचालित की जा रही हैं।

ऑनलाइन माध्यम और अकादमिक गतिविधियां

मध्यप्रदेश राज्य शिक्षा केंद्र, भोपाल के निर्देश अनुसार कोविड 19 के दौरान बच्चों को शिक्षा की मुख्य धारा से जोड़े रखने के लिए अनेक अकादमिक प्रयास किए।⁵

दक्षता समूहों का निर्माण

प्राथमिक विद्यालय (कक्षा 3-5) में विगत अकादमिक सत्र अनुसार दो समूह अंकुर एवं तरुण तथा माध्यमिक विद्यालय (कक्षा 6-8) में विगत अकादमिक सत्र अनुसार तीन समूह अंकुर, तरुण एवं उमंग। इन समूहों का निर्माण सत्र की शुरुआत में बच्चों के बेस लाइन टेस्ट दक्षता आधारित, द्वारा निर्धारित कर किया गया। वाट्स एप समूह

निर्माण –1 जन शिक्षकों द्वारा अपने संकुल के व्हाट्सएप समूह का निर्माण एवं सभी विद्यार्थियों हेतु मॉडर की पहचान रुवाट्स एप समूह निर्माण –2 शिक्षकों द्वारा एवं अपनी कक्षा के विद्यार्थियों हेतु। डीजीलेप (DigiLep)[®] के अंतर्गत की जा रही गतिविधियां। रेडियो कार्यक्रम प्रसारण के अंतर्गत की जा रही गतिविधियां। वर्क बुक (अभ्यास पुस्तिका) पर कार्य करना एवं उसकी जांच करवाना।

- हमारा घर हमारा विद्यालय/मोहल्ला क्लास का आयोजन (प्रातः 10 से दोपहर 1 बजे तक)
- गृह कार्य/कक्षा कार्य–अवलोकन 0 प्रोजेक्ट वर्क 0 हिंदी अंग्रेजी पाठ, एक पृष्ठ, पैराग्राफ की नकल, प्रतिदिन
- वाट्स एप बेस असिसमेंट के अंतर्गत विद्यार्थियों की स्थिति का प्रतिसप्ताह अवलोकन करना। (हिंदी –गणित विषय)
- विद्यार्थियों एवं पालकोंसे मोबाईल पर प्रतिदिन चर्चा 0 संपर्क कर अकादमिक गतिविधियों पर बातचीत करना
- बच्चों की अकादमिक प्रगति अवलोकन के लिए ट्रेकर शीट का प्रयोग करना।
- निष्ठा प्रशिक्षण में एप से सहभागिता करना 0 फीडबैक एवं समर्थन फॉर्म भरना। इसकी रेंडमली क्रास चेकिंग ऑनलाइन मॉनिटरिंग 0 शैक्षिक संवाद का आयोजन –सभी को अकादमिक मार्गदर्शन के लिए।

ऑनलाइन माध्यम से अकादमिक गतिविधि संचालन के लाभ

1 समय और स्थान की बाध्यता नहीं, 2 प्रभावशाली शिक्षण के लिए 3 सामान्य स्थिति में सभी के करने 4 पेपरलेस गतिविधि 5 नई जनरेशन के लिए योग्य माध्यम 6 भविष्य की ऑनलाइन डिजिटल परीक्षा में सहायक 7 पढाये जा रहे पाठों को रिकार्ड व पुनः, अनेकानेक बार उपयोग, विश्लेषण, शिक्षण में सुधार 8 ऑनलाइन शिक्षा से समय,श्रम और पैसे की बचत।

ऑनलाइन माध्यम से अकादमिक गतिविधियों के संचालन में समस्याएं

1 शिक्षण स्टाफ का प्रशिक्षित न होना या प्रशिक्षण में कमी 2 तकनीकी बाधाएं 3 स्वास्थ्य समस्याएं 4 सामाजिक ध्वावात्मक जुड़ाव में कमी।

ऑनलाइन माध्यम से पढ़ाई में आने वाली समस्या विभिन्न दृष्टि से

प्रबंधन/तंत्र की दृष्टि से 0 शिक्षकों 0 विषयवार शिक्षकों 0 विद्यार्थियों 0 पालकोंकी नजर से स्वास्थ्य 0 सामाजिक 0 आर्थिक दृष्टि से 0 इंटरनेट का दुरुपयोग अनजान खतरा दृष्टि से।

सकारात्मक प्रयास – भूमिका एवं दायित्व विभागीय प्रयास

0 राज्य शिक्षा केंद्र, भोपाल मध्यप्रदेश शासन स्कूल शिक्षा विभाग द्वारा जारी कोविड 19 सुरक्षा दिशा निर्देशानुसार 6 विद्यार्थियों की अकादमिक गतिविधियों का संचालन ऑनलाइन और वाट्स एप्प आधारित समूह में सामग्री लिंक्स साझा की गई।

0 इस दौरान बच्चों की स्कूल न लगने, पढ़ाई नियमित न होने से एवं अधिकांशतः पाठ्यक्रम की विषयवस्तु से पूरी तरह समझ बनाने में अनेक कठिनाइयाँ आ रही हैं, पर सभी शिक्षक अपने अनुभव और साझा-समझ से इन का समाधान निकाल रहे हैं जैसे कक्षा पहली में प्रवेशित बच्चों के लिए— गिनती के चार्ट, भाषा ज्ञान हेतु अक्षर-वर्ण माला का प्रत्यक्ष वितरण एवं पालकों के माध्यम से अकादमिक प्रक्रिया की समझ बनाना। अगली कक्षा में उन्नत किये गए बच्चों से प्रत्यक्ष संपर्क कर पालकों के माध्यम से अकादमिक प्रक्रिया की समझ बनाना। अनेक कठिन विषयवस्तु अवधारणात्मक समझ जिसे स्पष्ट करने में हमें नियमित कक्षा कक्ष ब्लैक-बोर्ड की जरूरत होती है वह ऑनलाइन या ओटला/मोहल्ला कक्षाओं के माध्यम से स्टेक होल्डर की सहभागिता से साझा की गयी।

सामाजिक जिम्मेदारी

विद्यालय एवं शिक्षक की भूमिका, पालकों/माता-पिता एवं शिक्षकों की साझा भूमिका, गैर-शासकीय संगठन की भूमिका।

अध्ययन के उद्देश्य एवं शोध प्रश्न (Objectives)

1. वर्तमान कोरोना काल परिदृश्य में विद्यालयीन शिक्षा की वस्तुस्थिति से अवगत होना।
2. ऑनलाइन माध्यम के महत्त्व को जानना।
3. अकादमिक गतिविधियों के संचालन की वस्तुस्थिति से अवगत होना।
4. अकादमिक गतिविधियों में विद्यार्थी की भागीदारी ज्ञात करना।
5. ऑनलाइन माध्यम से अकादमिक गतिविधियों के संचालन में आ रही कठिनाइयों का अध्ययन करना।

शोध प्राविधि (Methodology)

शोध विधि (Method) प्रस्तुत अध्ययन में खंडवा जिले में वर्तमान कोरोना काल परिदृश्य में प्रारम्भिक शिक्षा शालाओं (कक्षा 3 से 8) द्वारा संचालित ऑनलाइन माध्यम से अकादमिक गतिविधियों का संचालन का सामान्य अवलोकन अभिमत कर प्रदत्तों का संग्रह कर शोध कार्य किया गया स वर्तमान कोरोना काल परिदृश्य को देखते हुए दूरभाष द्वारा सर्वेक्षण विधि का प्रयोग किया।

न्यादर्श (Sample)

शोध अध्ययन कक्षा 3 से 8 तक के कुल 25 विद्यार्थियों 5 पालकों एवं 5 शिक्षकों को रेंडम आधार पर लिया।

सीमांकन (Delimitation)

अध्ययन में खण्डवा जिले की ग्रामीण क्षेत्र स्थित हिंदी माध्यम के शासकीय विद्यालय को लिया गया।

उपकरण (Tools and Techniques)

प्रस्तुत अध्ययन हेतु स्वनिर्मित उपकरण का प्रयोग किया 1 बच्चों से दूरभाष चर्चा 2 शिक्षकों से दूरभाष चर्चा 3 पालकों से दूरभाष चर्चा 4 वाट्सएप समूह अवलोकन अभिमत 5 वर्तमान कोरोना काल परिदृश्य में ऑनलाइन माध्यम से अकादमिक गतिविधियों सम्बन्धी समाचारों, इन्टरनेट सामग्री अवलोकन अभिमत स उक्त उपकरणों द्वारा शोधकर्ता ने वर्तमान कोरोना काल परिदृश्य में ऑनलाइन माध्यम से अकादमिक गतिविधियों के संचालन का एक अवलोकन कर समझने का प्रयास किया।

प्रदत्त संकलन (Data Collection)

प्रदत्तों के संकलन के लिए शोधकर्ता द्वारा रेंडम आधार पर चयनित विद्यार्थियों, पालकों एवं शिक्षकों से प्राप्त जानकारियों के आधार पर अवलोकन अभिमत, विश्लेषण कार्य किया गया, पश्चात शोध सम्प्रप्तियाँ, निष्कर्ष निकाले गए।

प्रदत्तों के विश्लेषण में प्रयुक्त विधियाँ (Methods of Data Analysis)

प्रस्तुत क्रियात्मक अनुसंधान में शोधार्थी द्वारा स्वनिर्मित उपकरणों का प्रयोग किया गया। अवलोकन अभिमत, विश्लेषण कार्य उपरांत शोध उद्देश्यों वार व्याख्या की गई।

मुख्य सम्प्रप्तियाँ एवं निष्कर्ष (Main Findings and Conclusions)

1. बच्चों से दूरभाष चर्चा से प्राप्त अभिमत

प्रारंभिक शिक्षा प्राप्त कर रहे ग्रामीण क्षेत्र के बच्चों का अभिमत है कि किसी भी बच्चों के पास स्वयं उपयोग हेतु एन्ड्राइड मोबाइल नहीं है। 88 प्रतिशत बच्चों को लाकडाउन के पहले घर का एन्ड्राइड मोबाइल चलाना

नहीं आता था। सभी बच्चों का अभिमत है कि वाट्सएप पर कोई विषय की कठिनाई होती है तो अगले संपर्क दिवस पर अपने शिक्षक से उसका समाधान करते हैं। सभी बच्चों का अभिमत है कि उन्हें घर से पढाई के लिए मोबाइल पर्याप्त समय के लिए नहीं मिल पाता है।

2. पालकों से दूरभाष चर्चा से प्राप्त अभिमत

सभी पालकों का अभिमत है कि उनके पास पुराना साधारण मोबाइल है। 40 प्रतिशत के पास एन्ड्राइड मोबाइल नहीं है। 20 प्रतिशत पालकों को लाकडाउन के पहले घर का एन्ड्राइड मोबाइल चलाना नहीं आता था। सभी पालक मानते हैं कि वे बच्चों को पढाई के लिए मोबाइल पर्याप्त समय हेतु नहीं दे पाते, घर पर एक ही मोबाइल होने के कारण पहले अपने आवश्यक कार्य को प्राथमिकता देते हैं। 60 प्रतिशत पालक मानते हैं कि वे वाट्सएप पर कोई विषय की कठिनाई के हल के बारे में बच्चे को नहीं बता पाते हैं। 40 प्रतिशत पालकों के अभिमतानुसार वे मोहल्ला कक्षाओं में बच्चों को नियमित नहीं कर भेज पाते, शिक्षक द्वारा सूचना देने पर बच्चों को भेजते हैं।

3. शिक्षकों से दूरभाष चर्चा से प्राप्त अभिमत

सभी शिक्षकों का अभिमत है कि उनके द्वारा अपनी कक्षा के विद्यार्थियों को शैक्षिक सामग्री हेतु वाट्सएप समूह निर्माण किया है। जन शिक्षक द्वारा आपके संकुल के वाट्सएप समूह पर नियत समय पर शैक्षिक सामग्री, लिंक पोस्ट की जाती है। वाट्सएप पर कोई विषय की कठिनाई के हल के बारे में बच्चे को बारी-बारी से बताते हैं। रेडियो के शैक्षिक कार्यक्रम के बारे में बच्चों से उसे कापी में नोट करने, समझने की सलाह देते हैं, उसके बारे में पूछने की बात करते हैं। ऐसा बच्चे करते भी हैं। सभी शिक्षकों का अभिमत है कि वे टीवी पर बच्चों के शैक्षिक कार्यक्रम नियमित देखने के शैक्षिक कार्यक्रम के बारे में बच्चों से उसे कापी में नोट करने, समझने की सलाह देते हैं, उसके बारे में पूछने की बात करते हैं, ऐसा बच्चे करते भी हैं। 60 प्रतिशत शिक्षक मानते हैं कि मोहल्ला कक्षाओं में बच्चों की नियमित उपस्थिति के लिए घर घर बुलाने भी जाना पड़ता है सतब भी शत प्रतिशत बच्चे नहीं आ पाते। बच्चों के लिए वाट्सएप पर दी जा रही साप्ताहिक कहानी (पिलप बुक) के बारे में बच्चे को पालक नहीं बता पाते हैं, इसके लिए पालक गण मोहल्ला क्लास में ही सुनाने की बात करते हैं।

सभी शिक्षकों, पालकों एवं बच्चे मानते हैं कि इस तरह मोबाइल से पढ़ाने के मुकाबले स्कूल में पढ़ाना ज्यादा ठीक लगता है, स्कूल में, ही सब गतिविधियाँ नियमित कक्षाओं द्वारा संभव हैं।

पढाई के लिए मोबाइल लगातार देखने से आँख/सर/हाथ दर्द होना। एक ही जगह बैठने पर शारीरिक या मानसिक परेशानी होती है।

घर पर पढने के लिए उचित कमरा या शांत सुरक्षित स्थान नहीं है, वे इसकी व्यवस्था आँगन, खलिहान पर करते हैं। ग्रामीण क्षेत्र में शैक्षिक सामग्री की लिंक को, विडिओ आदि के लिए नेट कनेक्ट हो जाता है पर कभी कभी देर से होता है या फिर उचित स्थान पर जाना पड़ता है।

डाटा पैक खर्च में पालकों को बहुत अधिक आर्थिक कठिनाई होती हैस यह अतिरिक्त बोझ है, नियमित नहीं कर पा रहे हैं।

स्कूल की और दूसरी गतिविधियों (खेल-कूद, लेखन, चित्रकला प्रदर्शनी, भाषण, दोस्तों के साथ खेलना इत्यादि) का संचालन पहले जैसा नहीं हो पा रहा, बच्चों द्वारा मार्ग दर्शन से प्रोजेक्ट कार्य किये गये हैं।

सभी शिक्षकों, पालकों एवं बच्चों के अभिमतानुसार मात्र 20-30 प्रतिशत ही रेडियो/टीवी के शैक्षिक कार्यक्रम नियमित सुनते हैं। कुछ नवाचारी शिक्षकों द्वारा स्वयं के प्रयास से रेडियो क्रय कर बच्चों के लिए जरूरत मंद पालकों को वितरित किये।

4. वाट्सएप समूह अवलोकन अभिमत—से ज्ञात होता है कि

बच्चों द्वारा अनेक चित्रों में स्वविवेक से या पालकों के सहयोग से स्वाध्याय, लेखन गतिविधि/हिंदी अंग्रेजी एक पेज पैराग्राफ की नकल, चित्रांकन, पहाड़े, गिनती लिखने के अभ्यास के फोटोग्राफ, ग्रुप में साझा किये हैं।

कहीं कहीं शिक्षकों द्वारा पालकों एवं बच्चों को कोविड 19 सुरक्षा दिशा निर्देशानुसार 6 सुरक्षा मानकों का ख्याल रखते हुए मास्क वितरण, सेनेटैजर का उपयोग, सोशल डिस्टेंसिंग के बारे में समय-समय पर जागरूकता गतिविधियां करवाई।

मोहल्ला/ओटला कक्षाओं का संचालन भी अधिकांश शिक्षकों द्वारा किया गया। स्वप्रेरित हो कर भी कुछ रुचि लेने वाले पालकों की सहायता से हुआ, पर यह गतिविधि, शत प्रतिशत नहीं हो पायी, अवलोकन अभिमत से स्पष्ट होता है कि लाक डाउन के चलते परिवहन के साधन बंद होने से दूरस्थ अंचलों, वन ग्रामों में ये सब गतिविधियाँ नगण्य रहीं।

5. वर्तमान परिदृश्य में ऑनलाइन माध्यम से अकादमिक गतिविधियों सम्बन्धी समाचारों ,इन्टरनेट अवलोकन अभिमत – से प्राप्त सर्वे अनुसार

भास्कर सर्वे अनुसार "ऑनलाइन शिक्षा के फायदे कम, दीर्घ कालिक नुकसान ज्यादा है।"⁷

आज तक टीवी चैनल, 11 जून 2021 "बच्चों को ऑनलाइन पढाई बनी चुनौती "विषय पर चिकित्सक एवं शिक्षाविद् परिचर्चा अनुसार "बच्चों में अकेलापन हावी होता जाता है।"⁸

एक ऑनलाइन बालप्रहरी संस्थान अल्मोड़ा की परिचर्चा में "देश के विभिन्न राज्यों के अधिकतर बच्चों ने कोरोना से बचाव के लिए ऑनलाइन शिक्षा को एक जरूरी विकल्प बताया।"⁹

बच्चों का अभिमत

92 प्रतिशत बच्चे स्कूल की क्लास बेहतर मानते हैं। 41 प्रतिशत बच्चों को समझने में तकलीफ, 30 प्रतिशत को उबाउपन एवं 41 प्रतिशत बच्चों ने कहा मन की बात नहीं पूछ पाते। 52 प्रतिशत बच्चों ने अपने दोस्तों को, 30 प्रतिशत ने खेलकूद, 30 प्रतिशत पुस्तकालय कालखंड एवं 6 प्रतिशत बच्चों ने वार्षिकोत्सव को मिस किया।

शिक्षकों का अभिमत

97 प्रतिशत शिक्षक मानते हैं कि स्कूल की पढाई से बच्चों में आत्मविश्वास ज्यादा दिखा। 40 प्रतिशत शिक्षक मानते हैं कि ऑनलाइन पढाई के दौरान क्लास जैसा वातावरण नहीं लगा। 15 प्रतिशत शिक्षकों का अभिमत है कि ऑनलाइन पढाई के दौरान सही मूल्यांकन नहीं हो पाया। 40 प्रतिशत शिक्षक मानते हैं कि ऑनलाइन पढाई के दौरान प्रेक्टिकल समझने में परेशानी हुई। 25 प्रतिशत शिक्षकोण का अभिमत है कि ऑनलाइन पढाई के दौरान तकनीकी समस्या से जूझना पड़ा।

पालकोंका अभिमत

93 प्रतिशत पालकों का अभिमत है कि ऑनलाइन के मुकाबले की स्कूल की पढाई बेहतर मानते हैं। 40 प्रतिशत पालक मानते हैं कि ऑनलाइन पढाई के दौरान बच्चे को समझने में दिक्कत आई। 15 प्रतिशत पालक मानते हैं कि ऑनलाइन पढाई के दौरान बच्चे की फिजिकल फिटनेस कम हुई।

मुख्य सम्प्रप्तियाँ (Main Findings)

1. वर्तमान कोरोना काल परिदृश्य में विद्यालयीन शिक्षा की वस्तुस्थिति के बारे में दूरभाष चर्चा से प्राप्त बच्चों पालकों एवं शिक्षकों का अभिमत तथा अन्य माध्यमों से प्राप्त अवलोकन बताते हैं कि वर्तमान स्थिति में शिक्षकों द्वारा पालकों एवं बच्चों को कोविड 19 दिशा निर्देशानुसार सुरक्षा मानकों का ख्याल रखते हुए मोहल्ला/ओटला कक्षाओं का संचालन, स्वप्रेरित हो कर भी कुछ रुचिलेने वाले पालकों की सहायता से एवं बच्चों द्वारा

स्वविवेक अपनी पढाई को जारी रखा है। लाक डाउन के चलते परिवहन के साधन बंद होने से दूरस्थ अंचलों, वन ग्रामों में ये सब गतिविधियाँ नगण्य रहीं, ऑनलाइन शिक्षा के फायदे कम, दीर्घ कालिक नुकसान ज्यादा।

2. वर्तमान कोरोना काल परिदृश्य में ऑनलाइन माध्यम के महत्त्व को नकारा नहीं जा सकता, इससे बच्चों को शिक्षा की धरा से जोड़े रखने के भरसक प्रयास किया जा रहे हैं। उत्तराखंड अल्मोड़ा की बालप्रहरी पत्रिका द्वारा आयोजित परिचर्चा में देश के विभिन्न राज्यों के अधिकतर बच्चों ने कोरोना से बचाव के लिए ऑनलाइन शिक्षा को एक जरूरी विकल्प बताया है।
3. ऑनलाइन माध्यम से अकादमिक गतिविधियों के संचालन हेतु वर्तमान कोरोना काल में शासन स्तर पर अनेक प्रयास किये गए। नवाचारी शिक्षकों एवं शिक्षा के प्रति रुचि रखने वाले पालकों, ने भी उसमें निरंतर सहयोग किया NGO (एन जी ओ) द्वारा भी सकारात्मक पहल की गई।
4. ऑनलाइन माध्यम से अकादमिक गतिविधियों में विद्यार्थी की भागीदारी औसतन प्रतिशत से कम है। नियमित स्कूली पढाई से मार्गदर्शन प्राप्त न हो पाने से केवल औपचारिक स्थिति बन गई है, खास कर कक्षा पहली के बच्चों के लेखन कौशल गतिविधि चिंताजनक हैं, इसी तरह प्राथमिक कक्षाओं में भाषाई कौशलों के विकास की स्थिति भी निर्मित हो रही है जो भविष्य के लिए चिंता जनक है।
5. वर्तमान कोरोना काल में ऑनलाइन माध्यम से अकादमिक गतिविधियों के संचालन में अनेक आ रही कठिनाइयाँ आ रही हैं जिनमें शिक्षकों तथा विद्यार्थियों के मानसिक व शारीरिक स्वास्थ्य सम्बन्धी परेशानिया प्रमुख हैं। पालकों को आर्थिक कठिनाइयों से जूझना पड़ रहा है। बच्चों की शैक्षिक के अलावा सहशैक्षिक गतिविधिया बंद होने से वे भी परेशान हैं।

निष्कर्ष (Conclusion)

मानवता के समक्ष अब नई चुनौतिया आ रही हैं, जिसके लिए हमारे विद्यालय एवं शिक्षकों को तैयार रहना होगा। शिक्षा नीतिकारों को अब व्यापक तरीके से सोचना होगा, शिक्षक के साथ-साथ, परिवार और बच्चे के स्वास्थ्य की ही जिम्मेदारी नहीं है, बल्कि सहकर्मी और समाज की भी जिम्मेदारी है।

