THE PHENOMENAL TRANSITION OF ONLINE EDUCATION THROUGH ICT AND IMPACT ON ACADEMICS IN INDIA- A STUDY

Dr. G. RANGA SURYANARAYANA

Assistant Professor of English,
MVS Govt. Arts & Science College (A),
Mahabubnagar (Telangana, India)

Abstract:

Technology changes the civilization of humans unhesitatingly. The widespread of ICT in teaching and learning creates multitudinous opportunities that enshrine ways of looking at the world. Computer- savvy plays a quintessential role in advancing society. This study explores the Internet revolution, and the Covid-19 crisis has pressured academicians, students, and researchers to shift from traditional teaching paradigms to online teaching and learning method. And also scrutinizes the transformation through technology meticulously, resolves major problems like difficulty in learning, and saves 'time and travel.' Facing some barriers in online learning, such as discipline and behavioral aspects, it is the best for graduation students, prominently higher education pursuers with self-direction. The roles and responsibilities of teachers and learners have been changed. As change is inventible in any field, education paradigms are being transformed and become convenient to aspiring learners. Across the globe, from schools to universities, design e-content and render online courses to change four-wall learning to Internet learning with advanced tools.

Keywords: Online learning, Internet revolution, ICT transition, Theory of Andragogy, behavioral aspects

Introduction:

"Any teacher that can be replaced by a computer should be replaced by a computer," by Issac Asimov. It is a veracious truth that technology has been transforming the way of looking at things. The Worldwide pressure for transformation in modern higher education is 'Online Teaching and Learning, for which technology plays a perceptive role. Providing quality educational motives and supporting a mass higher education like India is a challenging concept but imperative to such a vast populated nation. In 2020, academicians, students, and researchers were forced to shift from traditional teaching and learning paradigms to the 'E- Teaching- Learning World.''In this context, teachers should primarily prepare and become accustomed to an e-learning environment, find e-resources, and enhance skills and styles in teaching, which are associated with developing an online

approach. The main intent of online education is to promote self-valued discipline and self-direction by using 'Technology' which plays a key part. Higher education in most developing countries, especially India, has been undergoing the I.T. revolution for two decades. The concept of 'Globalization' and the present situation of Covid-19 is much attention to Higher education transformation