सुझाव (Suggesstions)

शतप्रतिशत विद्यार्थियों का कोरोना वायरस प्रतिरोधी टीकाकरण शीघ्रातिशीघ्र सुनिश्चित किया जावे। कोविड का दौर जब तक पूरीतरह से नियंत्रित नहीं हो जाता तब तक समस्त अकादमिक गतिविधियों के संचालन के दौरान सम्बंधित क्रिया कलापों हेतु निर्देशत नियमों का पालन अनिवार्यतः किया जावे। (सामाजिक दूरी बनाकर, सेनेटाईजर/साबुन का उचित उपयोग, मास्क पहनने की अनिवार्यता)

ऑनलाइन कोर्स कक्षाओं के पूर्व के दौरान के बाद चिकित्सक/डॉक्टर की सलाह बच्चों के लिए हमेशा होना चाहिए।

तंत्र द्वारा पाठ्यक्रम पूरा करने पर जोर न देना ध्मात्र महत्त्वपूर्ण विषयवस्तु के अध्ययन अध्यापन पर जोर।

स्कूल बंद होने से छात्र पढाई से दूर हो गए हैं। बच्चे अगली कक्षाओं में प्रोन्नत भी किए जा रहे हैं। उन पर बड़ी कक्षाओं का दबाव बढ़ जाएगा।

स्कूल में फेस टू फेस लर्निंग का कोई विकल्प नहीं है। हालात सुधरने पर अगली कक्षाओं के लिए तीन-तीन महीने के ब्रिज कोर्स कराए जावें। अनुभवी शिक्षकों की राय ली जावे।

आज लगभग सभी परिवारों के पास एक फोन जरूर है, भले ही वह स्मार्टफोन ना हो। जिन लोगों के पास स्मार्टफोन नहीं है उन बच्चों से संपर्क करने के लिए हम वॉइस कॉल द्वारा विभिन्न आसान तरीकों के सुझाव जैसे – जिन बच्चों के पास एंड्रॉइड फोन नहीं है, उन्हें टेक्स्ट मैसेज के माध्यम से रोज होमवर्क भेज सकते हैं।

सरकार बच्चों को मुफ्त डेटा पैक प्रदान कर सकती है क्योंकि गरीब परिवार के लोग नियमित रूप से महंगे डेटा पैक नहीं खरीद सकते। यह हमें व्हाट्सएप के माध्यम से कई बच्चों से संपर्क करने में मदद करेगा।

कोरोना संकट में सभी शिक्षक, अभिभावक अपनी आवश्यकतानुसार विद्यालयी शिक्षा अध्ययन के संदर्भ में, एनसीईआरटी संस्थान द्वारा अपलोड ऑनलाइन सामग्री 10 का उपयोग कर सकते हैं।

सन्दर्भ सूची

1. मध्यप्रदेश में निर्देशानुसार राज्य शिक्षा केंद्र, भोपाल के निर्देश¹ S-No-3034&3035/31&05&2021/curriculum & वाट्स एप समूह के माध्यम से अध्ययन अध्यापन के सम्बन्ध में Circulars Issued br Rajy Shiksha Kendra (<https://www-educationportal-mp-gov|in/portal>)
कोविड19 सुरक्षा के निर्देश² Circulars Issued br Rajy Shiksha Kendra (<https://www-educationportal-mp-gov|in/portal>)
2. कोरोना महामारी के प्रारम्भिक लहर² कोरोना की पहली और दूसरी लहर के बीच लगभग छः महीने का अन्तराल रहा, अर्थात् 21 मई से पहले की अवधि भारत में प्रारम्भिक लहर ही है। 17may2021 report (<https://www-jagran-com/news/national>)
3. दूसरी लहर³ कोरोना की पहली और दूसरी लहर के बीच लगभग छः महीने का अन्तराल रहा , 21 मई से से कोरोना की दूसरी लहर ने अपना विकृत रूप दिखाया। 17may2021 report (<https://www-jagran-com/news/national>)
4. तीसरी लहर⁴ कोरोना की तीसरी लहर देश में कभी भी आ सकती है, कब तक आएगी ? इसको लेकर स्पष्ट नहीं। विशेषज्ञों का अनुमान है कि इसमें वायरस से बच्चे अधिक प्रभावित होंगे। 31may2021Report (<https://www-patrika-com/miscellaneous&india>)
5. अकादमिक गतिविधियां मध्यप्रदेश राज्य शिक्षा केंद्र, भोपाल के निर्देश Circulars Issued br Rajy Shiksha Kendra (<https://www-educationportal-mp-gov|in/portal>)⁵
6. डीजीलेप (DigiLep)⁶ Digital Learning Enhancement Program
7. आज तक टीवी चैनल, 11 जून 2021 दोपहर 1:29 बच्चों को ऑनलाइन पढाई बनी चुनौती “विषय पर डॉ तुषार अग्रवाल एवं डॉ संदीप वोहरा तथा शिक्षाविद आकाश चौधरी के साथ परिचर्चा में सामने “बच्चों में अकेलापन हावी होता जाता है।”⁷
8. भास्कर सर्वे 13 राज्यों के 65 जिलों के 1500 अभिभावकों, शिक्षकों एवं विद्यार्थियों द्वारा विगत जनवरी-फरवरी 2021 भास्कर सर्वे अनुसार ऑनलाइन शिक्षा के फायदे कम, दीर्घ कालिक नुकसान ज्यादा हैं।”⁸
9. ज्ञान विज्ञान बुलेटिन, मासिक, अल्मोड़ा, उत्तराखंड “ऑनलाइन पढाई पर बच्चों के विचार” पर 9 अक्टूबर 2020 को बाल प्रहरी पत्रिका द्वारा आयोजित परिचर्चा⁹ (अक्टूबर 2020), पृष्ठ 1
10. एनसीईआरटी संस्थान द्वारा अपलोड ऑनलाइन सामग्री <https://ncert-nic-in/>¹⁰

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Challenges of Online Teaching Learning in Higher Education during COVID-19 Pandemic

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INTRODUCTION

Since past two years the whole world is passing through turbulence due to the pandemic COVID-19 and it has posed challenge especially in the socio-economic, health and educational sphere. The corona virus pandemic has affected all socio-economic activities and especially the educational activities of the schools and colleges. As a result, the face-to-face mode of teaching learning process ceased to control the spread of virus and educational institutions were constrained to carrying out their academic activity with students. In this situation online education acted as boon to continue educational activities. To ensure the continuity of the educational activities the whole world adopted online learning that ushered a new era of online learning which was conducted in virtual mode to cope up the situation.

While in general, internet-based learning has been considered an option, an alternative to traditional learning during the COVID-19 pandemic and it became an essential element for maintaining the activities of all educational institutions. It learning encompasses a range of technologies such as worldwide web, email, chat, new groups & texts, audio & video conferencing delivered over computer or mobile network to impart education. 'This paradigm shift has generated changes in students' and teachers' perception of the way of online teaching-learning conducted prior to pandemic (Coman, Tiru et.al, 2020)'.

The Pandemic COVID-19 has caused disruption of all educational activities of Indian subcontinent that led to closure of higher education institutions and by default India adopted online teaching learning which was completely new for all. The traditional face-to-face classroom transitioned to virtual mode of learning through various virtual platforms like Google meet, Zoom, Webx etc. The abrupt transition from face-to-face teaching learning to online teaching learning posed many challenges to faculty members, students, administration, parents and also to the Government. The challenges of online teaching learning in higher education are discussed below.

Challenges of Online teaching Learning in Higher Education

The COVID-19 pandemic compelled to shut down educational institutions and led to closer of face-to-face educational activities of higher education. Higher education institution had no choice but to migrate to online/virtual teaching learning, though it was not a new phenomena but sudden shift to online educational activities posed many challenges in Indian scenario as all stake holders of education were not ready for it. The challenges of online teaching learning in higher education in Indian context are discussed below:

1. **Technology:** Online teaching learning entirely depends on the technology, technical devices like computers, laptops, tablet, smart phone, internet facility, broadband, internet connectivity speed, bandwidth and digital competence of its users. India is a vast country and majority of its educational institutions are institutionalised in the rural areas. Majority of the rural areas have problems of mobile connectivity, internet connectivity, slow internet connectivity, lack of knowledge of using various applications which makes online teaching learning more difficult

and challenging. Due to the poor internet connectivity teachers are unable to take virtual classes; even if the connectivity exist the o breaking of voice, blur videos, loss of connectivity makes it more difficult. Time and again loss of connectivity during class poses a great challenge both for teachers and students. These problems are also found in the urban area to a great extent.

2. **Internet Connectivity and Accessibility:** According to the census of 2011, majority of the Indian population i.e. 66% approximately lives in rural areas. The internet users in India is 795.18 million; narrow band subscribers are 47.77 million; broadband subscribers are 747.41 million; wired subscribers are 25.54 million; wireless subscribers are 769.64 million approximately. The urban subscribers are 487.01 million approximately, whereas, the rural subscribers are 308.17 million. The rural internet penetration is 34.60% only. The above data indicates that a large number of people don't have the internet connectivity. 'When online teaching started in India there was a lack of equipment in nearly about every household if we look at the figures out of 100 only 3.13 homes have personal computers & out of 100 people only 1.34 households have broadband connection (Khanna & Prasad, 2020)'. The above data shows that there is problem of internet accessibility for the learner and the situation is grave due to slow connectivity. Due to this the higher education stake holders faced challenges in downloading materials, printing of material, accessing barrier free online classes.
3. **Interactivity:** The core of teaching learning in higher education is to develop critical thinking, analytical skill, discussion skill, defending one's own view etc., which depends upon the classroom interaction. Face-to-face classroom offers such atmosphere to develop the skill but in online classes there is less scope for it. One of the greatest obstacles that a teacher encounter is the inactivity of students in the classroom. Sometimes in the online classroom there is no communication between teachers and students. We find very few students who actively respond. In online teaching and learning the situation is very grave. Students remains active in online but indeed many of them are passive literally. They are busy or engaged in some other work or very rarely respond in class. Making them actively participate in online teaching learning is a great challenge for higher education teachers.
4. **Attendance/Regularity:** Higher education in India is based on the concept of physical classroom and face-to-face interaction that requires physical presence of the learner. Regular attendance with 75% (varies from course to course) is a mandatory requirement but due to the shutdown of educational institution during the pandemic and adoption of online/virtual classroom regular attendance has been relaxed to some extent. It has been observed that many students don't attend the online class or even if they attend they are not attentive to class. They keep their device on and remain busy in some other activities. The bad network or internet connectivity also hinders the participation of learner in online class. Ensuring regularity and seriousness of students in online classes becomes a great challenge now a day.
5. **Assessment and Examination:** Assessment and examination are the vital part of any teaching learning process in higher education whether it is face-to-face or online. Online learning during the pandemic makes the assessment more complicated (Adedoyin & Soykan, 2020) as it needs to be conducted through online. In online education it is very difficult for teachers to have control on students, difficulties to control cheating, and to ensure that it was completed by students himself or herself. The problems and challenges observed during online examination as mentioned by Dainik Bhaskar News paper dated 27th June, 2021 in its Bilaspur edition are:
 - Word to word same answer by many students
 - Noting down answers as it is from books
 - Writing answer by family members

- Mismatch in question number and answer
- Didn't filled examination form but appeared examination
- Writing answer by hiring person by paying amount
- Writing answer from others copy at the time of submitting answer sheets at college
- Not filling required information in the front page

The above mentioned observations raise a question mark in the assessment and examination pattern of online teaching learning process. Another important challenge is to conduct practical examinations of various disciplines like science, medical science, engineering and teacher education that requires laboratory setting and filed for hands on experience. Whatever the process adopted for conducting examination of the practical subject is just to fill the gap. The most important concern is adopting offline assessment and examination practices through online without adopting the process of online.

6. **Technology Addiction:** Twenty first century is marked by the advancement in the field of information and communication technology and it has penetrated in all the spheres of our life starting from household management to launching of satellite. The sphere of education also couldn't remain untouched. The COVID-19 pandemic compelled us to adopt online education and all educational activities are conducted through online/virtual mode. The learner have to spend five to six hours for their learning along with the time of entertainment, playing of online games that led to technological addiction. Now it became very difficult to remain isolate from technology. The higher education teachers also required to spend five to six hours for conducting online classes. It caused irritation to eyes and stress. The unprecedented shift to online learning has also increased concerns regarding cybersecurity, cyberbullying, online violence and exploitation, and other psychological issues caused by difficulties and uncertainties associated with online learning during the COVID-19 pandemic (Daniel, 2020; Yan, 2020).
7. **Socio-Economic Challenge:** During the COVID-19 the face-to-face classroom was replaced by online/virtual classes which need internet connectivity and electronic gadgets. The students from both rural and urban areas fall behind of their studies and experience financial problems due to their socio-economic status and the loss of jobs or income due to nationwide lockdown acted as fuel to fire. Students from low socio-economic status were unable to afford internet connectivity and also in purchasing of computes/laptops or tablet, and heavily relied on their smart phones for online classes, downloading of materials and submitting assignment and also appearing examination. Many families had one smart phone and three to four users due to which their wards were unable to attend online classes simultaneously.
8. **Digital Competence:** The sudden shift from face-to-face mode of teaching learning in higher education created a challenge of how to integrate new technologies in teaching and learning as well as to adopt new platform and systems both for teachers, students and administrators having required digital competence. How responsibly and effectively technology could be used for the betterment of learner and society at a large is a big challenge. Digital competence comprises of group of skills, knowledge and attitudes that requires using technology to perform task. Developing digital competence to perform educational activities for all stake holders of higher education especially non technical branches of studies and training to them is a great challenge.
9. **Digital Citizenship:** The present decade witnessed great technological advancement in communication technology and the whole world becoming dependent on the internet for all spheres of life. The COVID-19 pandemic led to the use of online education that requires both digital competence as well as digital citizenship. The digital citizenship is nothing but teaching

students how to be responsible, safe and effective on the internet and digital devices so they will continue these practices beyond the classroom. With the advent of online/virtual classroom students heavily dependent on internet and technical devices. As most of the students don't have laptop or computers they are using mobile phones for online classes, playing of games, use of social media, watching entertaining videos or online shopping. Most of their time is spent on engagement with mobile phones. Because of this, it is crucial to encourage good digital citizenship first and foremost in the classroom, so that those practices extend beyond the classroom which became a great challenge both for parents and teachers. Good digital citizenship will engages our young minds and shows them how to connect with one another, use appropriate media, select appropriate digital content, right access, justifiably and use optimally use technologies for their learning.

CONCLUSION

COVID-19 pandemic has affected all the spheres of human life in the whole world and India couldn't remain untouched. The sudden closure of educational institutions resulted in shift from face-to-face mode of teaching learning to online/virtual teaching learning. In such a situation the online teaching learning becomes a boon for school as well as higher education to continue their educational activities. Online teaching learning helped a lot to higher education institutions and its stake holders to effectively utilize technology. But effective use of online teaching learning requires good technological infrastructure, high speed internet connectivity, digital competence etc. India is a developing nation and approximately 70% of its citizen lives in rural areas and many higher education institutions are also established in rural areas. The educational institutions and students faces many challenges like internet connectivity, lack of digital infrastructure, lack of technological training, poor socio-economic status of parents etc., creates problems in carrying out all educational activities.

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Personalized Learning in Growing Digital World

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ABSTRACT

The present paper reflects the importance and need of online learning in this pandemic period for maintaining the continuity of education system. The prime concern is to develop the effectiveness of education in this new era of transformation which affects the every aspect of life. These changes occur in educational field as the concept of teaching- learning shifts from classroom to online teaching. Various modes of online platform to make teaching and learning more effectual are also referred. This paper reflects the necessity of creating personalized online environment as well as the various challenges occur and possible solutions for education system to cope with this present scenario for attaining the predetermined objectives of education.

KEYWORDS

Personalized Learning, Online Learning, Digital World.

CONCEPT

With the faster growing digital world opens the gateway for digitization in education. Educational technology helps in achieving the predetermined educational goal scientifically and effectively. With the use of various audio visual aids, educational apps, search engines, and various e-learning platforms helps learners and teachers to get acquainted with their needs and their attainment. Online learning is advent and popularized in the time of pandemic and useful for different agent of education as management, administration, teachers and students but with the time they gradually adopted this paradigm shift in education. Now, personalization of education is more indispensable than traditional classroom teaching. Gaining individual attention in teaching learning process is very complex but in more complicated in online settings. The integration of personalization with online education makes education more effective and efficient. In online teaching, personalized mode of instruction, learning, scaling are the three biggest problems and innovative practices of the educational institution can help in redressing these hurdles (Liguori & Winkler, 2020).

Personalized Learning

The mutual relationship between teachers and students plays a pivotal role for effective and qualitative education. This relationship is very important for personalized learning which varies according to time, place and situation of instruction. Fred Keller in 1960's coined a Personalized System of Instruction (PSI) that allows each student to work on course modules independently. Richard Culatta, formerly the director of ED's office of Educational Technology, has noted, "Personalized learning may be the most important thing we can do to reimaging the education in this country" (Dempsey et al., 2016).

PLE focuses mainly on learner growth; Rose (2016) provides a clear rationale for applying PLE as every student has varied learning variability which can be addressed by PSI but needed proper planning and research- based understanding without this it is not properly implemented.

Personalized learning has the potential to revolutionize the education system (Duncan, 2013). Patrick et al. (2013) found that personalized learning means tailoring learning for each learner's interest,

strengths, and needs. This approach encourages flexibility to support mastery and giving learners opportunities to learn according to their pace, methods, time and place but it requires self discipline, study habits, interest and self motivation of the learners. Responsibility of teachers shifts from traditional classroom teaching to online settings as teachers cannot observe student's directly so, timely evaluation and feedback are required more than ever.

The technology in education is traced back from the work of Skinner (1958) evolved "teaching machines" which helped and supported learners for independent learning and allowed them to learn according to their capability and at their own pace. Proper use of technology helps to support the instructional process. Researchers found in their studies that Computer-assisted instruction (CAI) Learners with a more fluid digitally based learning experience (Pennington, et al., 2011) when compared to traditional teacher-centered classrooms. Recent work in this area has focused on adaptive and dynamic implementations, sometimes referred to as personalized learning systems. Essentially an updated version of CAI, these personalized learning systems generally guide learners down an array of learning pathways based on performance (Coleman-Martin et al., 2005).

Online learning now becomes more popularized and instructional process is conducting through online media (Liaw et al. 2007). The method applies is the difference between online learning and traditional learning, though instructional objectives, instructional materials, books and syllabus are similar. According to Allen and Seaman (2010), "Online learning means sharing of information and content through online media. Typically there are no face-to-face meetings in the classroom. Studies conducted by them showed up in 2008 about 4.8 million students are moving towards online learning." But recently online studies converted as face to face meeting also as development of massive online platform where teachers can share audio, video, pictorials, even live visit to the historical places, museums, laboratories for disseminating live experience through virtual modes.

Various Medias of Online Personalized Learning

Web-based learning cast immense benefit in educational process and tremendous potential to boost teaching learning process (Mistler-Jackson and Songer, 2000). One of the popular online applications has been for educational use is web-based learning. Many studies have shown a web-based learning benefits and the potential to enhance teaching and learning process. This is because, the use of the Web as an educational tool has provided learners a new learning experiences and educators an interesting teaching environments (Chang & Tonya, 2007). As mentioned by Killedar (2008), web can be globally distributed and has a high personalized media for delivery information. So, teaching process is no longer confined to a time and place. By using this medium, the students and teacher become spatially and temporally dispersed learners. The time and the place is no longer a constraint for the learners they can avail knowledge from anywhere and anytime according to their convenient time, at their own speed. The various modes of attaining personalization in educational process are:

Blended Learning: Christensen et al. (2013) defined "blended learning is a formal education program where students learn, in part, through online learning with some learner control over time, path, pace, or place. At least some of the learning takes place in a school-based, brick-and-mortar setting, away from the home."

Competency/Proficiency: Based Learning: In this mode of teaching, the focus on the proficiency and mastery level of the students. Students are grouped together by their age and proficiency not by their grades. Students achievement is not judged by any written exam but their way of studying through the course and skill and knowledge attained evaluated by the evidence.

Digital Delivery Systems: In this system students are provided with learning materials digitally in which they access through this system by a unique user name, identification number and

password which is given to them by the concerned teachers. This is referred to as content management and learning management system (LMS). This system maintains academic record of students as attendance, performance appraisal, results, achievement as well as use effectively in administrative purposes.

Digital Learning: Digital learning is used as context free technology specifically used in specific digital technology, environment, pedagogy, instructional design, and learner interaction with the material or environment.

Universal Design for Learning (UDL): It is designed with multiple features has demonstrated multiple means to enhance learning process, increased students participation through proactive and iterative design that integrates multiple means of engagement, representation of information, and action an expression of understanding.

Significance of the Study

Khalifa & Lam (2002) found that the online education reduces the physical boundaries of traditional classroom. It is a non-linear interaction and student gets control over learning path. But Alomyan (2004) explained that this freedom causes cognitive burden, control problems and bewilderment within students. So, necessity to conduct research on making web-based learning more effective in students perspectives according to their learning styles and characteristics. Thus, this identification of students preferences helps in designing and delivering courses. (Inan et al. 2010).

So, understanding of students learning behavior is must for educators and which helps in create learning environment. This learning behavior includes the amount of prior knowledge of the learning domain, cognitive style, motivation, age, gender etc. This helps learner to learn better and adapt better through hypermedia (Alomyan, 2004). According to Attwell (2007), PLE is an environment that constructs by individual. Individuals are responsible for their own learning process. They also need to manage the process of learning more effectively and takes a larger stake in the ownership of content. In general, personalize learning approach has the potential to meet the educational needs in the future as well as providing a new alternative to encourage students learning (Bentley & Miller, 2004).

Importance of Personalized Learning Environment

Christensen et al. (2013) found in their studies in Personalized Learning and Innovation in Education, there are several features about PLE:

1. Personalized learning environment engages students in learning process; it helps in increasing the responsibility and accountability of students. They gradually starts to explore knowledge and become the Students are become a creator of it. They are no longer a passive receiver and only consumer and digest whatever information is served to them.
2. It helps in developing feeling of ownership within the students. As they understand that the process of learning is entirely their activities in which they engage themselves and actively involved in this process resulted in better understanding and stability of knowledge for a longer time. Even the have fun and enjoyment in process of acquiring knowledge.
3. A sense of autonomy develops in students. As they complete any task by their own efforts feeling of self sufficiency develop in them.
4. PLE Provides real life connection by giving them various life situations, various modules in which they move and solve the confronting problems and feel connected with real life experience.
5. Variety of learning resources imbibes with variety of medium of instructions and varied Medias enhance their creativity Keane et al. (2014) described as the 4Cs Critical thinking, Communication, Collaboration, Creativity. It fosters critical thinking, deep learning and understanding for a longer duration.

6. It helps learner to learn according to their ability and interest.
7. It helps learner to learn according to their pace and time.
8. Learners are enabled to develop sense of self discipline and themselves controlled their own online learning environment
9. Attwell (2006) opined that PLE helps in developing new insights and attitude towards learning was that it was not a software application. Instead was more of a new approach to using technologies for learning.

Challenges

Teachers' confronts a lot of challenges while teaching found both in conceptual classroom and new digital classroom. With the advent of technology in education minimizes challenges and maximize the effectiveness of education. Advanced technology allows the teachers to make personalized learning for every students. Some major challenges are:

1. Internet availability is the one of the most crucial challenge for online PLE. For students and teachers of remote areas internet connectivity is the major challenge for them.
2. Lack of finances also a genuine challenge to meet the requirement of online PLE.
3. Encouraging talented children for enhancing their performance in online setting.
4. Identifying poor performance, their timely redresser and improving poor performance of the students.
5. Teachers' workload academically as well as household responsibility.
6. Teachers and students quality time with each other for better educational gains.
7. Teachers responsibility to boost up entire students in the classroom and make it Personalized system of instruction.
8. Petersen & Gundersen (2019) pointed that online PLE course designing and creating pathways for students is most difficult task. Even adaptation for innovations in present scenario for each teacher is very difficult.
9. Use of advanced technology and teachers' adapting to them.
10. Personalization at extreme causes problem to students and teachers both as distance between them encourages could not abridged easily
11. Reducing the social interaction and machine learning is encouraged. The relationship of teachers and students deteriorate.

The Way Forwards

There are some recommendations for the betterment of personalized learning:

1. Despite of all the challenges online PLE has its own significance in present scenario amidst Covid-19. Government should provide internet facilities in remote areas. Even local communities and Panchayat should give their recommendation to the government and make arrangement of online facilities.
2. For improving the standard of education state as well as central and local government makes arrangement for resolving the issue of finances.
3. After recognizing the talented children separate assignment and project work to be given to them.
4. Tutorial classes should be arranged for the weaker students and projects and assignment to be given according to their ability and interest. Though it is complex but using technology can be achieved.

5. Heavy workload on teachers can be addressed through proper distribution of work according to their interest areas and reducing their administrative work. Than only teachers academic responsibility is fulfilled.
6. Training should be given to teachers before introducing any technology, software and modules of learning.
7. Though, in PLE learning based on personalization but teachers timely monitor should be mandatory. So that, students are observed and the distance between them minimized.
8. Students should be given a teacher counselor with whom they are able to share their problems and get the solution. Students should be assured that their personal matters are not disclosed with anyone in this way annual rapport develops between teacher and students.

CONCLUSION

Online personalized learning is now become essential for continuous education. In this disastrous situation adaption of advanced technology and e- learning tools is the need of the hours (Tull et al., 2017). Drawing out of the best is to use technology effectively for facilitate educational processes. Creation of best online personalized learning situation needed intensive research studies in this area to analyze each aspects and pros and cons of it. Using Technology paves the way out for massive online sources. The selection of technology demands diligence and awareness as well as security should be checked so that maximum potential can be harnessed.

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जैसा कि हम सभी जानते हैं कि वर्तमान में कोविड 19 या कोरोना के संकट के इंसानी जीवन के हर पक्ष को प्रभावित किया है। मानवीय जीवन के कुछ हिस्से ज्यादा और कुछ कम प्रभावित हो सकते हैं लेकिन हर किसी पक्ष पर इसका कुछ न कुछ असर तो हो ही रहा है। शिक्षा जगत भी एक ऐसा क्षेत्र है जहां इसका व्यापक असर देखा जा सकता है। गौरतलब है कि 15 मार्च से ही देश के लगभग सभी स्कूल, कॉलेज, विश्वविद्यालयों को बंद कर दिया गया और आदेश दिया गया कि ऑनलाइन शिक्षा के माध्यम से बाकी बचे कोर्स को पूरा कराया जाये। सरकार ने भी इस ओर ध्यान देते हुए पहले से मौजूद ऑनलाइन शिक्षा के प्लेटफार्मों जैसे स्वयं, ईपीजीकृपाटशाला, डिजिटल लाइब्रेरी आदि को उपयोग करने के लिए नोटिफिकेशन जारी कर दिए। ऑनलाइन शिक्षा को बेहतर बनाने के लिए सरकार निरंतर विषय विशेषज्ञों और इससे प्रभावित लोगों के संपर्क में है। विश्वविद्यालयों, स्कूलों और कॉलेजों ने भी कोरोना से उत्पन्न समस्या को एक अवसर मानते हुए ऑनलाइन शिक्षा को अपना लिया। लेकिन प्रश्न यह उठता है कि ऑनलाइन शिक्षा में क्या सबकुछ ठीक चल रहा है? Covid-19 महामारी के बढ़ते प्रभाव को रोकने के लिये लागू किये गए लॉकडाउन के कारण स्कूल, कॉलेज और विश्वविद्यालय की शिक्षा प्रतिकूल रूप से प्रभावित हो रही है। परिणामस्वरूप शिक्षा अब तेजी से ई-शिक्षा की ओर अग्रसर हो रही है। ई-शिक्षा से क्या तात्पर्य है? ई-शिक्षा से तात्पर्य अपने स्थान पर ही इंटरनेट व अन्य संचार उपकरणों की सहायता से प्राप्त की जाने वाली शिक्षा से है। ई-शिक्षा के विभिन्न रूप हैं, जिसमें वेब आधारित लर्निंग, मोबाइल आधारित लर्निंग या कंप्यूटर आधारित लर्निंग और वर्चुअल क्लासरूम इत्यादि शामिल हैं। आज से जब कई वर्ष पहले ई-शिक्षा की अवधारणा आई थी, तो दुनिया इसके प्रति उतनी सहज नहीं थी, परंतु समय के साथ ही ई-शिक्षा ने संपूर्ण शैक्षिक व्यवस्था में अपना स्थान बना लिया है। ई-शिक्षा के प्रकार ई-शिक्षा को दो श्रेणियों में विभाजित किया जा सकता है— सिंक्रोनस (Synchronous) असिंक्रोनस (Asynchronous) सिंक्रोनस शैक्षिक व्यवस्था— इस शैक्षिक व्यवस्था से तात्पर्य है कि 'एक ही समय में' अर्थात् विद्यार्थी और शिक्षक अलग-अलग स्थानों से एक दूसरे से शैक्षिक संवाद करते हैं। इस तरह से किसी विषय को सीखने पर विद्यार्थी अपने प्रश्नों का तत्काल उत्तर जान पाते हैं, जिससे उनके उस विषय से संबंधित संदेह भी दूर हो जाते हैं। इसी कारण से इसे रियल टाइम लर्निंग भी कहा जाता है। इस प्रकार की ई-लर्निंग व्यवस्था में कई ऑनलाइन उपकरण की मदद से छात्रों को स्टडी मटीरियल उपलब्ध कराया जाता है। सिंक्रोनस ई-शैक्षिक व्यवस्था के कुछ उदाहरणों में ऑडियो और वीडियो कॉन्फ्रेंसिंग, लाइव चैट तथा वर्चुअल क्लासरूम आदि शामिल हैं। ये तरीके बीते कुछ वर्षों में अधिक लोकप्रिय हो गए हैं। असिंक्रोनस शैक्षिक व्यवस्था— इस शैक्षिक व्यवस्था से तात्पर्य है कि 'एक समय में नहीं' अर्थात् यहाँ विद्यार्थी और शिक्षक के बीच वास्तविक समय में शैक्षिक संवाद करने का कोई विकल्प नहीं है। इस व्यवस्था में पाठ्यक्रम से संबंधित जानकारी पहले ही उपलब्ध होती है। उदाहरण के लिये वेब आधारित अध्ययन, जिसमें विद्यार्थी किसी ऑनलाइन कोर्स, ब्लॉग, वेबसाइट, वीडियो ट्यूटोरिअल्स, ई-बुक्स इत्यादि की मदद से शिक्षा प्राप्त करते हैं। इस तरह की ई-शैक्षिक व्यवस्था का सबसे बड़ा लाभ यह है कि विद्यार्थी किसी भी समय, जब चाहे तब शैक्षिक पाठ्यक्रमों तक पहुँच सकते हैं। यही कारण है कि छात्रों का एक बड़ा वर्ग असिंक्रोनस शैक्षिक व्यवस्था के माध्यम से अपनी पढ़ाई करना पसंद करता है।

भारत में ई-शिक्षा की स्थिति ई-शिक्षा, इलेक्ट्रॉनिक्स और सूचना प्रौद्योगिकी मंत्रालय द्वारा शैक्षणिक उपकरणों और संचार माध्यमों का उपयोग करते हुए शिक्षा प्रदान करने के लिये पहचाने जाने वाले प्रमुख क्षेत्रों में से एक है। वस्तुतः अभी भारत में ई-शिक्षा अपने शैशवावस्था में है या वो कौन-कौन सी चुनौतियाँ हैं जिससे शिक्षक

और विद्यार्थी दोनों प्रभावित हैं? क्या स्कूली शिक्षा से जुड़े करीब 25 करोड़ और उच्च शिक्षा से जुड़े करीब आठ करोड़ विद्यार्थी ऑनलाइन शिक्षा से जुड़े पा रहे हैं? हालांकि देश के शिक्षा जगत ने समस्या को अवसर में बदलने के लिए भरसक प्रयास किए हैं परंतु वो नाकाफी से नजर आ रहे हैं। भारत में ऑनलाइन शिक्षा के समाने बहुत सारी चुनौतियां मूंहबाये खड़ी हैं। ऑनलाइन शिक्षा के लिए गुणवत्ता तंत्र और गुणवत्ता बेंचमार्क स्थापित करना भी महत्वपूर्ण है। कई ई-लर्निंग मंच एक ही विषय पर कई पाठ्यक्रम प्रदान करते हैं। इसलिए, विभिन्न ई-लर्निंग प्लेटफार्मों में पाठ्यक्रमों की गुणवत्ता भिन्न हो सकती है। तकनीक का असमय फेल होना जैसे इंटरनेट की स्पीड, कनेक्टिविटी की समस्या, लॉक डाउन के समय में कोई साथ उपस्थित होकर सिखाने एवं बताने वाला नहीं होने से भी ऑनलाइन ट्यूटोरियल की सहायता से ही सीखने की मजबूरी, घर में जो साधन है उन्हीं की सहायता से लेक्चर तैयार करना उसे रिकॉर्ड करना, नोट्स बनाना उनकी डिजिटल कॉपी तैयार करना, स्टडी मटेरियल खोजना एवं पाठ्यक्रम के अनुरूप उसे विश्वविद्यालय की वेबसाइट पर अपलोड करना, छात्र-छात्राओं से संवाद करना आदि अनेकों नई प्रकार की चुनौतियां शिक्षा समुदाय के समक्ष हैं प्रौद्योगिकी का डेमोक्रेटाइजेशन अब एक महत्वपूर्ण मुद्दा है, जिसमें इंटरनेट कनेक्टिविटी, टेलीकॉम इंफ्रास्ट्रक्चर, ऑनलाइन सिस्टम की क्षमता, लैपटॉप & डेस्कटॉप की उपलब्धता, सॉफ्टवेयर, शैक्षिक उपकरण, ऑनलाइन मूल्यांकन उपकरण आदि शामिल हैं। देश में हर शैक्षणिक बोर्ड, कॉलेज, विश्वविद्यालय के पाठ्यक्रम अलग अलग हैं। जिसका अपना एक अलग अर्थशास्त्र है।

पाठ्यक्रम की असमानता एक बहुत बड़ी चुनौती है, जो ऑनलाइन शिक्षा के समुचित क्रियान्वयन में आड़े आ सकती है। 'पाठ्यक्रम की असमानता 'इंटरनेट स्पीड और तकनीकी का अभाव' तुरंत प्रतिक्रिया का आभाव 'तकनीकी समझ का आभाव 'मानसिक और शारीरिक स्थिति पर प्रतिकूल प्रभाव 'प्राकृतिक भाषा प्रसंस्करण जैसी तकनीकें परिपक्व नहीं हुई हैं, अधिकांशतरु सभी स्कूल, कॉलेज और विश्वविद्यालय जो ऑनलाइन शिक्षण चला रहे हैं, वह टाइम टेबल के उसी स्वरूप को अपना रहे हैं जो वह कक्षाओं में चला रहे थे। ऐसे में समस्या यह खड़ी होती है कि क्या विद्यार्थी और शिक्षक कुर्सी से चिपके हुए सुबह नौ बजे से शाम पांच बजे तक कक्षाएं चला सकते हैं? इसके कई दुष्प्रभाव भी हैं। सामान्यतः यह संभव नहीं है। फिर भी शिक्षकों और विद्यार्थियों पर यह थोपा जाना एक बड़ी समस्या है। ऑनलाइन शिक्षण को सामान्यतरु रेगुलर कक्षाओं की तरह नहीं चलाया जा सकता। तकनीकी की लत और दुष्प्रभाव अभी वर्तमान में ऑनलाइन कक्षाओं सामान्यतः चार से पांच घंटों तक चलाई जा रही हैं। उसके बाद शिक्षार्थी को गृहकार्य के नाम पर एसाइनमेंट और प्रोजेक्ट दिए जा रहे हैं। जिसका औसत यदि देखा जाये तो एक विद्यार्थी और शिक्षक दोनों लगभग आठ से नौ घंटे ऑनलाइन व्यतीत कर रहे हैं। जोकि उनकी मानसिक और शारीरिक स्थिति के लिए घातक है। छोटे बच्चों के लिए और भी अधिक नुकसानदेह है। कई अभिभावकों ने फेसबुक पोस्ट के माध्यम से बताया कि उनके बच्चों की आंखों में समस्यायें पैदा रही है। इसके अलावा तकनीकी का बहुतायत उपयोग अवसाद, दुश्चिंता, अकेलापन आदि की समस्यायें भी पैदा करता है। बहरहाल सवाल अब भी वहीं खड़ा है कि क्या ऑनलाइन शिक्षा एक प्रभावी शिक्षा प्रणाली हो सकती है, जो गुरुकृशिष्य की आमने सामने पढ़ाई का विकल्प बने? अभी तक तो ऐसा नहीं दिखता। सरकार और शिक्षा जगत के लोग इसको बेहतर बनाने के लिए प्रयासरत हैं लेकिन भारत जैसे बड़े देश में ऑनलाइन शिक्षा में आने वाली बाधाओं से पार पाना अभी दूर की कौड़ी नजर आ रहा है। परीक्षाओं और तकनीकी विषयों की प्रयोगात्मक परीक्षायें आदि को ऑनलाइन कराने का सवाल अभी भी जस का तस खड़ा है। हाल ही में जारी यूजीसी की गाइड लाइन ने भी पेनक्यूकॉपी वाले एग्जाम की ही वकालत की है। ऑनलाइन शिक्षा के बढ़ाव की भारत में प्रबल संभावनायें हैं, लेकिन चुनौतियां भी कम नहीं हैं। जब तक चुनौतियों का बेहतर आंकलन नहीं किया जायेगा तब तक अच्छे परिणाम प्राप्त नहीं किए जा सकते। इन समस्याओं से बचने के लिए प्रभावी चिंतन की आवश्यकता है, जिससे इनसे देश के भविष्य को बचाया जा सके।

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ऑनलाईन शिक्षा की चुनौती और संभावनाएं

रीना शुक्ला,

सहायक प्राध्यापक, शिक्षा विभाग

विप्र कला, वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय, रायपुर, छत्तीसगढ़

आज इस कोरोना महामारी के कारण पूरा विश्व बहुत सी समस्याओं से जूझ रहा है। कोरोना ने पूरे विश्व को आर्थिक समस्याओं के साथ साथ अन्य समस्याओं से ग्रसित कर दिया है। कोरोना की बढ़ती संख्या को देखते हुए आज यह बताना असंभव सा प्रतीत हो रहा है कि देश अपने पुराने स्वरूप में कब आएगा। इन्हीं समस्याओं के साथ एक और समस्या उभर कर आई कि किस प्रकार शिक्षा की उचित व्यवस्था की जाए जिससे विद्यार्थियों को पढ़ाई संबंधित समस्याओं का सामना न करना पडा। कोरोना महामारी ने देश में शिक्षा व्यवस्था को भी प्रभावित किया गौरतलब है कि 15 मार्च से सभी स्कूल, कॉलेज, शिक्षण संस्थान, कोचिंग सेंटर, बंद हो गए। अब ऐसे समय में शिक्षण समस्याएं सामने आई और ऑनलाईन शिक्षा की व्यवस्था प्रारंभ की गई।

आज सभी स्कूल, कॉलेजों, शिक्षण संस्थाओं में ऑनलाईन कक्षाएं संचालित की जा रही हैं और सभी संस्थाएं टेक्नॉलाजी पर पूरी तरह से निर्भर हो गई। शिक्षा जगत एक ऐसा क्षेत्र बन गया जहां कोरोना महामारी का व्यापक असर देखा जा सकता है। ऑनलाईन शिक्षा के माध्यम से बचे हुए कोर्स को पूरा कराया गया सरकार ने इस ओर ध्यान देते हुए पहले से मौजूद ऑनलाईन शिक्षा के प्लेटफॉर्म जैसे – स्वयं, ईपीजी पाठशाला, डिजिटल लाइब्रेरी, आदि का उपयोग करने के लिए नोटिफिकेशन जारी किया गया। ऑनलाईन शिक्षा को बेहतर बनाने के लिए सरकार निरंतर विषय विशेषज्ञों और इससे प्रभावित लोगों के संपर्क में है। विश्वविद्यालयों, स्कूलों, और कॉलेजों ने भी कोरोना से उत्पन्न समस्या को एक अवसर मानते हुए ऑनलाईन शिक्षा को अपना लिया। ऑनलाईन शिक्षा में क्या सबकुछ सही सही चलता है? यह प्रश्न हमारे सामने आता है। ऑनलाईन शिक्षा के विभिन्न स्वरूप हैं, जिसमें वेबआधारित लर्निंग, मोबाइल आधारित लर्निंग या कंप्यूटर आधारित लर्निंग और वर्चुवल क्लासरूम इत्यादि।

महामारी के दौरान दूरस्थ शिक्षा यानी ऑनलाईन एजुकेशन को लेकर सारी परिचर्चाएं इस बुनियाद पर आधारित है कि सभी छात्रों के पास इंटरनेट सेवा है, और सभी के पास ऑनलाईन पढ़ाई के लिए उपकरण हैं जैसे: लैपटॉप या कंप्यूटर जिसकी मदद से वो ऑनलाईन एजुकेशन प्राप्त कर सकते हैं। परंतु दुर्भाग्य से यह बातें गलत निकली शालेय स्तर पर भी और उच्च शिक्षा स्तर पर भी। सभी शिक्षण संस्थाओं में दूर दराज से छात्र पढ़ाई करने आते हैं चाहे स्कूल हो या महाविद्यालय। कुछ छात्र ग्रामीण इलाके से होते हैं ऐसे में यदि हम आकलन करें कि सभी छात्रों के पास इसके संसाधन होंगे तो इसका बुरा प्रभाव लगभग सभी उच्च शिक्षण संस्थानों में पड़ेगा क्योंकि बहुत से छात्र लॉकडाउन के कारण अपने घर की ओर लौट गए। और उनके पास इंटरनेट की पर्याप्त सुविधा नहीं थी।

एक सैंपल सर्वे में यह ताजा रिपोर्ट आई कि देश में केवल 24 प्रतिशत घरों में इंटरनेट की सुविधा है इसमें से 42 प्रतिशत शहरों में और ग्रामीण क्षेत्रों में 15 प्रतिशत इंटरनेट की सुविधा है और लगभग 50 करोड़ इंटरनेट यूजर हैं।

वास्तव में ऑनलाईन एजुकेशन आज के इस आधुनिक दौर में एक अवसर है जिसे हमें पहचानना चाहिए हमें इसका महत्व समझना ही पड़ेगा क्योंकि आज के दौर की यह एक अनिवार्य आवश्यकता बन गई है।

जैसा कि स्पष्ट है कि ऑनलाईन शिक्षण एक तकनीक आधारित पद्धति है और तकनीक संबंधी बाधाओं से हम सभी परिचित हैं ऐसे में यदि छोटे बच्चों को पढ़ाने के दौरान इस प्रकार का व्यवधान निश्चित ही आएगा और शिक्षण की प्रक्रिया बाधित होगी। कोविड महामारी से पूर्व ऑनलाईन एजुकेशन का शिक्षण संस्थाओं में कोई विशेष अनुभव नहीं रहा इसलिए ऑनलाईन शिक्षा के अनुरूप शिक्षण संस्थानों को सामाग्री उपलब्ध कराना एक बड़ी चुनौती होगी। ऑनलाईन कक्षा आयोजित करना हमारे शिक्षकों के सामने एक समस्या आई क्योंकि सभी शिक्षकों को तकनीकी ज्ञान का अभाव है। सभी शिक्षण संस्थाओं में लैपटॉप, टेबलेट, या कंप्यूटर जैसी सुविधाएं उपलब्ध नहीं हैं क्योंकि भारत में

डिजिटल इंफ्रास्ट्रक्चर की कमी है। जिससे सभी छात्रों का ऑनलाइन कक्षा से जुड़ना संभव नहीं है।

इसी प्रकार से कई क्षेत्रीय भाषाओं का इंटरनेट पर अध्ययन सामाग्री न मिलने के कारण छात्रों को समस्याओं का सामना करना पड़ता है। कुछ विषयों में व्यावहारिक शिक्षा की आवश्यकता होती है जो ऑनलाइन कक्षा में असंभव होता है। इस प्रकार व्यवधानों के बीच एक शिक्षक का ऑनलाइन कक्षा निरंतर चलाना चुनौती बन गई है। छोटे बच्चे जो 5 साल से कम उम्र के हैं उनको ऑनलाइन शिक्षित करने की बातें की जाएं तो यह संभव नहीं होता क्यों कि इस उम्र के बच्चों को कंप्यूटर व मोबाईल उपयोग करने पर साइड इफेक्ट हो सकता है इसलिए अभिभावक मोबाईल से इन्हें दूर रखते हैं।

वर्तमान युग में मनुष्य एक सफल तकनीकी युग में प्रवेश कर चुका है। सभी कार्य तकनीकी सहयोग से सरलता पूर्वक संपन्न किए जा रहे हैं इसके अलावा शिक्षा के क्षेत्र में विभिन्न तकनीकी उपकरणों के माध्यम से शिक्षण प्रक्रिया अपनाई जा रही है। ऑनलाइन शिक्षा प्रणाली का प्रारंभ सन् 1993 में हुआ था इंटरनेट का प्रयोग बढ़ने के साथ साथ ऑनलाइन शिक्षा प्रणाली का चलन भी बढ़ता गया। वर्तमान में ऑनलाइन शिक्षा को वैध निर्धारित किया जा चुका है। बच्चों को घर बैठे सरलता से अध्ययन सामाग्री उपलब्ध कराया जा रहा है। धीरे धीरे संपूर्ण शिक्षा व्यवस्था ऑनलाइन शिक्षा प्रणाली पर निर्भर होने लगी, ऐसी स्थिति में ऑनलाइन शिक्षा प्रणाली आज प्रत्येक छात्र के लिए महत्वपूर्ण आवश्यकता बनती जा रही है।

ऑनलाइन शिक्षा को बेहतर बनाने के उपाय:

1. इंटरनेट पर प्रत्येक पाठ्यक्रम समस्त भाषा शैली में उपलब्ध होना चाहिए जिससे छात्र अपने विषय से संबंधित पाठ्यवस्तु को सरलता से एकत्र कर सकें।
2. ऑनलाइन कक्षा के लिए शिक्षकों को भी पूर्ण तकनीकी ज्ञान व प्रशिक्षण देने के लिए कार्यशाला आयोजित करने चाहिए।
3. जिन क्षेत्रों में इंटरनेट की उचित व्यवस्था नहीं है वहां इंटरनेट गतिविधियों को बढ़ावा देने का प्रयास करना चाहिए।
4. सरकार को ऐसी व्यवस्था बनानी चाहिए जिससे आर्थिक रूप से कमजोर परिवार के बच्चों को ऑनलाइन शिक्षा हेतु आवश्यक उपकरण जैसे: लैपटॉप, एंड्रॉयड फोन इत्यादि सरलता से उपलब्ध किया जा सके।
5. भारत में ऑनलाइन शिक्षा प्रणाली को बढ़ावा देने के लिए डिजिटल इंडिया, ई-बस्ता, पढ़े भारत जैसे अभियानों की शुरुआत की गई है।

ऑनलाइन शिक्षा वर्तमान युग में अत्यंत आवश्यक है, यह बात कोरोना काल में सिद्ध हो चुकी है। कोरोना वायरस के कारण दुनिया में उत्पन्न संकट का सामना प्रत्येक व्यक्ति ने किया है। कोरोना काल की स्थिति में ऑनलाइन शिक्षा व्यवस्था के महत्व को सभी ने स्वीकार किया। ऑनलाइन शिक्षा व्यवस्था में अनेक नुकसान होते हुए भी इसकी कमी को सुधारने का प्रयास किया जा रहा है तथा इस व्यवस्था को प्रत्येक छात्र तक पहुंचाने का प्रयास किया जा रहा है।

ऑनलाइन शिक्षा उन लोगों के लिए बढ़िया विकल्प है जो काम करते हुए या घर की देखभाल करने के साथ अपनी पढ़ाई पूरी करना चाहते हैं विद्यार्थी निश्चित होकर घर पर अपनी पढ़ाई पूरी कर पा रहे हैं जो बच्चे कहीं दूर कोचिंग सेंटर में जाकर पढ़ाई नहीं कर पाते हैं वो ऑनलाइन शिक्षा के माध्यम से पढ़ाई करते हैं और परीक्षा देकर ऑनलाइन डिग्री भी हासिल करते हैं आजकल अधिकांश प्रोफेशनल कोर्सेज ऑनलाइन होती हैं। यह एक नई प्रकार की शिक्षा व्यवस्था जा आज हर देश अपना रहा है विद्यार्थियों को जरूरत है कि वह मन लगाकर पढ़ें और अपना नाम व देश का नाम रोशन करें। जो बच्चे ऑनलाइन शिक्षा पाने में असमर्थ हैं उनके लिए निःशुल्क ऑनलाइन शिक्षा की व्यवस्था करने की जरूरत है ताकि शिक्षा से कोई वंचित न रहे। ऑनलाइन शिक्षा एक बढ़िया माध्यम है जो प्रत्येक छात्र के लिए शिक्षा प्राप्त करने का एक उपयोगी माध्यम है।

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Impact of right use of technology on students

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ABSTRACT

Technology should be in the background it can never be the focus in the foreground should be innovative teaching and learning strategies.

The foundation of education is based on the core of proposition that student create their own understanding and gain knowledge about the world by their own experiences.

This research paper is based on the impact of right use of technology on students is more effective to mental well being an less negative methodology of this research paper is based on the response of questions by students an evidence focused literature.

The world moving at an incredible phase an move in across dance with the world is challenge knew education technologies give the option to select the content according to their requirement our survey based on the interview taken from students.

INTRODUCTION

During the COVID-19. We saw the new technology play important role in education. The new media technology has almost revolutionised the method of learning. The children of 21st century are very lucky becausr they are technically sound and they have choice to gain knowledge About subject. Within few seconds. The roots of the current open source web software movement were established by two different groups in the date 1970s an early 1980s knew media technology refers to on demand access to content anytime, anywhere, on any digital device as well as in interactive user feedback, creative participation also evokes an line expert lecture subjective econtent educational websites an educational applications are very useful for children to learn their subject with attractive forms students can prepare their projects through the help of new media technology.

Ebook Bing also helpful for notes an ebook is defined by the Oxford dictionary English is electronic version of a printed book which can be read on a personal computer or hand held device designed specially for this purpose. Ncert also provide iBooks at the students electors are also very useful content being learning electors across the limitation of any schools an times.

When children want to read they can click the button of mouse on computer an get the information within a second.

One of the fundamental objective of teaching learning is student mental development or cognitive development. Which means development of such cognitive skills and abilities as logical reasoning, criticalanalysts reflectivehi thinking, creative xpression and imagination?

New technology makes students more excited

It'sgive option to take knowledge take freedom to learn their own time and work any place when they want to learn this freedom pushes excitement on children mind about learning.

Learn with fun

Technology provides us audio visual content it has to be understood that visualexplanation technique is helpful for concept based learning easier and enjoyable. According toarpita bhardwaj book given a reasonably favourable situation a public will learn from any medium television, Radio

Programmes instruction films, tape recordings or other e contents is available in very attractive forms.

Teaching learning relationship in school

Most of the adolescent face a great problem in adjustment with teachers teachers are rigid conservative and do not change their attitude some adolescent reported the problem of showing favour by the teacher to some students recent amount of homework.

Open the option of distance learning

Distance education an online study content play important role in education field at two days live new technologies help children to learn new technology skill an improved their knowledge confidence there is very useful for childrens who have limited sources of knowledge.

Technology improves problem solving

Education an investment of life time learning process at different levels education gives knowledge and confidence it is helpful for individual growth it's give opportunity to solve their problem.

New technology tools for learning

E website Educational world is change extremely large with the emergence of new technology. Every child needs to learn and grab knowledge as much as he or she is capable of. through the website a child can learn the things which were never taught to him her by parents or teacher. Websites provide completely new process of learning which will be more interesting and more informative. Children children could grab the content in easier manner.

Social networking apps for group Studies

Social applications play key for children to providing relevant knowledge and unique figures. Teachers and students are connected through the social sites in today's life. If the students miss the class for any reasons they grab the information about class studies through the social apps.

YouTube E-lecture:-E-lectures and videos can explore

Electors and videos can explain almost everything whether it is how to learn how to sing how to make craft how to cook how to prepare projects and how to prepare examination.

Audiovideo contents

Almost mean subjects in school education provides soft copy in CD forms with textbooks it is very useful interesting an attractive form of education contents it is very helpful to understand the theory of books.

Methodology

To respond to main research questions an evidence focused literature review was undertaken the results based on east students answer for sample questions. A questionnaire was designed with both open ended and closed ended for data collection. quality research methods was adopted to access the the 11th end uses of new media technology and its impact or education among school students in age group of 10 to 14.

CONCLUSION

A great result we have seen from e-books, Libraries to mobiles, computers and digital media in the era are useful for childrens education. it has broken the barriers of classroom learning. it allows the students to construct their own knowledge and improve their skill for self development. new media technology in education is creating a generation of outreach learning and contributing for the future leaders.

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Methodology for Online Teaching

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Online degree programs are designed to convey the same knowledge and skills as campus-based programs, so professors often adapt the same instructional methods to the online teaching environment. In some cases, delivery is virtually the only notable difference; in others, the technology fundamentally changes or enriches the learning experience. Dr. Aldridge discussed the relationship between online teaching methods and student learning experiences during an interview with OnlineEducation.com.

“Instructors who teach in this space are also very much aware of the need for establishing a teaching presence that facilitates and directs the learning process in ways that engage students in active and authentic, measurable, and customized learning experiences,” Dr. Aldridge said. “In some programs we are implementing virtual reality through sophisticated simulations and games that provide a risk-free, but challenging environment for engaging students in authentic problem-based activities and role-playing exercises aimed at developing the skills they need to become successful practitioners. Consequently, these high-tech experiential teaching tools empower them to learn by doing, as they master expert knowledge and complex skills.”

The instructional strategies described below are widely used in online courses, as outlined by Carnegie

Mellon and the Illinois Online Network (ION) Lecture

Lecture is perhaps the most prevalent instructional strategy used in higher education—on campus and online. Just as they would in a classroom, many online professors use lectures to transmit information, promote comprehension, and spark students’ interests. Learning management systems (LMSes) typically allow instructors to record lectures, deliver them live, or both. However, it is helpful to keep in mind that lectures place students in a passive role, which could negatively impact student engagement in the online learning environment. Both CSN and the ION suggest online lectures are most beneficial when used in conjunction with more active instructional strategies.

Discussion

Whether used in conjunction with lectures or as a separate learning exercise, class discussion supports learning and actively engages online students in the learning process. Learners have an opportunity to ask questions and communicate their ideas while practicing analytical and cognitive skills. According to Kenneth Chapman, Vice President of Market Strategy at Distance2Learn, many students feel more comfortable participating in discussions online than in the classroom.

“The ability to participate in a ‘safe’ environment is also one of the hallmarks of online learning,” said Mr. Chapman. “Not all students have the confidence (or language skills) to freely express themselves in a traditional course setting.”

In synchronous courses, professors pose questions and discuss course material using real-time chats and web-conferencing tools. Students enrolled in asynchronous classes tend to communicate with peers and instructors using discussion boards, Web forums, and social media tools.

Demonstrations

Teaching by showing is just as prevalent in online courses as traditional ones. Demonstrations are a mainstay when it comes to conveying certain concepts and processes. They are also among the instructional methods enhanced by the virtual learning environment. Online instructors frequently upload recorded video demonstrations to the LMS regardless of whether they delivered them synchronously or asynchronously. Students can review these clips as often as necessary to master the lesson.

Simulations

Simulations delivered in a realistic digital environment allow online students to test practical skills and knowledge remotely. Major colleges and universities sometimes use simulations to prepare online students for fieldwork traditionally carried out in a face-to-face setting. These virtual experiences are applicable in several fields and disciplines. Online biology students can use simulations for dissection while the University of Southern California uses managerial simulations that let students make decisions and experience their outcomes. According to Harvard Business Publishing, simulations reinforce key concepts and let students explore them in a realworld context.

Preparing simulations was once a lengthy, tedious process, but leading LMS platforms can streamline the process by allowing instructors to choose from a variety of scenarios that complement course content.

Professors can also search open source educational resources (OERs) like Merlot for compatible simulations made freely available by their creators.

Games

Like simulations, games let online students gain practical experience in an accessible digital environment. They can also increase student participation as learners may find them more engaging and less stressful than simulations.

Educational technology developers like Distance2Learn integrate game-building applications directly in the LMS to simplify the design process.

“It is important to design alternative and flexible ways for students to demonstrate their knowledge,” Mr. Chapman told OnlineEducation.com. “We launched our Game Based Activity Builder for instructors to easily create visual games ... from the content [they] already have in their course.”

Online instructors can use leaderboards and other motivating tools to introduce friendly competition and, in turn, motivate students to master whatever skills and concepts the game is meant to convey.

Case Studies

Case studies are another instructional method that places students in an active learning role while promoting research, problem-solving, and high-level cognitive skills. When used in a collaborative way, these exercises present another opportunity for online students to connect and learn from one another. It can be helpful for instructors to suggest reputable online resources students can consult for information.

According to CSN, case studies work well in online courses and do not require much preparation.

Instructors can search OER sites and databases to find case studies prepared by other online professors.

Problem-Based Learning Projects

Problem-based learning (PBL) encourages students to practice many of the same skills as case studies while actively solving problems. Projects are usually collaborative in nature: teams of online students can use collaborative document programs like Google

Drive to manage their work and share information. Small group chats and forums can also become a sounding board for theories and discussion.

According to the ION, this work places instructors in an advisory rather than an authoritative position. An online resource called WebQuest lets instructors find, create, and share the type of inquiry-based assignments used in PBL projects.

Online Whiteboard

Online whiteboards have risen as a popular choice to virtually emulate the in-person classroom experience shared between teachers and students. They offer an infinite canvas, shape libraries to create different diagrams and charts, pre-made templates, sketching, typing, image import options, etc.

Unlike the traditional whiteboards, they also let you digitize the content created, hence allowing you to re-share them and refer to them at a later time. You can also collaborate with students on the same canvas in real-time which paves the way to

- Brainstorm around lessons
- Mind mapping
- Do interactive exercises such as quizzes
- Review homework and leave feedback

Find out more about how to successfully use an online whiteboard for teaching.

Live Online Classes

Technology has made it straightforward to deliver lectures online even if you are not in the same room as the students, replicating many of the elements of face-to-face interaction.

Using video conferencing tools you can connect and communicate with students across the globe to deliver lessons. Incorporating an online whiteboard, you can make the classes even more engaging.

Lectures tend to put students in a passive role. Therefore to keep students engaged throughout the class online;

- Be prepared by outlining the content of the lesson
- Ask questions during and after the lesson and leave time for students to answer
- Carry out discussions around the topic and encourage students to participate actively
- Make use of graphic organizers, images, posters, videos, visuals, etc.
- Break down the main topic into sub-parts which will allow you to deliver the lecture in smaller chunks making it more effective in terms of keeping the students focused and engaged
- Set clear guidelines for online class etiquette for students to maintain

Pre-Recorded Video Lectures

The benefit of pre-recorded lectures, as opposed to the live ones, is that the former allows the students to learn at their own pace at any time without the presence of the teacher. It also gives them material to go over during revision.

The teacher or instructor, on the other hand, can use the videos to avoid repetitive teaching between different classes.

To create effective pre-recorded lectures;

- Start with a script. Outline the talking points and what should go on each slide.
- Practice as necessary. Unless you are confident enough to do it in one go, rehearse what you will be saying prior to recording.
- Keep it short. If the video is longer than 20 minutes, consider breaking it up into smaller videos. This will not only come in handy when uploading them online but in case you need to replace the content with new information, it'll be easier to re-do a few minutes video than an hour-long one.
- Have everything ready before recording. Make sure that you are in a place devoid of distracting noises and backgrounds, and that your script and props are in place.
- If you are recording your screen, make sure to have closed unnecessary tabs and apps that may send you notifications.
- Maintain good eye contact with the camera and a tone you would use in a normal one-on-one conversation.

Flipped Classroom

The flipped classroom has become one of the most popular teaching methods in education during the past few years.

It entails a strategy opposite to the traditional class format; here the students are required to review class material prior to the actual lesson, hence reserving actual in-class time to put what they have learned into test with teacher-guided activities such as debates, problem-solving, in-depth discussions, quizzes, etc.

Videos have become a core element in the flipped classroom model. While many teachers create videos of their own, some also use videos created by other teachers. Video-sharing platforms such as YouTube can be utilized to share these among students.

Some of the other effective techniques for the flipped classroom include,

- **Online quizzes:** help students self-regulate what they have learnt and further improve their comprehension of the subject
- **Polls:** help students reflect and analyze what they have learned by polling their own choices
- **Infographics:** increase student engagement and enhances memory
- **Mind maps or word cloud:** allow students to brainstorm around topic areas and develop their thinking skills

Game-Based Teaching

Game-based learning is a popular technique used to improve student engagement and retain attention. This approach helps reduce student anxiety and increase their involvement, especially when teaching complex concepts. It also paves the way for weaker students to develop their competences by interacting actively with their classmates.

And in online teaching, games help close the gaps in the interaction between face-to-face learning and online learning. Depending on the game you select, here are a few tips to keep in mind when carrying it out online,

- Ensure that all students in the virtual classroom have access to the same set of data. You can share your screen or communicate them to your audience using a video conferencing tool.
- Use the chat option to take down concerns and questions of students and clarify and you can answer them live.
- Allow students time to reflect their answers and discuss them with other group members by breaking down the game into subsequent periods.
- Allow students to carry out discussions using chat platforms such as WhatsApp, Skype, Slack, Facebook, Zoom breakout rooms, etc.

Class Blog

A blog can be a great place for students to share what they have learned in the form of in-depth articles. Students can work on blog posts individually or in groups. It's a great strategy to improve students' research skills and encourage them to explore self-learning.

The teacher can also use the blog as a platform to share learning material for the lessons.

Live Chatting

Live chatting is another great way to replicate the real-time discussions that take place in the classroom. Platforms such as Slack, WhatsApp, Facebook Messenger, Skype, etc. allow students and teachers to communicate and brainstorm around lessons. The chat itself will provide the students with information for revising before exams or assignments.

Make sure to set clear guidelines to ensure that all students get an equal chance to communicate their ideas and pose their questions.

Discussion Boards and Forums

These tools provide students the space to share what they have learned or what they want to know more about with others in the classroom including the teacher.

You can maintain different discussion boards for individual lesson topics, so it'll be more organized. You can create one easily with an online visual workspace like Creately and share it with all students with one public edit link giving everyone quick access.

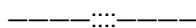
You can also create separate Slack channels, Facebook groups, or Whatsapp groups for forum discussions.

Any Other Online Teaching Method?

Online teaching has paved the way for new models of teaching and learning. With the world-wide school closure caused by COVID-19, the process only has accelerated. As students and teachers explore new ways to deliver and receive lessons virtually, we hope these techniques will help you explore something new and do it more effectively.

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Advantages and Disadvantages of Online Teaching Learning During Pandemic

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The Covid-19 pandemic took world by surprise. Globally, everything has stopped. Project have been delayed: workplaces closed and schools shut down. The world seems to have ground to a halt because of the novel corona virus. However, students continue their education through online learning and via video calls with their teachers. The model is currently the best alternative as keeping schools open poses a safety risk for students. Amongst many institutions schools have also shifted their base to virtual platforms to conduct classes online. Consequently, catering to the needs Of all stages Of education from pre-primary to university level, online education has emerged as an alternative to ordinary face to face classes. Accordingly, various stakeholders such as government and private organizations are trying their to assist each other by sprucing up their existing online platforms, apps and providing training to teachers to use these apps and platforms to the optimum level. Moreover, efforts are being made by both government and nongovernment organisations and detach companies to support school system to make a smooth transition to the virtual world. Up skilling and motivating teachers, organising counselling sessions for stakeholders such as teachers, parents and students are some of the important measures taken by the administration in the recent past. Making a continuous effort to provide customised teaching-learning material suitable for online classes is another way Of facilitating the schooling Of children. The Central government has recently launched the PM e-VIDYA platform, with 12 new OTH channels, one for each class to reach out to all strata's Of society. These efforts have proved beneficial to a sizable chunk Of the school-going population.

Benefits of Online Education

An online education is preferred by individuals who may not be able to make it for classes in a traditional brick and mortar kind of college due to various reasons. Below we'll examine some of the benefits this exciting education provides to such students.

1. **Flexibility:** Students have the freedom to juggle their careers and school because they aren't tied down to a fixed schedule. In a traditional classroom setting, class meeting times are set, and the student has no power over this, forcing them to work their schedules around these dates. Most people who choose online learning tend to have other commitments, and prefer this mode of learning as it gives them more control over how they will delegate their time towards their different projects.
2. **Reduced Costs:** Online education can cost less due to a variety of reasons. For example, there is no cost for commuting. Assorted costs that are related to transport, such as fuel, parking, car maintenance, and public transportation costs don't affect the online student.
3. **Networking Opportunities:** Online education also provides students with the chance to network with across nations or even different continents. This often leads to other opportunities in terms of collaboration with other individuals in the implementation of a project. At the same time, it makes them culturally sensitive and able to fit into other environments easily given their exposure to other cultures.
4. **Documentation:** All the information that you will need will be safely stored in an online database. This includes things like live discussion documents, training materials and emails. This means

that if there's ever anything that needs to be clarified, the student will be able to access these documents fast, saving valuable time. This is especially useful for individuals that need to carry out research for a project and submit their findings to a panel.

5. **Increased Instructor - Student Time:** Students in traditional classrooms may not get the personalized attention they need to have concepts clarified. Although class sizes are small at CCA, most schools and colleges have classes of students that number in the hundreds. This is not a problem for this type of education because online guided discussions and personal talk time with their teachers is a hallmark of online classes. This increases the chance of a student performing well due to the time their instructors give them. This also enhances their problem-solving and communication skills, as well as knowing how to defend their arguments to superiors if needed.
6. **Access to Expertise:** An online college education might give students access to specialized degree courses that may not be available in an easily accessible or local institution of learning. Online classes allow the sharing of expertise that helps more people have access to education that is not readily available in certain geographic locations.

Students and teachers also have their own struggles while accessing these online platforms. Due to financial constraints, students are not able to access the internet, and are devoid of electronic gadgets and laptop, phone or computer or even radio and TV. • Those students who have facilities to attend to online classes face barriers in terms of unavailability of physical space, which is equally applicable to teachers who are supposed to conduct online classes from their home. There are also social barriers such as discrimination against girls as they are expected to do household chores instead of attending online classes in the mornings- In rural areas, boys are often expected to work on the family farmlands. In homes where TV and radio are available, question of who has control over these gadgets is important. Most of the time, girls are not allowed to watch educational programmes.

Disadvantages of Online Education

- **Lack Of Interaction:** As studying an Online degree takes place on a computer, there can be minimum or no face-to-face interaction with professors and classmates, In most cases, you will be communicating only through email. For some students, it can be difficult to study in such a situation.
- **Issues With Technology:** The important thing required to get an online degree is knowledge of technology. If the teacher and the learner don't have required knowledge of technology, it may become a hurdle in completion of online teaching-learning process. Problems with technology can make online learning frustrating, especially if one can't access materials and notes if there is no great Internet connection.

Requirement Of Self-Motivation

There will be no one to motivate you to study except yourself. And sometimes it may be difficult for you to keep yourself disciplined and motivated, especially when you are busy with other work and commitments of life or you can easily get distracted while studying at home.

- **Can be frustrating:** Online communication can be frustrating for some students who prefer in-person communication with all the verbal and non-verbal expressions. For those who struggle to communicate in writing, online learning is an entirely new and pressure task.
- **Less motivated:** Video conferencing is great but it is not the same as bonding in person. Many of the students don't feel comfortable talking when they can't meet the person personally.

E-Learning is limited to certain disciplines

All educational disciplines are not Created equal and not all study fields can be effectively used in e-learning. For now, at least. ELearning tends to be more suitable for social science and humanities, rather than scientific fields such as medical science and engineering which require a certain degree Of hands-on practical experience. No amounts of online lectures can substitute an autopsy for medical students or real-life industrial training for a budding engineer. While this could change in the future, we are currently not yet at a point Where we can fully teach all professions solely through E-Learning.

Health-Related Concerns

E-learning requires the use Of a computer and Other such devices; this means that eyestrain, bad posture, and other physical problems rmay affect the learner.

As a student participating in the home-learning program, online school was confusing to adjust to as we had not been prepared through simulations or practices beforehand. Students reported the home-learning program to be even more stressful than regular classrooms. Some of the common reasons for this went along the lines of: “Normal classes may have been difficult, but having friends makes it so much more manageable and less stressful. Online classes take out the benefits of having friends to socialize with and being stuck alone with nothing but assignments.”

Many students participating in home-learning programs also say that the workload of online classes is larger than that of regular classes. The general consensus is that home-learning programs — although highly beneficial and a good alternative to school as schools are closed — Still require some getting used to by students, as it is a novel concept and not many are experienced with them.

CONCLUSION

Today is a very exciting time for technology and education. Online programs offer technology-based instructional environments of education can be highly effective alternative medium of education for the mature, self-disciplined student, it is an inappropriate learning environment for more dependent learners. Online asynchronous education gives students control over their learning experience and allows for flexibility of study schedules for non traditional students; however, this place a greater responsibility on the student. In order to successfully participate in an online program, students must be well organized, self-motivated and possess a high degree of time management skills in order to keep up with the pace of the course. For these reasons, online education is not appropriate for younger students (i.e. elementary or secondary school age) and other students who are dependent learners and have difficulty assuming responsibilities required by the online paradigm. Personally, I feel that traditional methods of teachin-learning are a great alternative to normal in school classes.

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Methodology for Online Teaching-learning

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ABSTRACT

Online Teaching is an online process of teaching in an virtual environment. In this virtual platform teacher and learners both are connected by time & various locations. It is also known as virtual teaching or online tutorial E-learning. There are four categories of online teaching-learning methods, Asynchronous, Synchronous, Hybrid or blended and Competency-based. Two main benefits of online teaching-learning are location and flexible timescale, which are followed by teacher and learner. At present Online teaching-learning is a boon for both teacher and learner.

KEY WORDS

Methodology, Online Teaching, Online Teaching, E-Learning, Teaching-learning methods etc.

INTRODUCTION

Online teaching-learning is very popular in these COVID-19 pandemic situations. It takes place over the internet. Online teaching-learning is another term of Distance learning. Before some decade those students choose the distance learning who lived in rural area or who did full day work. But today, Distance learning is become a need of the every teacher and learner, whatever they belong with schools, colleges and Universities. Everyone follows the online teaching-learning.

What is Methodology?

In education system, there is a curriculum which is taught by teacher. For this teaching-learning technique is known as method. There are so many methods of teaching that is used in education system. For example, lecture method, demonstration method, problem-solving method, inquiry-based method, project-based method etc. Lecture method is mostly used method. It is the instructor-centered method so it is become very boring nowadays. In this technology time it is more important that teachers have to use learner-centered methods to motivate them towards progress and achieves the goals. Computer mediated communication and online learning is a supporter to active based learning. In this online learning teacher play as a mentor or supporter and learner play as a active role in any kind of practice and learning. There are four categories of online teaching-learning methods:

1. Synchronous teaching-learning:

Synchronous teaching-learning takes place real time. In this type of learning teacher and learners both are connected on virtual environment by the same time but various locations. There is no need to both learner and teacher has in same location. In this leaning learners enables to ask questions and receive answers on-the-spot and also they discussed with teacher and with co-learners.

Some examples of synchronous teaching-learning:

- Live webinars
- Video/ audio conferencing
- Virtual Class
- Instant messaging
- Live webcast

2. **Asynchronous teaching-learning:**

Asynchronous teaching-learning is the learner centered. This type of learning is not occurred in same time & place. Learner learns everything at his own pace and follows the instructions that are given by teacher. Teacher provides assignments, reading materials, prerecorded videos to the learners. Learner after watching prerecorded videos, reading materials communicate with their co-learners and also with teacher via email, text messages or whatsapp messages. Some examples of Asynchronous teaching-learning:

- Assignments
- Research Projects
- Prerecorded Videos
- Reading and Writing Materials
- Learning by online activities e.g. problem solving, quizzes and games.

3. **Hybrid teaching-learning:**

This type of teaching-learning is the combination of synchronous and asynchronous teaching-learning method. Scheduled class is necessary for using this method of teaching-learning during the semesters. Pre-recorded lectures, presentations and other online tools are required for delivering the additional material Courses. Flipped classroom is another type of hybrid teaching-learning method, in this method learner study at own pace mostly online and after that learner attend the class to clear his doubts with teacher. In this method teacher provides some instructions to learner for studying the topic before discussing in the class. At present, many schools, Colleges and universities are using this kind of teaching-learning method, because this learning creates deeper understanding about the subject in the learner.

Blended teaching-learning is also another type of hybrid teaching-learning method. This method is used for training programs. In this method offline class is run for the teach theory portion and discussion for challenging topics on mode of 'face-to-face'. And in online class teacher gives the pre and post material to access the knowledge of the learners and also discussed with learners what they learnt. It develops leadership skills in a learner to face any kind of situation.

4. **Competency-based teaching-learning:**

There is no use of pre-recorded videos, lectures or other reading materials. Teacher and learner both are together create a leaning environment to develop skills or competencies by using web-based tools, books, documents or job experiences. The aim of competency-based teaching-learning is to make certain that learner are getting knowledge and skills that are useful their success in education field like school, college, university or career and adulthood life.

Learners have already some skills and they can use their skills or competency to develop their mastery with the help of their mentor. Learner can show their full competency or skills by set of their full qualification as certificate, diploma or degrees etc. Learner always learn individual and usually at their own pace. They show their skills or competencies by tests, solving quizzes and after showing their mastery then go for next level without repeated courses. By using this method learned increase their skills or competencies in education field and academic field. This method means learner always move ahead when learner show their skills or competencies. Teacher ensures that Learner gets full opportunity to develop his skills or competencies and also ensure that each learner can move ahead after their mastery. Competency-based teaching-learning method gives an opportunity and clear focus to learners for their next level of life or career. Learners are prepared for better future with necessary competency. There are so many colleges provided competency-based courses to learner who has already skilled in his job field to give them to develop his mastery to move ahead to next level of his profession.

CONCLUSION

Online education is electronically supported learning that relies on the Internet for teacher/student interaction and the distribution of class materials. Web-based teaching provides anytime and anywhere. So, learner should collaborate to arrange real time and meeting in online or offline class. Teacher has many online methods as well as tools to motivate their learners to retention and learning. Teacher should select the best method by which teacher present his material best and provides educational value. learner's active participation also important in e-learning platform. E-learning or Online teaching-learning is very beneficiary for both teacher and learner because of its flexible timescale and location. Online teaching-learning became a boon for education system in this COVID-19 pandemic time.

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व्यक्तिकृत-अधिगम

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विप्र कला, वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय, रायपुर, छत्तीसगढ़

वैयक्तिकृत अधिगम या ज्ञान एक शैक्षिक दृष्टिकोण है जिसका उद्देश्य प्रत्येक विद्यार्थी की ताकत आवश्यकता, कौशल और रुचियों द्वारा अधिगम को अनुकूलित करना है। प्रत्येक विद्यार्थी को वह क्या जानता है तथा कैसे वो बेहतर सीख सकता है पर आधारित एक अधिगम योजना मिलती है।

“विद्यार्थी हेतु वैयक्तिकरण” शिक्षकों का विद्यार्थियों के लिए अधिगम रचना करना है।

Dan Buckley को 2005 में व्यक्तिगत अधिगम ज्ञान को दो अलग-अलग तरीकों से परिभाषित करने का श्रेय दिया जाता है।

“शिक्षार्थी के लिए वैयक्तिकरण”- विद्यार्थियों हेतु शिक्षकों द्वारा अधिगम अनुभव की रचना की ओर संदर्भित करता है।

बच्चे अलग-अलग तरीकों से और अलग-अलग गति से सीखते हैं। व्यक्तिगत अधिगम प्राकल्पना पर आधारित एक शैक्षिक मॉडल है। पारंपरिक शिक्षा में जहाँ विद्यार्थियों को आयु के अनुसार एक साथ समूहीकृत किया जाता है। पढ़ाया जाता है और उनका परीक्षण किया जाता है तत्पश्चात् उन्हें आगे बढ़ने के लिए कहा जाता है। ठीक इसके विपरीत व्यक्तिगत अधिगम अगले विषय पर बढ़ने से पूर्व विद्यार्थी को विषय पर पकड़ बनाने पर जोर देता है। इससे विद्यार्थियों के ज्ञान कौशल की संभावना में बढ़ोतरी हो रही है जो उन्हें संपन्न और समृद्ध जीवन की ओर बढ़ने के लिए आवश्यक है।

प्रत्येक विद्यार्थी को उनके कौशल तथा रुचियाँ क्या हैं, वे क्या जानते हैं तथा वे कैसे सीखते हैं पर आधारित एक अधिगम योजना प्राप्त होती है। यह दृष्टिकोण अधिकांश विद्यालयों में पायी जाने वाली “वदम प्रेम पिज सस के विपरीत उपागम है।

विद्यार्थी अपने शिक्षकों के साथ अल्पावधि तथा दीर्घावधि दोनों कालों के लिए कार्य करते हैं। यह प्रक्रिया विद्यार्थी को उनके अधिगम का स्वामित्व लेने में मदद करती है।

वैयक्तिकरण शिक्षण ज्ञान या अधिगम, विशेष शिक्षा का स्थानापन्न नहीं है। यह सामान्य शिक्षा के लिए एक दृष्टिकोण है जो एक व्यक्तिगत शिक्षा कार्यक्रम के साथ कार्य कर सकता है। व्यक्तिगत अधिगम अभी तक स्कूलों में व्यापक रूप से उपयोग नहीं किया जाता है। कई पहलुओं को अभी भी तलाशने की जरूरत है। किंतु इस दृष्टिकोण में विशेष शिक्षा के कलंक को कम करने में सहायक तथा बच्चों की सोचने और सीखने के अंतरों की आवश्यकता को बेहतर ढंग से पूरा करने की सामर्थ्य है।

वैयक्तिक शिक्षा विद्यार्थियों को स्वसमर्थन कौशल बनाने का मौका भी दे सकती है। यह उन्हें अपने रुचियों के बारे में बोलने के लिए प्रोत्साहित करता है। यह उन्हें अपने अधिगम अनुभव में समान भागीदार होने की अनुमति भी देता है।

समर्थन और अधिगम की सुलभ पहुँच दोनों ही व्यक्तिगत अधिगम के आवश्यक भाग हैं। यदि अधिगम ठीक तरह से होता है और प्रशिक्षण सही ढंग से दिया जाता है तो इससे संबंधित सभी विद्यार्थी अधिगम में अधिक व्यस्त होंगे तथा संघर्षरत विद्यार्थियों को जल्दी की मदद मिलेगी। यदि अधिगम का आयोजन भली भाँति नहीं होता है तो कमजोर विद्यार्थी और पिछड़ जाएंगे।

वैयक्तिकृत अधिगम तब होता है जब शिक्षार्थी अपनी रुचियों और प्रतिभाओं के अनुरूप उपयुक्त लक्ष्य निर्धारित करके उस अधिगम की जिम्मेदारी लेता है। वे प्रगति की निगरानी करते हैं। और उन लक्ष्यों को पूरा करने के लिए प्रेरित और चनौतीपूर्ण बने रहते हैं।

शिक्षार्थियों पर ध्यान केन्द्रित करने वाले शिक्षकों के लिए विद्यार्थियों के सीखने को वैयक्तिकृत करने में आपकी सहायक युक्तियाँ निम्नांकित हैं:

1. व्यक्तिगत सीखने की योजनाएँ निर्धारित करे। यह वह है जो व्यक्तिगत सीखने को प्रेरित करता है। विद्यार्थियों को व्यक्तिगत योजनाएँ और लक्ष्य निर्धारित करने चाहिए जो उनकी रुचियों, प्रतिभाओं और जुनून के अनुरूप हो। स्पष्ट और विशिष्ट व्यक्तिगत लक्ष्यों के बिना कोई व्यक्तिगत शिक्षा नहीं हो सकती है। विद्यार्थियों को इन लक्ष्यों की निर्धारित करने, लक्ष्यों की दिशा में प्रगति की निगरानी करने और उपयुक्त के रूप में नए लक्ष्यों को संशोधित या निर्धारित करने के लिए प्रोत्साहित करें।
2. स्व मूल्यांकन को प्रोत्साहित करे। विद्यार्थियों की आत्मचिंतन अभ्यासों के माध्यम से स्वयं के सीखने का आकलन करने का अवसर दे। यह विद्यार्थियों में संज्ञानात्मक कौशल विकसित करने का एक शानदार तरीका है।
3. विद्यार्थी जैसा वे सीख रहे हैं उसके लिए विद्यार्थियों निरंतर रचनात्मक आंकलन करे। इससे आप विद्यार्थी को सीखने में अधिक प्रभावी ढंग से वैयक्तिकृत करने में सक्षम होंगे।
4. विद्यार्थियों की व्यक्तिगत पसंद के अनुसार परियोजना आधारित शिक्षा का प्रयोग कर उन्हें सीखने के अवसर दें जो प्रयोग कर उनके व्यक्तिगत हितों के लिए लाभप्रद होगा।
5. विद्यार्थियों को जो मूल्यो विचारों और विश्वासों को प्रोत्साहित करें। इसके माध्यम से शिक्षण सामग्री का विविध और समृद्ध सेट तैयार होगा जो आपके सीखाने की निजीकृत करने में मदद करेगा।
6. माता-पिता की भागीदारी बढ़ाएं माता-पिता को अपने विद्यार्थियों की शिक्षा बैठक में सक्रिय भूमिका निभाने के लिए प्रोत्साहित करे और यह सुनिश्चित करे कि उनके विद्यार्थी सफलता पूर्वक सीख रहे हैं। व्यक्तिगत जिम्मेदारी लेने की अनुमति देने के लिए उनके साथ अधिक नियमित रूप से संवाद करे।
7. सीखने के अधिक रास्ते प्रदान कर विद्यार्थियों को आसान और एक से अधिक विकल्प दे।

वैकल्पिक शिक्षण मार्गों के माध्यम से अपने सीखने को निजीकृत करने के लिए विद्यार्थियों को करियर से संबंधित इंटरनशिप के अवसर प्रदान करें।

8. मानक-आधारित ग्रेडिंग और रिपोर्टिंग पर स्वच करें। एक व्यक्तिगत शिक्षण प्रणाली में, विद्यार्थी अपने लिए निर्धारित लक्ष्यों और मानकों योग्यता प्रदर्शित करते हैं। इसलिए विशिष्ट शिक्षण लक्ष्यों या उद्देश्यों की योग्यता के आधार पर विद्यार्थियों का मूल्यांकन करें। इस पर नहीं कि उन्होंने असाइनमेंट पूरा किया है या वे अपनी सीट पर कितने समय तक रहे हैं।
9. डिजिटल टूल्स के उपयोग के द्वारा व्यक्तिगत अधिगम में मदद मिल सकती है। वैयक्तिकृत शिक्षण मिश्रित शिक्षण परिवेश को शामिल करके समर्थित है। एक शिक्षक के रूप में अधिक कुशल प्रभावी होने के लिए डिजिटल उपकरणों के साथ आमने-सामने के सर्वोत्तम निर्देशों को मिलाएँ।
10. एक व्यक्तिगत सीखने के माहौल में विद्यार्थियों के पास अपने शिक्षकों और साथियों के साथ सहयोग करने, साझा करने, सीखने और जुड़ने का कौशल होना चाहिए। सुनिश्चित करे कि आपके विद्यार्थियों के पास अपने सीखने के नेटवर्क को बनाने और उससे जुड़े रहने के लिए आवश्यक डिजिटल साक्षरता कौशल है।

निष्कर्ष

विभिन्न ऐसे बहुत से कारण सामने आए हैं जिससे ज्ञात होता है, कि विद्यार्थियों को व्यक्तिगत ज्ञान या अधिगम की आवश्यकता क्यों हुई, व्यक्तिगत अधिगम उपागम के साथ, विद्यार्थी अधिगम प्रक्रिया में अधिक व्यस्त होते हैं। यह उपागम प्रत्येक विद्यार्थी की विशिष्टता को सम्मान देने हेतु आवश्यक लचीलापन प्रदान करता है, इस प्रकार उन्हें भविष्य के लिए बेहतर तरीके से तैयार किया जाता है।

विद्यालयों में व्यक्तिगत अधिगम प्रारंभ करने से पूर्व इस बात को लेकर आश्वस्त होना चाहिए कि शिक्षक को विद्यार्थियों की आवश्यकताओं को संतुष्ट करने हेतु प्रशिक्षित होना आवश्यक है।

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वर्तमान परिदृश्य में ऑनलाइन शिक्षा – एक अनिवार्य आवश्यकता

रिंकी देवी सिंह,

सहायक प्राध्यापक, शिक्षा विभाग

विप्र कला, वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय, रायपुर, छत्तीसगढ़

जीवन में सफलता प्राप्त करने और कुछ अलग करने के लिए शिक्षा सभी के लिए एक बहुत महत्वपूर्ण साधन है। यह हमें जीवन के कठिन समय में चुनौतियों से सामना करने में सहायता करता है। शिक्षा या ज्ञान प्राप्त करना हर व्यक्ति का मूलभूत अधिकार है और अच्छी शिक्षा देश के प्रत्येक नागरिक को मिलना ही चाहिए। शिक्षा ही व्यक्ति का संपूर्ण विकास कर सकती है। उसके बौद्धिक, मानसिक व आर्थिक स्तर को ऊंचा कर सकती है। उसके सोचने समझने की शक्ति का विकास कर सकती है। अच्छी शिक्षा हासिल करके ही अच्छे एवं सुरक्षित भविष्य की नींव डाली जा सकती है। इसीलिए एक सुरक्षित भविष्य के लिए प्रत्येक व्यक्ति को अच्छी शिक्षा लेना अनिवार्य है और ऑनलाइन शिक्षा इसमें महत्वपूर्ण भूमिका निभा रही है।

हम आज भी अपने बच्चों को स्कूल की क्लास रूम में बिठाकर ही शिक्षा ग्रहण कराने में ज्यादा विश्वास करते हैं। लेकिन विगत कुछ वर्षों से हमारे देश में ऑनलाइन शिक्षा (Online Education) भी काफी लोकप्रिय हुई है। कोरोना के बढ़ते खतरे के कारण पूरे देश में हुए लॉकडाउन की वजह से जब सारे शिक्षण संस्थाएं बंद हो गईं। तब बच्चों को अपनी शिक्षा जारी रखने के लिए ऑनलाइन शिक्षा का मजबूत सहारा मिला। लगभग सभी स्कूलों के द्वारा इंटरनेट के माध्यम से बच्चों को ऑनलाइन शिक्षा दी जा रही है। ताकि बच्चों की पढ़ाई का नुकसान ना हो और आज देश के अधिकतर विद्यार्थी ऑनलाइन शिक्षा से जुड़कर काफी खुश भी हैं।

आम बोल चाल की भाषा में कहे तो घर बैठ कर इलेक्ट्रॉनिक यंत्र जैसे कंप्यूटर, लैपटॉप, स्मार्टफोन, टैबलेट में इंटरनेट की सुविधा हो उसे उपयोग करके पढ़ाई ग्रहण करना ऑनलाइन शिक्षा कहलाती है। इस पढ़ाई के सिस्टम में दूरी और समय का कोई बंधन नहीं होता है। बच्चा कितना भी दूर बैठा हो वो अपने टीचर्स के लेक्चर अटेंड कर सकता है। इस सिस्टम में दो तरीके से शिक्षा प्राप्त कर सकता है। एक रिकॉर्डेड लेक्चर और दूसरा लाइव लेक्चर। लाइव लेक्चर का मतलब होता है कि रियल टाइम में टीचर और स्टूडेंट दोनों एक साथ होते हैं और लेक्चर अटेंड करते या करवाते हैं। रियल टाइम का मतलब होता है कि एक समय में साथ होना। रिकॉर्डेड लेक्चर का मतलब होता है कि टीचर और स्टूडेंट रियल टाइम में ना होकर कभी भी लेक्चर अटेंड कर सकते हैं। इसके अंदर टीचर अपना लेक्चर रिकॉर्ड करके भेज देता है, जिसे स्टूडेंट्स जब टाइम मिले तब देख सकता है।

ऑनलाइन शिक्षा की आवश्यकता

आज स्कूल कॉलेज आदि के साथ साथ प्रतियोगी परीक्षा की तैयारी करने वाले स्टूडेंट्स भी कोचिंग संस्थानों में नहीं जा पा रहे हैं, ऑनलाइन शिक्षा ने उनकी भी राहें आसान कर दी हैं। अब वे घर बैठे निश्चित होकर प्रतियोगी परीक्षाओं की तैयारी कर सकेंगे। कई डिग्री परीक्षाएं और उनका पाठ्यक्रम भी ऑनलाइन चलता है। शिक्षा के इस माध्यम का बड़ा लाभ उन छात्रों को भी है जो विदेश जाकर पढ़ाई नहीं कर पाते हैं वे घर बैठे विश्व के किसी भी ख्यातिप्राप्त शिक्षा केंद्र के साथ सीधे जुड़ सकते हैं। हमारे ज्ञान को सुलभ और घर तक लाने का श्रेय शिक्षा के इस माध्यम को जाता है। इसने यात्रा के खर्च व समय की बचत की है साथ ही छात्रों के समक्ष चयन के लिए हजारों विकल्प भी हैं, अब घर बैठे सर्वश्रेष्ठ ऑनलाइन क्लासेज से एक क्लिक में जुड़ा जा सकता है।

ई-एजुकेशन का बड़ा फायदा यह भी है कि बच्चों एक बार की क्लास को रिकॉर्ड कर जब चाहे दुबारा चलाकर देख सकते हैं, जबकि परम्परागत शिक्षा व्यवस्था में इस गुण की कमी थी। डिजिटल क्लासरूम इतने आधुनिक बन चुके हैं कि शिक्षक छात्र का आपसी संवाद उसी तन्मयता से बना रहता है जैसा कि वास्तविक कक्षा कक्ष में छात्र लिखकर अपनी शकाओं या समस्याओं को अध्यापक के सामने प्रस्तुत कर सकता है। बड़ी-बड़ी सेवाओं

जैसे सिविल सर्विस, इंजीनियरिंग और मेडिकल, कानून आदि की शिक्षा भी आज कई संस्थान ऑनलाइन उपलब्ध करवा रहे हैं।

आज के समय में जब घर से निकलना भी एक चुनौती बन चुका है, ऐसे में ऑनलाइन शिक्षा एक सुनहरा विकल्प है। यह न केवल बाधित शिक्षा व्यवस्था को गति दे सकता है, बल्कि अधिक आकर्षक तरीके से शिक्षक छात्र के अनुभव बढ़ाए जा सकते हैं। किसी शिक्षण संस्थान, कोचिंग सेंटर अथवा व्यक्तिगत ट्यूशन के कुल खर्च के दसवें भाग व्यय में आसानी से ऑनलाइन कोर्स उपलब्ध हो जाते हैं जिन्हें घर बैठकर कभी भी देखा जा सकता है। समय तथा धन की बचत के साथ ही शिक्षण संस्थान जाने में आने वाली ट्रेफिक, मौसम आदि की समस्याओं से भी निजात मिल जाएगी।

शिक्षा का अधिकार 2009 देश के प्रत्येक बच्चों को निशुल्क एवं अनिवार्य एवं बाल शिक्षा का अधिकार देता है। शिक्षा व्यक्ति के बहुमुखी विकास की प्रथम शर्त मानी जाती है। ऑनलाइन शिक्षा आज के युग की लोकप्रिय प्रणाली है। इसके कई सारे लाभ हैं तो कुछ हानियाँ भी हैं। जिन्हें हम इस प्रकार समझ सकते हैं।

ऑनलाइन शिक्षा के लाभ

- बालक अपने घर में बैठे देश विदेश के किसी भी संस्थान से शिक्षा अर्जित कर सकता है।
- शिक्षण संस्थान विद्यालय, कॉलेज, कोचिंग सेंटर आदि में आने जाने के समय तथा यात्रा के खर्च की बचत हो जाती है।
- छात्र अपनी सुविधा के अनुसार समय में रेकॉर्डेड क्लास को देख सकता है। किसी अध्याय के समझ न आने पर वह उसे दुबारा या कई बार देखकर अपनी शंका का समाधान कर सकता है।
- वर्चुअल क्लास के दौरान कोई बिंदु स्पष्ट समझ न आने पर छात्र शिक्षक से पुनः स्पष्ट करने का निवेदन भी कर सकता है।
- स्कूल कॉलेज में पढ़ने वाले छात्रों के अलावा प्रतियोगी परीक्षाओं की तैयारी करने वाले युवक युवतियाँ भी ऑनलाइन शिक्षा के माध्यम से अपने पाठ्यक्रम को पढ़ सकते हैं, देख व सुन सकते हैं।
- बेहद कम शुल्क में कोर्स उपलब्ध होने के साथ ही भिन्न भिन्न संस्थानों के बेहतरीन कोर्स के चयन की स्वतन्त्रता छात्र व उसके अभिभावक को रहती है।
- ऑनलाइन शिक्षा के कई सारे फीचर परम्परागत कक्षा में प्रदर्शित नहीं किये जा सकते हैं। डिजिटल बोर्ड पर गूगल अर्थ, वीडियो, चित्र, एनिमेटेड चित्र, गूगल मैप्स, चार्ट आदि के जरिये गूढ़ विषयों को सरल तरीके से स्पष्ट किया जा सकता है।
- आजकल स्कूली पाठ्यक्रम की शिक्षा तो ऑनलाइन उपलब्ध है ही साथ ही कुकिंग, सिलाई, कढ़ाई, क्राफ्ट, ड्राइंग, पेंटिंग का प्रशिक्षण भी घर बैठे प्राप्त किया जा सकता है।

ऑनलाइन शिक्षा की हानियाँ

जिस तरह प्रत्येक वस्तु के दो पहलू होते हैं, ऑनलाइन शिक्षा की प्रक्रिया में ही ऐसा ही है। एक तरफ इसके बेशुमार लाभ हैं तो वहीं इसके कई दुष्परिणाम साइडइफेक्ट भी हैं जिन्हें हम नजरअंदाज नहीं कर सकते हैं। यहाँ हम ऑनलाइन स्टडी के कुछ नुकसानों के बारे में चर्चा करेंगे।

- ऑनलाइन शिक्षा का स्वरूप छात्र को परम्परागत शिक्षा प्रणाली की तुलना में अत्यधिक स्वतन्त्रता देता है। ऐसे में बच्चों को स्व विवेक से स्वयं पर नियंत्रण रखना होता है। अध्ययन अध्यापन की सफलता इस बार पर निर्भर करती है कि उसे रूचि के साथ ग्रहण किया जाता है, अथवा नहीं। यकीनन छोटे बच्चों के लिए यह शिक्षा तभी वरदान बन सकती है, जब अभिभावक के सहयोग से बच्चे को प्रशिक्षित किया जाए।
- डिजिटल क्लास में प्रत्येक बच्चे पर अध्यापक का ध्यान देना व्यावहारिक रूप में सम्भव नहीं है। ऐसे में बच्चों

यदि ईमान दारी के साथ शिक्षण प्रक्रिया में उपस्थित होकर सम्पूर्ण गतिविधियों में सलग्न होते हैं तभी उसका उद्देश्य पूर्ण हो पाता है।

- अमूमन ऑनलाइन शिक्षा के साथ लोगों की यह शिकायत रहती है। यह कक्षा परम्परागत कक्षा की तरह संवाद स्थापित नहीं कर पाती है। शिक्षक केवल अपने पाठ्यक्रम से सम्बन्धित ही वार्तालाप करता है। निजी तथ्य, भावनाओं, जोक्स आदि के अभाव में कक्षा में नीरसता का आना स्वाभाविक है।
- ऑनलाइन कक्षा में छात्रों को कई घंटों तक स्क्रीन के समक्ष बैठना पड़ता है। इलेक्ट्रॉनिक गैजेट्स के सामने इतने लम्बे समय तक बैठना स्वास्थ्य के लिहाज से भी अच्छा नहीं माना जाता है। आँखों की समस्या तथा सिर दर्द आदि के रूप में इसके साइडइफेक्ट्स देखने को मिल सकते हैं।
- इस शिक्षा प्रणाली का एक अन्य दुष्परिणाम सिमित संवाद है। यहाँ छात्र सिमित रूप में ही अपनी बात अध्यापक को कह पाते हैं, अध्यापक को भी सभी स्टूडेंट्स का ध्यान रखना होता है, ऐसे में सभी की बातों को पूरा समय नहीं दे पाते हैं।

निष्कर्ष

आज के आधुनिक तकनीकी संसार में शिक्षा काफी अहम है। आजकल के समय में शिक्षा के स्तर को बढ़ाने के लिए बहुत तरीके सारे तरीके अपनाये जाते हैं। वर्तमान समय में शिक्षा का पूरा तंत्र अब बदल चुका है। ऑनलाइन शिक्षा के लाभ और हानी को देखते हुए हम ये जरूर कह सकते हैं की, ऑनलाइन शिक्षा प्रणाली में आज भी कुछ हद तक सुधार की आवश्यकता है। लेकिन कई मामलों में यह पारंपरिक शिक्षा प्रणाली से बेहतर है खासकर कोविड 19 महामारी के दौर में ई शिक्षा देश दुनियां के छात्रों के लिए वरदान साबित हुई है। वक्त के साथ इसमें सुधार होते जाएंगे और यही भविष्य की शिक्षा प्रणाली रहेगी। यह तो कोई नहीं जानता कि यह कोरोना काल कब खत्म होगा और कब दुबारा से स्कूल, कॉलेज, शिक्षण संस्थाएं, कोचिंग संस्थाएं खुलेंगी और बच्चे दूबारा स्कूल या कोचिंग संस्थाओं में जाकर पढ़ाई कर सकेंगे, लेकिन ऐसे मुश्किल वक्त में ऑनलाइन शिक्षा ने बच्चों के लिए शिक्षा के द्वार खुले रखे हैं। अब ऑनलाइन शिक्षा लोगों के द्वारा काफी पसंद की जा रही है। अधिकतर लोग चाहे वो स्कूली बच्चे हो या प्रतियोगिता परीक्षाओं में बैठने वाले ऑनलाइन शिक्षा प्राप्त कर काफी खुश हैं।

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ऑनलाईन शिक्षा की चुनौतियां एवं संभावनाएं

डॉ. दिव्या शर्मा,

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ऑनलाईन शिक्षा की अवधारणा

ऑनलाईन शिक्षा, शिक्षण की एक ऐसी प्रणाली है जिसके माध्यम से विद्यार्थी इंटरनेट के माध्यम से अपने स्थान पर बैठे अपने इलेक्ट्रॉनिक उपकरणों जैसे, कंप्यूटर, लैपटॉप, स्मार्टफोन और टैबलेट आदि के उपयोग से ऑनलाईन पढ़ाई कर सकते हैं। ऑनलाईन शिक्षा एक ऐसा तरीका है जिसके माध्यम से दुनिया के किसी भी कोने से इंटरनेट के प्रयोग से शिक्षक और छात्र एक दुसरे से जुड़ सकते हैं। यह एक ऐसी शिक्षा प्रणाली है जिसके जरिए शिक्षक कहीं से भी, दुनिया के किसी भी विद्यार्थी को पढ़ा सकते हैं और छात्र भी दुनिया के किसी भी हिस्से में अपनी पढ़ाई कर सकते हैं।

आज इस डिजिटल शिक्षा के माध्यम से शिक्षक अपने कंप्यूटर, लैपटॉप जैसे उपकरणों की सहायता से बच्चों को शिक्षित कर रहे हैं। आज बहुत से स्कूलों को अध्ययन करने के ऑनलाईन तरीके को अपनाना पड़ा है क्योंकि ऑनलाईन शिक्षा एक मात्र जरिया है जिसके द्वारा लॉकडाउन और कोविड-19 महामारी के कारण होम आईसोलेशन की मजबूरी में शिक्षण-अधिगम प्रक्रिया को संचालित किया जा सकता है। इसकी संचालन प्रक्रिया तकनीकी आधार के साथ ही की जा सकती है। इसके लिए एक अच्छी इंटरनेट प्रणाली, गुगल मीट या जूम आदि एप्स, सेन्ट्रल कन्ट्रोल (स्कूल से) एवं विद्यार्थियों के लिए लैपटाप या अच्छे मोबाइल फोन की जरूरत है।

कोविड-19 की महामारी की वजह से हमें घर से बाहर न निकलने के लिए कहा गया था। जिसकी वजह से सभी स्कूल, कॉलेज भी बंद हो गए थे, जिससे पढ़ाई थम सी गयी थी। ऐसी परिस्थितियों को ध्यान में रखते हुए ही, ऑनलाईन शिक्षा प्रणाली शुरू की गई थी जो आज उपयोग में लायी जा रही है।

ऑनलाईन शिक्षा ने अपनी सुविधा और संचालन की आसान प्रक्रिया की वजह से दुनिया भर में एक जगह बना ली है। लॉकडाउन में जहाँ सभी शिक्षा के स्रोत बंद हैं वहीं ऑनलाईन शिक्षा प्रणाली ने शिक्षा को एक नया रूप देकर एक अलग दुनिया बना ली है। आज दुनिया भर में शिक्षा का नया और डिजिटल तरीका अपनाया जा रहा है। आज विश्व के सभी देशों में ऑनलाईन शिक्षा के माध्यम से बच्चे पढ़ाई कर पा रहे हैं।

ऑनलाईन शिक्षा का मुख्य आकर्षण वह लचीलापन है जिसके माध्यम से इंटरनेट के माध्यम से शिक्षा प्रदान की जाती है। और अधिक आकर्षक तथ्य यह है कि एक व्यक्ति अपने घर या किसी अन्य स्थान पर आराम से ऑनलाईन पाठ्यक्रम का पीछा कर सकता है जिसे वह चुनता है।

ऑनलाईन शिक्षा के साधन

ऑनलाईन शिक्षा के साधन के रूप में निम्न का प्रयोग किया जाता है:

1. यूट्यूब
2. इंटरनेट
3. सी.डी. एवं डी.वी.डी
4. टी.वी.
5. सोशल साइट्स

ऑनलाइन शिक्षा के लाभ

ऑनलाइन शिक्षा में कई सकारात्मक संभावनाएं हैं। इतने सारे फायदे होने के कारण ही छात्र प्रति वर्ष 30 प्रतिशत की वृद्धि कर रहे हैं।

- जब कोविड-19 जैसी महामारी की वजह से या अन्य कारणों से विद्यार्थियों का स्कूल जाना संभव न हो, तब शिक्षा देने का यही एकमात्र साधन बचता है, जिससे सुरक्षा और शिक्षा दोनों संभव हैं।
- विद्यार्थी दिखये जाने वाले प्रयोगों के चित्र ले सकते हैं, जिसे वे बाद में देख सकते हैं।
- कई आधुनिक प्रणालियों में इस सारे प्रोग्राम को स्कूल या कॉलेज की वेबसाइट पर अपलोड किया जा सकता है, जिसे विद्यार्थी बाद में अपने समय में फिर पढ़ सकते हैं।
- विद्यार्थियों के अभिभावक इससे लाभान्वित होते हैं, क्योंकि विद्यार्थियों को स्कूल भेजने आदि का भार कम होता है और वे सुरक्षित रहते हैं।
- इन्टरनेट से डाउनलोड करके विद्यार्थियों को यंत्रों के वास्तविक संचालन दिखाया जा सकता है। और अन्य उपयोग शिक्षण यंत्रों का उपयोग किया जा सकता है, जिससे छात्रों को पाठ ज्यादा रुचिकर लग सकता है।
- छात्र किसी भी समय, कहीं से भी पाठ्यक्रम में भाग ले सकते हैं। इसका मतलब है कि माता-पिता अपने बच्चों की देखभाल कर सकते हैं, फिर कक्षा में बैठ सकते हैं कामकाजी छात्र कक्षाओं में भाग ले सकते हैं, चाहे उनका काम का समय कुछ भी हो, जो लोग व्यवसाय या आनंद के लिए यात्रा करते हैं, वे दुनिया में कहीं से भी कक्षा में भाग ले सकते हैं, जिसके पास इंटरनेट है।
- ऑनलाइन शिक्षण छात्र-केंद्रित शिक्षण दृष्टिकोण को सक्षम बनाता है। प्रत्येक छात्र का सीखने का अपना तरीका होता है जो उनके लिए सबसे अच्छा काम करता है। कुछ लोग नेत्रहीन सीखते हैं तो अन्य बेहतर करते हैं जब वे “करकर सीखते हैं।”
- पाठ्यक्रम सामग्री सप्ताह में 7 दिन 24 घंटे उपलब्ध है। छात्रों के पास व्याख्यान, चर्चा, स्पष्टीकरण और टिप्पणियों को पढ़ने और फिर से पढ़ने की क्षमता है। कक्षा में अक्सर बोली जाने वाली सामग्री कई तरह के विकर्षणों, छूटी हुई कक्षाओं, थकान या ऊब के कारण छात्रों को पास कर देती है।
- एक ऑनलाइन वातावरण में, कक्षा में उपस्थिति तभी स्पष्ट होती है जब छात्र वास्तव में कक्षा चर्चा में भाग लेता है। इससे छात्रों की बातचीत और राय की विविधता बढ़ जाती है, क्योंकि सभी को एक बात मिलती है, न कि केवल सबसे बातूनी।
- ऑनलाइन प्रशिक्षक व्यावहारिक ज्ञान के साथ आते हैं और दुनिया भर में किसी भी स्थान से हो सकते हैं। यह छात्रों को उस ज्ञान के संपर्क में आने की अनुमति देता है जिसे किताबों में नहीं सीखा जा सकता है और यह देख सकता है कि वास्तविक व्यावसायिक स्थितियों में कक्षा की अवधारणाओं को कैसे लागू किया जाता है।
- कक्षा में भाग लेने के लिए इंटरनेट का उपयोग करना, अन्य छात्रों के साथ सूचना और संचार पर शोध करना उन प्रौद्योगिकियों का उपयोग करने में कौशल सिखाता है जो 21 वीं सदी के व्यावसायिक समुदाय में श्रमिकों के लिए महत्वपूर्ण होंगे जो वैश्विक स्तर पर और समय क्षेत्रों में सहयोगियों के साथ काम करते हैं।
- ऑनलाइन वातावरण प्रशिक्षकों को अधिक सुलभ बनाता है। छात्र अपने शिक्षकों के साथ ऑनलाइन चैट, ईमेल और समाचार समूह चर्चाओं के माध्यम से कार्यालय समय की प्रतीक्षा किए बिना, जो सुविधाजनक नहीं हो सकता है, खुलकर बात कर सकते हैं। संचार के लिए यह विकल्प प्रशिक्षकों और छात्रों के बीच बेहतर संपर्क प्रदान करता है।
- ऑनलाइन पाठ्यक्रम विकास सामग्री के व्यापक स्पेक्ट्रम की अनुमति देता है। छात्र अपने पीसी से शोध लेखों,

ई-पुस्तक सामग्री और अन्य सामग्री के लिए स्कूल के पुस्तकालय तक पहुंच सकते हैं, इस चिंता के बिना कि सामग्री पहले से ही “चेक आउट” है।

- छात्रों को अक्सर लगता है कि वे वास्तव में अन्य छात्रों द्वारा की गई टिप्पणियों को सुन सकते हैं। चूंकि सभी को योगदान करने का मौका मिलता है, इसलिए छात्र उन लोगों से कम चिढ़ते हैं जो ‘अधिक योगदान’ देते हैं और किसी भी अस्पष्ट टिप्पणी के स्पष्टीकरण के लिए कह सकते हैं।
- ऑनलाइन क्लासरूम भी बैठकों और संयुक्त कार्य के लिए चोट रूम और समाचार समूह प्रदान करके टीम सीखने की सुविधा प्रदान करते हैं। यह बेमेल अनुसूचियों की समस्याओं को समाप्त करता है, बैठक का स्थान दृढ़ता है और बैठकों के बीच समीक्षा के लिए कार्य वितरित करता है।
- छात्र अक्सर टिप्पणी करते हैं कि ऑनलाइन सीखने से वे पूरी तरह से जागने पर कक्षा में उपस्थित हो सकते हैं और सप्ताह में एक या दो बार कठोर 2 या 4 घंटे की अवधि के बजाय सुविधाजनक समय ब्लॉक की वृद्धि में भाग ले सकते हैं।
- क्योंकि ऑनलाइन सीखने में कोई भौगोलिक बाधाएं नहीं हैं, छात्र पाठ्यक्रम सामग्री की विविधता पा सकते हैं जो उनके लिए उपलब्ध नहीं हो सकती है जहां वे रहते हैं या काम करते हैं। यह विशेष रूप से पेशेवर प्रशिक्षण जैसे कि चिकित्सा बिलिंग प्रशिक्षण या क्रय प्रशिक्षण और दूरदराज के ग्रामीण क्षेत्रों के छात्रों के लिए सच है जो कॉलेज या व्यावसायिक प्रशिक्षण केंद्रों का समर्थन नहीं कर सकते हैं।
- आपको अपने वर्तमान व्यवसाय में बाधा डालने की आवश्यकता नहीं है। ऑनलाइन डिग्री प्राप्त करने से आपके करियर की संभावनाओं को बढ़ाने में भी मदद मिल सकती है।
- आप देश या विदेश के किसी भी राज्य के शीर्ष कॉलेजों में से किसी एक में पढ़ सकते हैं। आपको अपने बोर्डिंग के लिए यात्रा करने और भुगतान करने की भी आवश्यकता नहीं है।
- आप दुनिया भर में मान्यता प्राप्त विश्वविद्यालयों से मान्यता प्राप्त डिग्री प्राप्त करते हैं।
- आर्थिक तंगी से जूझ रहे लोगों के लिए ऑनलाइन पढ़ाई करना एक अच्छा विकल्प है।

ऑनलाइन शिक्षा की चुनौतियां

- यदि हम मानकर चलें, कि सभी के पास इन्टरनेट, स्मार्टफोन उपकरण हैं, और इन्टरनेट तेज और भरोसेमन्द है, तो ऑनलाइन शिक्षा को सुविधाजनक कह सकते हैं।
- दुर्भाग्यवश आज भारत में इन्टरनेट न तो तेज है, न भरोसेमंद। आये दिन “हैंग हो गया” की शिकायतें सुनने को मिलती हैं। इससे पढ़ाई में विघ्न होता है।
- आज एक मध्यम वर्ग के घर में एक स्मार्टफोन प्रायः सामान्य है। यदि पिता काम करता है तो उसके पास एक और काम करने वाली मां के पास एक फोन मिल सकता है। स्कूल और ऑफिस का समय एक सा होता है। अतः विद्यार्थी को एक फोन मिल सकता है, तब अन्य भाई/बहन फोन से वंचित रह जाते हैं।
- गरीब तबके के परिवारों के पास तो शायद फोन ही नहीं रहता। कितने ही विद्यार्थी इसी कारण से पढ़ नहीं पाते।
- फोन के अक्षर छोटे होने के कारण आंखों पर जोर पड़ता है।
- यह ऑनलाइन शिक्षा प्रणाली परीक्षण के लिए उपयुक्त नहीं है। बहुधा अभिभावक विद्यार्थियों की अवांछित मदद करते हैं।

ऑनलाइन शिक्षा का महत्व

1. ऑनलाइन शिक्षा का सबसे अच्छा और बड़ा लाभ यह है, इसके माध्यम से सभी उम्र के लोग पढ़ाई कर सकते हैं। दुनिया की वर्तमान स्थिति के कारण आज बच्चे स्कूल, कॉलेजों में पढ़ाई नहीं कर पा रहे हैं लेकिन

ऑनलाइन शिक्षा ने उनके लिए पढ़ाई का रास्ता खोल दिया है। इसके माध्यम से बच्चे घर बैठे शिक्षा प्राप्त कर रहे हैं।

2. कोई भी स्टूडेंट, चाहे विद्यार्थी की स्थिति कैसे भी हो, ऑनलाइन शिक्षा की मदद से अपनी पढ़ाई पूरी कर सकता है और ऑनलाइन ही परीक्षा देकर अपनी डिग्री प्राप्त कर सकता है। आजकल हर तरह की पढ़ाई ऑनलाइन हो रही है, आप चाहे कोई भी कोर्स ऑनलाइन कर सकते हैं।
3. बहुत से छात्र ऐसे भी होते हैं जो विदेश जाकर पढ़ाई नहीं कर पाते हैं, वे भी ऑनलाइन शिक्षा के माध्यम से केवल भारत में ही नहीं विदेशों में पढ़ाई जाने वाली शिक्षा भी घर बैठे हासिल कर सकते हैं। मतलब, विद्यार्थियों को पढ़ाई करने के लिए विदेश या कहीं भी जाने की जरूरत नहीं है, इससे उनके समय और पैसे दोनों की बचत होगी।
4. आज ऑनलाइन शिक्षा एक मजबूरी भी है, और उज्ज्वल भविष्य का सुअवसर भी। इस कारण से आज की प्रचलित ऑनलाइन शिक्षा प्रणाली को ऑफलाइन शिक्षा से तुलनात्मक विवेचना करना एक उपयोगी अध्ययन है।
5. इसमें विभिन्न शिक्षण संस्थानों, शिक्षकों, छात्रों और अभिभावकों के अनुभवों का अध्ययन करके यह जानने का प्रयास किया जायेगा, कि कौन सी प्रणाली ऑनलाइन या ऑफलाइन शिक्षा आज के संदर्भ में ज्यादा उपयोगी है।

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Report
National Level Webinar on
“General and Specific Training Method and Diet of
Sportspersons During & Post Pandemic Scenario”

Organized by Department of Physical Education held on Date 20-22
June 2021

The Department of Physical Education has organized a National level Webinar on “General and Specific Training Method and Diet of Sportspersons During & Post Pandemic Scenario” under the Department of Physical Education, Vipra Arts, Commerce and Physical Education College from 20.06.21 to 22.06.21. A total number of 281 participants got registered in the Webinar from different parts of the Country.

Aim- The purpose of this National Level Webinar is to provide basic and advance knowledge about training and diet to the players, coaches and teachers in this pandemic situations.

Frist day (20/06/2021)-

Inaugural Ceremony was held on 20.06.21 at 11:00 AM. Ceremony was started to Saraswati Vandana which was further followed by the overview of webinar presented by HOD of Physical Education & Convener of the Webinar- Dr. Kailash Sharma, Principal of the College Dr. Meghesh Tiwari addressed the Webinar. Dr. Sanjay Shukla (Ayurvedacharya) Raipur, was the Chief Guest of the webinar and Special Guest was Mr. Krishna Sharma Vikram awarded (International player of Power lifting). He present his opinion about the problems faced by the player during this pandemic.

Ist Technical Session was presented by Mr. Ravindra Singh Rajpurohit, Coordination, Department of Advance Training and Coaching, Swarnim Gujrat Sports, University, Gandhinagar, Gujrat on the topic of “Physical Activity and COVID-19”.

IInd Technical Session was taken by Dr. Om Prakash Mishra, Assistant Professor, Swarnim Gujrat Sports, University, Gandhinagar, Gujrat delivered his lecture on “Methods and Modalities of Training for Healthy Living During Pandemic”. At the end of the program Summary report presented by Dr. Milind Bhandeo, Assistant Professor, Vipra Arts, Commerce and Physical Education College, Raipur (C.G.) On the conclusion of the Program and vote of Thanks was given by Mr. Gyanendra Bhai, Assistant Professor of Physical Education.

Second day (21.06.2021)-

Ist Technical Session was presented by Dr. J.P. Bhukar, Associate Professor Department of Physical Education, Central University of Haryana and delivered his lecture on “Guiding for Micro cycle Training Plan”. He was very given lecture very detail to how can prepare Micro cycle for Elite and Beginner players.

IInd Technical Session was taken by Mr. Sanjeev Kumar, HOD, Department of Physical Education, Central University of Punjab on “Resistance training Methods”.

On the conclusion of the Program, Vote of Thanks by Dr. Vivek Sharma, HOD of Commerce.

Thirdday (22.06.2021)-

Ist Technical Session presented by Dr. Ashutosh Rai, Professor & Head of Physical Education department, Noida, Uttar Pradesh on the topic of “General Training Methods and Nutrition for Sportsperson in Pandemic”.

IInd Technical Session, a presentation was delivered by Dr. Birendra Jhanjhariya, Associate Professor Department of Exercise Physiology, Laxmibai Institute of National Physical Education, Gwalior, Madhya Pradesh on Topic “Protein Intake for Health and Athletic Performance”.

Valedictory function was started at 12:30 p.m. Function was addressed by Principal of the College Dr. Meghesh Tiwari and presided by Mr. Gyanesh Sharma, Chairman of VipraShikshanSamitia Chief Guest of Valedictory function Mr. Montu Debnath (Arjuna Awarded in Gymnastics) former SAI Coach Tripura and Special Guest was Mr. Sanjay Sharma (Veer Hanuman Singh Awarded) General Secretary of Indian Fitness & Body building Federation. Every said that such types program should be in the future so that players and coaches can benefit.

At last with the permission of Principal program was concluded and vote of thanks given by Dr. Kailash Sharma HOD of Physical Education and Convener of this program.

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Effects of Physical Activity on Lungs During Covid-19 Pandemic

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PREFACE

Today's world is going through a historic pandemic. As the covid-19 rapidly sweeps across the world, it is inducing a considerable degree of fear, worry and concern in the population at large. As new measures and impacts are introduced especially quarantine and its effect on many people's usual activities, routines or livelihoods, the help of physical fitness and activities is much more needed. This article throws some light on the utility of physical activity during this tough times.

Important of physical activity and exercise during the COVID-19 pandemic situations:

- Physical activity and exercise can be effective treatment strategies for symptoms of both depression and anxiety.
- New opportunity of each day to engage in physical activity and exercise that can bring short and long term benefits for mood sleep and physical health.

Profit of physical activity and exercise have been demonstrated across the life span. We are meant to move and many of our body's systems work better we consistently physically active. Our heart rate may be associated with greater reduction in depressive symptoms consider engaging in physical activity once or twice daily that includes (30-90seconds) of intensity. i.e. standing squats, push-ups, sit-ups and some home exercises Treadmills, stationary ,bikes may be helpful.

Exercises Which Increase Lung Capacity

- Breathing of Diaphragmatic or "Belly breathing": engages the diaphragm, which is supposed to do most of the heavy lifting when it comes to breathing.
- Relax your shoulder and sit back or lie down.
- Place one hand on your belly and one on your chest.
- Inhale through your nose for 2 seconds feeling the air move into your abdomen and feeling your stomach move out your stomach should move more than your chest does.
- Breathe out for 2 seconds through pursed lips while pressing on your abdomen.
- Repeat.

Pursed lips breathing: This breathing exercise is easier for beginners than diaphragmatic breathing and this can be practiced at home.

- Inhale slowly through your nostrils.
- Purse your lips as if pointing or about to blow on something.
- Breathe out as slowly as possible through pursed lips. This should take at least twice as long as it did to breathe in.
- Repeat

Covid-19 can affect the upper respiratory tract (sinuses, nose, and throat) and lower respiratory tract windpipe and lungs. As we all know COVID19 is respiratory disease, that reaches it into your respiratory disease, that reaches into your respiratory tract which includes lungs and cause range of breathing problems from mild to critical. Older adults and people who have other health issues like heart diseases, cancer and diabetes may have more serious symptoms.

Corona Virus and Your Lungs

SARS-cov-2 the virus gets in your body it comes into contact with mucous membrane that line your nose, mouth and eyes. The virus enters a healthy cell and use the cell to make new virus parts. It multiplies and the new viruses infect nearby cells.

Think of your respiratory tract as on upside down tree. The trunk is your trachea or windpipe. It splits into smaller and smaller branches in your lungs. At the end of each branch are tiny air sacs called alveoli. This is where O₂ gas into your blood and CO₂ gas comes out .The new coronavirus can infect the upper or lower part of your respiratory tract . It travels down your airways. The infection can reach all the way down into your alveoli.

Covid-19 is a new condition and scientist are learning more every day about what it can do to your lungs. They believe that effects on your body are similar to those of two other coronavirus diseases.

Severe acute respiratory syndrome (SARS)

Middle East respiratory syndrome (MERS)

Exercise during COVID

Walk even in a small space, walking around or working on the spot can help you remain active if you decide to go outside to walk or exercise be sure to maintain at leastone meter distance from other people.

According to WHO, many healthy individuals are being requested to stay at home in self – quarantine physical activity and relaxation techniques can be valuable tools to help you remain calm and protect your health during this time. WHO recommends 150 minutes of moderate –intensity or 75 minutes of vigorous –intensity, physical activity per week or combination of both examples of home based exercises.

1. **Knee to elbow:** toe one knee with the opposite elbow, alternating sides. Try to perform this for 1-2 minutes rest for 30-60 seconds repeat up to 3-5 times.This exercise increases your heart and breathing rates.
2. **Plank:** support your arms firmly on the ground, with the elbows under the shoulders keep the hips at level head. Hold for 20-30 seconds and repeat 3-5 times.
3. **Back extensions:** Touch your ears with your fingers tips and lift your upper body, keeping the legs on the ground. Lower the upper body again. Perform this exercise 10- 15 times with rest of 30-60 seconds.
4. **Squats:** place your feet at hip distance with toes pointing slightly outwards bend the knees as much s feels comfortable. Keeping the heels on the ground and the knees over the feet bend stretch the legs 10-15 times repeat with rest of 30-60 seconds.
5. **Seated mediation:** sit comfortably on the floor with your legs crossed make sure your back is straight close your eyes, relax your body, and progressively deepen your breathing. Concentrate on your breath, trying not to focus on any thoughts or concern.

DO'S AND DONT'S FOR EVERYONE

- Do wash your hands for at least 20 seconds several times a day. Use soap and water or a hand sanitizer with at least 60% alcohol.
- Before cooking or eating.
- After using the bathroom or touching anything
- After blowing your nose, coughing, or sneezing

- Don't touch your eyes, nose and mouth. If you have somehow come into contact with the virus, touching your face can help it enter your body.
- Don't travel if you have fever.

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Effect of Brain Hemisphere Domination on Performance of Male Artistic Gymnast on Roman Ring

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INTRODUCTION

Gymnastic is complex in its nature because it requires a gymnast to perform certain sets of physical exercises which demands strength, flexibility, agility, coordination and body balance. The events in artistic gymnastic for men Roman ring requires above mentioned qualities to excel in competition. In order to execute complex more skills in gymnastics, a gymnast uses both sides of his body. In this relation brain hemisphere domination may play an important role. Human brain is split into two hemispheres i.e. left and right hemisphere. The human brain is cross wired. The left hemisphere controls movements on the right side of the while right hemisphere controls left side of the body. The communication between two hemispheres is accomplished by corpus callosum which makes full brain. Taylor (1980)¹ opined that people may be left /right handed i.e. with right and left brain hemisphere dominance but it is not a clear indication of location of brain function. In the field of sports the role of brain hemisphere domination in terms of performance has been evaluated by so many researchers. Researchers like Gursoy, 2007²; Holzen, 2000³ opined through their survey that in sports like baseball, tennis, fencing, cricket and boxing left handed sportspersons are more successful than right handed sportspersons because the visuo-motor and spatio motor skills are significantly better in left handed players as compared to right handed players. In contrary to this, Although researchers like Walia (1981)⁵, Kinser et al. (2008)⁶, Marinsek and Velickovic (2010)⁷, Dudhale and Bhate (2015)⁸ studied motor and perceptual skills, ethnicity and other factors related with gymnastics, no study has yet been conducted in which performance of male artistic gymnasts has been compared in the light of their brain laterality, hence the present study was planned.

OBJECTIVES

The major objective of the present study is to find out the effect of brain hemisphere domination on performance of male artistic gymnast on Roman ring.

HYPOTHESIS

Significant differences will be observed in performance of male artistic gymnasts with right, left and integrated brain hemisphere dominance on Roman ring.

METHODOLOGY

The following methodological steps were taken in order to conduct the present study.

Sample

To conduct the study, 50 male gymnasts (Ave. age 21.62 yrs) who took part in inter-university artistic gymnastic competition were selected as sample. Convenience sampling method is used for selection of subjects

Tools

To asses domination of left or right or whole brain, Brain Hemisphere Dominance Test (B.H.D.T.) prepared by Agashe and Helode (2007) was be used. It consists of 12 multiple choice questions. This test is highly reliable and valid. To assess performance of gymnasts, scores obtained by gymnast on Roman ring events were summed up and used as performance scores of gymnasts.

Procedure

In all 50 male gymnasts who participated in inter-university artistic gymnastic competition were selected through convenience sampling method. Brain Hemisphere Domination Test prepared by Agashe and Helode (2007) were administered to selected subjects in a laboratory like conditions. The responses given by the subjects were scored off as per author's manual. To find out the brain hemisphere dominance, i.e. left, right and integrated brain hemisphere dominance, the scores are divided by 12, as suggested by the authors of the manual. Percentile norms for these BHDT scores were obtained and the scores while fall below 25th percentile were considered as left dominant brain hemisphere while scores over 75th percentile were considered as right dominant brain hemisphere. The score between 25th and 75th percentile were considered as integrated brain hemisphere dominance. By this method brain hemisphere dominance of each subjects was ascertained.

The scores obtained by gymnast on Roman ring events were recorded and summed up which was gymnasts overall performance.

To compare performance of male gymnasts on the basis of brain hemisphere domination, one way ANOVA was used. The results are presented in table 1.

Analysis and Interpretation of Data

Table -1: Descriptive Statistics (Mean and S.D.) of Performance in Roman ring of Male Artistic Gymnast on the Basis of Brain Hemisphere Domination

| Groups | N | Mean | S.D. |
|-----------------------------------|----|------|------|
| Left Brain Hemisphere Domination | 14 | 2.76 | 3.60 |
| Right Brain Hemisphere Domination | 11 | 7.29 | 4.01 |
| Integrated Hemisphere Domination | 25 | 6.27 | 4.07 |

Table 1 (a): ANOVA Summary

| Source | df | Sum of Squares | Mean Square | F |
|----------------|-----------|----------------|-------------|--------|
| Between Groups | 02 | 154.749 | 77.375 | 4.99** |
| Within Group | 47 | 727.533 | 15.479 | |
| Total | 49 | 882.282 | | |

NS - Not Significant

Results obtained through One Way ANOVA clearly suggesting that Roman ring performance of male gymnasts differ significantly on the basis of their brain hemisphere domination. Although overall mean scores of male gymnasts with right brain hemisphere domination (M=7.29) was higher than that of male gymnasts with left (M=2.76) and integrated brain hemisphere domination (M=6.27 the F ratio 4.99, which is statistically insignificant, did not support this finding statistically.

RESULT

On the basis of analysis of data it was found that brain hemisphere domination (left, right and integrated) has no significant impact on performance of male gymnasts on Roman ring. According to Brooks et al. (2004) in some sport like boxing and fencing, a left handed player has an advantage due to its different stance.

CONCLUSION

On the basis of results and associated discussion, it was concluded that brain hemisphere domination did not influence the performance of male gymnasts on Roman ring.

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Impact of Yogic Practice in Obesity Person

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ABSTRACT

Obesity is the majority harmful cause found in present sedentary civilization .It is the major essential cause of life frightening diseases like coronary heart disease diabetes mellitus Atherosclerosis etc. therefore it is significant to manage the rising weight. The option therapies like Ayurveda yoga are being increasingly popular due to the limits .

INTRODUCTION

The practice of yoga has been around for thousands of years, and has done wonders for many people's wellness. Modernized and urbanized world greatly influenced our way of living. Yoga asana are helpful in total well-being, improve body's strength and flexibility. Along with asana pranayama is an important breathing practice which is helpful in fat loss, observed that yoga can improve health as a result of balancing Respiration rate, Heart rate, Metabolic rate, Blood Pressure etc. In medical terms Enlargement of fat cells size and numbers are called Hyper-tropic and Hyperplastic Obesity respectively. Obesity is assessed by B.M.I (Body Mass Index) = weight in kg/(Height in Meter). (Height in Meter). W.H.O. uses a B.M.I. classification system of Obesity which is given below

Unhealthy Life Style

- Eating a lot of food containing excessive fat
- Eating larger portion of food than requirement as per our body composition.
- Intake of sugary drink
- Excessive Consumption of simple carbohydrates like pasta, brown rice, grains, vegetables and raw fruits
- Consumption of alcohol
- Too little sleep
- Lack of physical activity i.e. walking, regular exercises and yoga.
- People taking small meals five or six time daily with low quantity of food have less cholesterol rather than taking heavy meals two or three times daily.

Biological Factors

- Offspring of obese parents have more possibility of Obesity than offspring of lean parents
- Genetic make-up as Prader Willi syndrome (Complex Genetic condition:- In infancy, it is Characterized as Hypotonia / weak Muscles; in childhood it is developed stage – Hyperphagia / Chronic overeating. This syndrome has mild to Moderate Intellectual impairment and Behavioural problems etc.)
- Hypothyroidism (lack of production of thyroid hormone by thyroid gland)

Yoga and Pranayama

Beneficial For Weight Loss However we can't ignore proper and healthy diet plan in reducing Obesity but various yogic asana sand pranayama can be beneficial for overall health. Yoga affects

internal organs. Joshi et al. (1992) ^[8] have found in 6 weeks 'Pranayama' practice that breathing course results in betterment of ventilation process. It was found beneficial to increase vital capacity; forced expiratory volume at the end of first second. It was concluded that yoga is helpful in lowering in lowering respiratory rate. Weight loss is primary aim of obese person with help of yogic asana, pranayama, kapal bhati as Bera T K, Rajapurkar M V (1993) ^[9] found in their study that Yoga has been helpful in Obesity management. A randomized controlled study reveals the results that yoga is a key for ideal body weight and body density. Dhananjai S, Sadashiv, Tiwari, S, kumar R studied effects of yoga practice in the management of Obesity and risk factors associated with it and insisted on reduction of fat from Buttocks, Hips, Abdomen and Waist should be given utmost priorities because these are prominent areas where fat depot.

Studies given below suggest that Yoga training is better for good posture. Obese persons may need an instructor for fat reduction because of less flexibility. Many people may not Obese but have depot fat on some prominent areas of body i.e. belly, buttocks, hips and waist and they can opt specific asana like Hamsasana for swan pose, Mayurasana for peacock pose, Agnisar asana is beneficial for abdominal weight reduction.¹⁰

- **Bhujangasana:** Beneficial for backache, slipped disk and toning of ovaries and uterus. It is useful in abdominal fat reduction
- **Naukasana:** Helps in reducing waist fat and tone kidney
- **Dhanurasana:** Effective for fat loss as it improves kidney, pancreas, liver and intestinal functioning.
- **Trikonasana:** Helps in reducing side waist fat
- **Tadasana:** Helps in increasing height and beneficial for spine and whole body massage and fat loss.
- **Ustrasana:** Beneficial for improving flexibility of spinal cord and beneficial for Asthma as well
- **Surya namaskar:** It alone can improve Flexibility, strength of Muscles, balance, fat reduction and helpful for depressed patients.
- **Kapalbhati Pranayama:** Beneficial yoga pose to cure stomach diseases i.e. constipation, acidity, diabetes & asthma. It is superb yoga pose to increase metabolism which reduces risk of Obesity

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हठ योगिक ग्रन्थों में योग का स्वरूप

ज्ञानेन्द्र भाई,

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भूमिका

योग का शाब्दिक अर्थ है— मिलना, जुड़ना। योग शब्द को बहुत ही सकारात्मक रूप में देखा जा सकता है। हमारी इस सुंदर सृष्टि जीवन का आधार योग है। इससे यह बात पुष्ट होती है कि कोई भी निर्माण कार्य बिना योग के संभव नहीं है। निर्माण के बिना इस सृष्टि का सुचारु रूप से संचालन और विकास संभव नहीं है। जिसका कारण प्राचीन या आधुनिक भले ही हो, जिसे योग की जीवन को व्यवस्थित कर सकता है यह भी कहा जा सकता है कि “जीवन जीन की कला और विज्ञान का नाम ही योग है” इसलिए हमारे जीवन में योग का बहुत महत्व है। योग हमारे जीवन का आवश्यक अंग है। योग वह विद्या है जो जीव, चेतना और पदार्थ तीनों को एक साथ लेकर चलता है। अतः आज के आधुनिक युग में योग, विज्ञान और दर्शन के बीच कड़ी का भी कार्य कर सकता है।

हठयोग प्रदीपिका में योग के स्वरूप

हठयोग प्रदीपिका, स्वात्माराम योगी द्वारा रचित है। यह ग्रंथ नाथयोग परम्परा में प्रचलित ‘हठयोग’ साधना का सांगोपांग विवेचन करता है। इसमें चार उपदेश हैं। प्रथम उपदेश में हठयोग की उपयोगिता का आख्यान करते हुए ‘आदिनाथ’, ‘मत्स्येन्द्र’, आदि अनेक नाथ सिद्धों का नामोल्लेख है, तत्पश्चात् योगसाधना हेतु उचित स्थान योग के बाधक एवं साधक तत्व, दस यम, नियम, विभिन्न आसनर एवं आदि का स्पष्टीकरण करते हुए यह कहा गया है कि हठविद्या सम्मत ‘क्रियायोग’ द्वारा ही योगसिद्धि की प्राप्ति हो सकती है:

‘क्रियायुक्तस्य सिद्धिः स्यादक्रियस्य कथं भवेत्।

न शास्त्रपाठमात्रेण योगसिद्धिः प्रजायेत्॥

व वेषधारणं सिद्धेः कारणं न च तत्कथा।

क्रियैव कारणं सिद्धेः सत्यमेतन्न संशयः॥” (ह.यो.प्र.—1 / 67,68)

द्वितीय उपदेश में ‘प्राणायाम’ को चित्त क निरोध में ‘सहायक बताते हुए ‘षट्कर्म’ एवं ‘कुम्भक प्राणायाम’ के विभिन्न भेदों का निरूपण किया गया है। तृतीय उपदेश में मुद्रा एवं बन्धों का विवेचन करते हुए मुद्रा को सिद्धिदायनी कहा गया है। चतुर्थ उपदेश में राजयोग के माहात्म्य का निरूपण करते हुए राजयोग, समाधि, उन्मनी, मनोन्मनी, अमरत्व, लय तत्व, शून्याशून्य, परमपद, अमनस्क, अद्वैत, निरालम्ब, निरंजन, जीवन्मुक्ति, सहजा, तुर्या आदि अवस्थाओं को समाधि का पर्याय माना है। तत्पश्चात् मन एवं प्राण के लय की प्रक्रिया का प्रतिपादन करते हुए मन एवं प्राण लय में उपयोगी शाम्भवी मुद्रा, उन्मनी मुद्रा तथा खेचरी मुद्रा विवेचित है। नाद साधना की उपयोगिता एवं नाद साधना की आरंभ, घट, परिचय एवं निष्पत्ति इन चार अवस्थाओं का प्रतिपादन है। अन्त में समाधिस्थ योगी की अवस्था पर प्रकाश डाला गया है। हठयोग में आसन, प्राणायाम, मुद्रा एवं नादानुसंधान तथा राजयोग में शाम्भवी, उन्मनी आदि साधन हैं, परंतु ये एक दूसरे पर आश्रित हैं, जिससे योग का फल कैवल्य भी प्राप्त किया जा सके। यहाँ योग के स्वरूप में योग का हठयोग एवं राजयोग की संज्ञा देकर विवेचना की गयी है, जिससे यह स्पष्ट होता है कि साध्य एवं साधन के अर्थ में योग को स्पष्ट किया जाता है।

घरेण्ड संहिता में योग के स्वरूप

घरेण्ड संहिता ‘महर्षि घरेण्ड’ की रचना है। इसमें सात अंग हैं। प्रथम उपदेश में षट्कर्म का निरूपण है। द्वितीय अंग में आसनों का विवरण है। तृतीय अंग में मुद्राओं का विवेचन है। चतुर्थ एवं पंचम अंग में प्राणायाम एवं

प्रत्याहार निर्दिष्ट है। षष्ठ अंग में स्थूलध्यान, ज्योतिर्ध्यान एवं सूक्ष्म से ध्यान के तीन भेद विहित हैं। सप्तम अंग में समाधि के प्रकारों का निरूपण है। यहाँ योग के स्वरूप के लिए घेरण्ड ऋषि ने योग को घटस्थ योग नाम से संबोधित किया, साथ ही साधनों के रूप में योग के अंगों को बताया है, जिस कारण वह सप्तांग योग कहलाता है। घेरण्ड ऋषि ने योग को घटस्थ योग नाम से संबोधित किया, साथ ही साधनों के रूप में योग के अंगों को बताया है, जिस कारण वह सप्तांग योग कहलाता है घेरण्ड ऋषि ने योग के स्वरूप में यह स्पष्ट किया है कि घटस्थ योग शरीर पर आधारित योग है अर्थात् घट शब्द शरीर के लिए संबोधित करके शरीर के आधार पर इस योग को जानने का विचार किया गया है। घट अर्थात् शरीर के विषय में यह प्राप्त होता है कि “प्राणियों का शरीर सुकृत और दुष्कृत कर्मोंसे उत्पन्न हुआ है। शरीर से कर्म और कर्म से शरीर की उत्पत्ति हुई है। जिस प्रकार बैलों के चलने पर घंटी यंत्र के घट ऊपर नीचे होते रहते हैं उसी प्रकार प्राणी भी कर्म वश जन्म मरण रूपी संसार चक्र में घूमता रहता है। यहाँ कर्म और पुनर्जन्म के सिद्धांत की स्वीकृति प्रतीत होती है। घेरण्ड ऋषि के अनुसार, मिट्टी के कच्चे घट में जल भर दिया जाये तो वह गलकर नष्ट हो जायेगा बल्कि यदि घट को पकाकर जल भर दे तो घट ही होगा। इसी प्रकार जीव के अपरिपक्व शरीर के विषय में समझना चाहिए। यह शरीर योगाग्नि के द्वारा ही परिपक्व हो सकता है। अतः शरीर को परिपक्व बनाने के लिए योगाभ्यास आवश्यक है।

ग्रंथ में यह भी प्राप्त होता है कि माया के समान कोई पाप नहीं है योग के समान कोई शक्ति नहीं है, और “जैसे का वर्ग आदि वर्णों का क्रमपूर्वक अभ्यास करने से सभी शास्त्रों का बोध संभव है वैसे ही योग का अभ्यास करने से तत्त्वज्ञान की प्राप्ति हो जाती है। महर्षि घेरण्ड के अनुसार, घटस्थ योग के अभ्यास के लिए सात गुणों का होना आवश्यक है और सात गुणों के समावेश के लिए ही सात प्रकार के योग साधन हैं। “शोधन के लिए षट्कर्म, दृढ़ता के लिए आसन, स्थिरता के लिए मुद्रायें, धैर्य के लिये प्रत्याहार, लाघव के लिये प्राणायाम, प्रत्यक्ष के लिये ध्यान और निर्लिप्तता के लिए समाधि की आवश्यकता है, जिसके अभ्यास करने से बिना संशय के मुक्ति प्राप्त होती है। यहाँ योग शब्द साधन के अर्थ में प्राप्त होता है। जिसका संबंध ‘युज संयमने’ धातुपाठ से है, परंतु घटस्थ योग का अर्थ मिलन के अर्थ में ही अंतिम रूप से स्थापित रहेगा।

शिवसंहिता में योग का स्वरूप

शिवसंहिता ग्रंथ पाँच पटलों और 641 अथवा 642 श्लोकों में शिव एवं पार्वती संवाद के रूप प्राप्त होता है। परंतु कुछ विद्वानों के अनुसार इस ग्रंथ का ज्ञान शिव द्वारा पार्वती को उपदेश के रूप में ही प्राप्त होता है। प्रथम पटल के 104 श्लोकों में लययोग के साथ दार्शनिक विचार (सत्य, असत्य, मुक्ति और मुक्तिमार्ग) तथा 57 श्लोकों में तत्त्व-ज्ञानोपदेश नामक द्वितीय पटल है। इसके पिण्ड को ब्रह्माण्ड की प्रतिमूर्ति कहकर उसका विचार प्राप्त होता है। योगाभ्यास नामक तृतीय पटल में 118 श्लोक हैं इसमें दस वायु और योग की चार अवस्थाएं आदि प्राप्त होती हैं, चतुर्थ पटल 111 श्लोकों में है, जो दस मुद्राओं को बतलाता है। पंचम पटल के 267 श्लोकों में योग के विघ्न, योग के प्रकार और योग के अधिकारियों का परिचय देते हुए प्रतीक उपासना, षट्चक्रों का वर्णन तथा उनका ध्यान करने के साथ ही मंत्र साधना की विवेचना प्राप्त होती है इस ग्रंथ में योग के अंग कितने हैं का स्पष्ट विचार प्राप्त नहीं होता, परंतु चार आसन प्राणायाम, दस मुद्रायें, प्रतीक उपासना, षट्चक्र ध्यान और मंत्र साधना का विवरण प्राप्त होता है। शिव संहिता में जो योग के प्रकार मंत्रयोग, लययोग, हठयोग और राजयोग हैं का विचार चार प्रकार के मृदु, मध्य, अधिमात्र और अधिमात्रतम् साधकों के लिए ही है। “मृदु साधक वह है जिसमें मंद उत्साह, अज्ञानी, मोहग्रस्त, रोगग्रस्त, गुरु निन्दक, लोभयुक्त, पापयुक्त, बुद्धिवाला, अधिक भोजन करने वाला, पत्नी पर आश्रित, चंचल, कायर, अस्वस्थ, दूसरों पर आश्रित बहुत निष्ठुर, मंद आचरण वाला, निर्बल नामक लक्षण प्राप्त होते हैं। मृदु साधक मंत्रयोग की साधना करते हैं बारह वर्षों में उन्हें सिद्धि प्राप्त हो जाती है। मध्यम साधक को लययोग की शिक्षा योगगुरु द्वारा दी जाती है, उसके लक्षण हैं “सम बुद्धि, क्षमायुक्त, पुण्य की कामना करने वाला, प्रियभाषी और सभी कार्यों में सामान्य अर्थात् न अधिक कुशल और न ही अकुशल होता है।” अधिमात्र साधक “स्थिर बुद्धि, स्वाधीन, वीर्यवान, दयालु, क्षमाशील, सत्यभाषी, वीर, श्रद्धावान, दीर्घजीवी, गुरु की सेवा करने वाला और निरंतर योगाभ्यास में रत रहता है।

ऐसे साधक को हठयोग का उपदेश किया जाता है और उसे छः वर्षों में सिद्धि प्राप्त हो जाती है। अधिमात्रतम् साधक अर्थात् उत्कृष्ट कोटि का साधक “अतिशय, पराक्रमी, उत्साही, मनोहर, सूर्य, शास्त्रज्ञ, अभ्यास परायण, निर्मोही, नवयौवन संपन्न, अल्पाहारी, जितेन्द्रिय, निर्भय, पवित्र, दक्ष, दानी, सबका आश्रय, स्थिर अधिकारी, बूद्धिमान, संतोषी, क्षमावान, सुशील, धर्मचारी, गुप्त चेष्टाओं वाला, प्रियभाषी, शास्त्रों पर विश्वास करने वाला, गुरु और देवों की पूजा करने वाला, जलसंघ सं विरक्त और महाव्याधियों से रहित होता है।”¹ ये सभी प्रकार के योगों का अधिकारी होता है, उसे तीन वर्षों में ही सिद्धि मिल जाती है। अतः शिव संहिता में साधकों के आधार पर ही योग के चार प्रकार का संकेत मात्र प्राप्त होता है।

निष्कर्ष

हठयोग में वर्णित आसनों एवं प्राणायामों का उद्देश्य मात्र शारीरिक सौष्टव अथवा शारीरिक स्वास्थ्य प्रदान करना नहीं है, बल्कि परमलक्ष्य मोक्ष की प्राप्ति हेतु व्यक्ति को शारीरिक एवं मानसिक रूप से तैयार करना है क्योंकि आसन स स्थिरता, लघुता एवं आरोग्यता प्राप्त होती है। आसन हेतु सुखपूर्वक स्थित होना आवश्यक है फिर उसी के आधार पर प्राणायाम, प्रत्याहार, धारणा, ध्यान एवं समाधि का विचार प्राप्त होता है, परंतु ध्यानात्मक आसन जैसे पद्मासन, सिंहासन और भद्रासन के अतिरिक्त अन्य आसनों को भी बताया गया है जो शारीरिक सौष्टव को प्राप्त कराते हैं। जब हम विभिन्न आसनों का नियमित अभ्यास करते हैं तो आसनों के स्वरूप के अनुसार शरीर के भिन्न-भिन्न अंगों पर विशिष्ट प्रभाव पड़ता है जिससे उन अंगों में प्रणबल बढ़ जाता है, देह के सभी अंग पुष्ट और पूर्ण विकसित हो जाते हैं, और शारीरिक स्वास्थ्य बना रहता है।

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ऑनलाइन एजुकेशन सिस्टम पर वेबिनार

वर्चुअल कॉलेज-यूनिवर्सिटी और रिसर्च सेंटर है आज की जरूरत

पत्रिका PLUS रिपोर्टर

रायपुर • कोरोना की वजह से ऑनलाइन एजुकेशन का टैंड चल पड़ा है। हालांकि इसमें कुछ दिक्कतें भी हैं, जिसे दूर करने नए आईडियाज पर मंथन किया जा रहा है। इसी सोच को लेकर विप्र कॉलेज में ऑनलाइन एजुकेशन सिस्टम पर वेबिनार का आयोजन किया जा रहा है। दूसरे दिन डॉ. वी.पी. जोशीय सहायक प्रोफेसर डीओई, केरल केंद्रीय विश्वविद्यालय ने ऑनलाइन शिक्षण की पद्धति विषय पर कहा कि छात्रों की क्षमता के मुताबिक शिक्षा दी जानी चाहिए। ऑनलाइन शिक्षा के लिए वर्चुअल रिसर्च सेंटर, वर्चुअल कॉलेज-यूनिवर्सिटी की स्थापना आज की जरूरत है।



वर्चुअल क्लासरूम के लिए टूल्स का सही ढंग से उपयोग भी किया जाना चाहिए। आज इनके लेक्चर: डॉ. के. धियागु स्कूल ऑफ एजुकेशन में

सहायक प्रोफेसर, केंद्रीय विश्वविद्यालय केरल डिजिटल नागरिकता पर व्याख्यान देंगे। उर्मिला महेंद्र हाडेकर, व्याख्याता, क्षेत्रीय शैक्षणिक प्राधिकरण राज्य विज्ञान

रोजगारपरक शिक्षा के मुताबिक हों पाठ्यक्रम

प्रभाकर पुसादकर सहायक प्रोफेसर, एनएसीएस कॉलेज, वर्धा ने तालीम ऑनलाइन मोड के माध्यम से: चुनौतियां और संभावनाएं विषय पर व्याख्यान देते हुए कहा, सभी को समान रूप से अधिकार प्राप्त समाज को बनाने की शिक्षा होनी चाहिए। आज रोजगारपरक शिक्षा की के हिसाब से पाठ्यक्रम तैयार किए जाने की जरूरत है।

शिक्षा संस्थान नागपुर ऑनलाइन शिक्षण- चुनौतियां और संभावनाएं विषय पर व्याख्यान प्रस्तुत करेंगे।

'नवभारत' 18 जून 2021

ऑनलाइन शिक्षा को बेहतर बनाने की जरूरत

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विप्र महाविद्यालय में ऑनलाइन शिक्षा पर वेबिनार का उद्घाटन करते हेमचंद्र यादव विश्वविद्यालय दुर्ग की कुलपति डॉ. अरुणा पल्टा ने कहा कि समय की आवश्यकता के अनुसार ऑनलाइन शिक्षा को और अधिक बेहतर बनाने की आवश्यकता है. आपातकालीन स्थिति में अध्ययन अध्यापन जारी रखने का एकमात्र बेहतर उपाय ऑनलाइन कक्षा ही है.

वशिष्ठ अतिथि विप्र शिक्षण समिति के अध्यक्ष ज्ञानेश शर्मा, कार्यक्रम अध्यक्ष प्रो. सी.डी. अगाशे थे. डॉ. पल्टा ने कहा कि परिस्थिति अनुसार ऑनलाइन परीक्षा और ऑनलाइन कक्षा के माध्यम से अध्ययन, अध्यापन को प्रारंभ किया गया है, परंतु इससे शिक्षक और छात्र दोनों संतुष्ट नहीं हो सकते. इस दौरान अन्य शैक्षणिक गांवां विधियां निरंक रहा.

वेबिनार में एक्सपर्ट ने जताई उम्मीद
2025 के बाद डाटा एनालिस्ट,
डाटा साइंटिस्ट और क्लाउड
कंप्यूटिंग फील्ड में आएगा बूम

पत्रिका PLUS रिपोर्टर

रायपुर • कोविड-19 के बाद लगभग 8.5 करोड़ नौकरियां चली गईं। दुनिया डिजिटल मोड पर आ गई। ऐसा अनुमान है कि 2025 तक 44% नौकरियां टैलेंट के आधार पर, 40% नौकरियां वर्क फ्रॉम होम पर और 91% प्रतिशत नौकरियां ग्लोबल बिजनेस के मुताबिक मिलेंगी। यह कहा डॉ. पीके पांडेय संचालक एलसीईटी ग्रुप ऑफ इंटीटीयूएस ने। वे विप्र कॉलेज में करियर इन डिजिटल वर्ल्ड एंड रोल ऑफ टेक्नोलॉजी विषय पर तीन दिनी नेशनल वेबिनार को सम्बोधित कर रहे थे। बोले- 2025 के बाद डाटा एनालिस्ट, डाटा साइंटिस्ट, क्लाउड कंप्यूटिंग, सॉफ्टवेयर डेवलपमेंट आदि के क्षेत्र में नौकरियां होंगी। जिसके लिए लोगों के पास एनालिटिकल थिंकिंग, कॉम्प्लेक्स प्रॉब्लम सॉल्विंग की क्वालिटी होनी चाहिए।

डिजिटलाइजेशन गांवां तक पहुंचे तभी डिजिटल इंडिया कहेंगे

चीफ गेस्ट रविवि के पूर्व कुलपति प्रो. एसके पांडेय ने कहा, पाषाण युग से कंप्यूटर युग तक पहुंच गए हैं। इस महामारी ने हम सब को डिजिटल रूप से परिवर्तित कर दिया है। मैंने पहली बार मुंबई में डिजिटल इक्विपमेंट कॉन्फरेंस द्वारा निर्मित एक कमरे के आकार का कंप्यूटर देखा था। आज टेक्नोलॉजी ने उसी कंप्यूटर को बैग या



जेब में सिमट के रख दिया है। आने वाली पीढ़ियां तो शायद कैमरा भूल जाएंगी क्योंकि मोबाइल में ही अच्छी क्वालिटी के कैमरे आने लगे हैं। आज जीपीएस सिस्टम से हर व्यक्ति के लोकेशन को पता लगाया जा सकता है। यदि हमारा डिजिटलाइजेशन गांव-गांव तक पहुंचे तभी हम उसे डिजिटल इंडिया कहेंगे।

इफेक्टिव कम्युनिकेशन से बनेगी बात

प्रथम सत्र में विषय विशेषज्ञ शासकीय हमीदिया कॉलेज भोपाल के डॉ. किनीता सिंग चौधरी ने इफेक्टिव कम्युनिकेशन इन डिजिटल वर्ल्ड विषय पर व्याख्यान देते हुए कहा, बात का तरीका ऐसा हो कि सामने वाले को पूरी तरह समझ आए। तभी आपके कहने का कोई औचित्य है। उन्होंने कम्युनिकेशन के अलग-अलग फॉर्म जैसे रिटर्न फॉर्म, ओरल फॉर्म और नॉन वर्बल फॉर्म के बारे में बताया। इसके बाद विषय विशेषज्ञ छिंदवाड़ा मध्य प्रदेश से डॉ. अमर सिंग ने डिटेल्स ऑल वर्ल्ड का उपयोग करके पर्सनलिटी डेवलपमेंट के विधियों पर प्रकाश डाला। सूचनाओं के स्रोत का उपयोग करके हमेशा अपडेट रहने की प्रक्रिया से अवगत कराएं।

'नवभारत' 19 जून 2021

वर्चुअल यूनिवर्सिटी, कॉलेज की आवश्यकता

विप्र कॉलेज में नेशनल वेबिनार का दूसरा दिन

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विप्र महाविद्यालय में शिक्षा विभाग द्वारा आयोजित नेशनल वेबिनार की दूसरे दिन शिक्षा विदों ने वर्तमान परिस्थितियों को देखते हुए वर्चुअल

यूनिवर्सिटी और कॉलेज की आवश्यकता पर जोर दिया. केंद्रीय विश्वविद्यालय केरल के सहायक प्राध्यापक डॉ. वी.पी. जोशीय ने कहा कि विद्यार्थी की क्षमता के अनुरूप शिक्षा दी जानी चाहिए. ऑनलाइन शिक्षा के लिए वर्चुअल रिसर्च सेंटर, वर्चुअल महाविद्यालय एवं विश्वविद्यालय की स्थापना

आज समापन, डॉ. धियागु देगे व्याख्यान

विप्र कॉलेज के प्राचार्य डॉ. मधेश तिवारी ने बताया कि 18 जून को अंतिम दिवस विषय विशेषज्ञ डॉ. के. धियागु डिजिटल नागरिकता पर व्याख्यान देंगे. समापन रविवि के कुलपति प्रो. के. एल. वर्मा के आतिथ्य में होगा.

आज की आवश्यकता है. वर्षा के एनएसीएस कॉलेज से जुड़े विषय विशेषज्ञ प्रभाकर पुसादकर ने ऑनलाइन मोड में पढ़ाई को चुनौतियां और संभावनाओं पर व्याख्यान दिया.

'नवभारत' 17 जून 2021

ऑनलाइन शिक्षा पर नेशनल वेबिनार आज से

विप्र कॉलेज में तीन दिवसीय वेबिनार का होगा शुभारंभ

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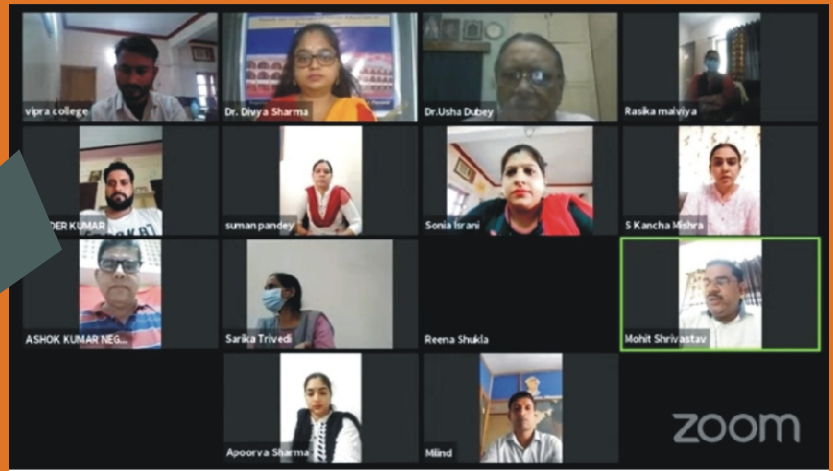
छत्तीसगढ़ युवा विकास संगठन

द्वारा संचालित विप्र कला, वाणिज्य एवं शारीरिक शिक्षा महाविद्यालय में रजत जयंती पर वेबिनार सप्ताह अंतर्गत शिक्षा विभाग द्वारा तीन दिवसीय नेशनल वेबिनार का आयोजन 17 से 19 जून तक किया जा

रहा है. 'वर्तमान परिदृश्य में ऑनलाइन शिक्षा के क्षेत्र में विभिन्न प्रचलन एवं चुनौतियां' विषय पर हो रहे वेबिनार का उद्घाटन हेमचंद्र यादव विश्वविद्यालय दुर्ग की कुलपति डॉ. अरुणा पल्टा के मुख्य

आतिथ्य में किया जाएगा. विशिष्ट अतिथि विप्र शिक्षण समिति के अध्यक्ष ज्ञानेश शर्मा एवं कार्यक्रम अध्यक्ष संचालक शिक्षा विभाग पंडित रविशंकर शुक्ल विश्वविद्यालय प्रोफेसर सीडी अगाशे होंगे.

अखबार की
सुर्खियों
ऑनलाईन
शिक्षा पर जोर



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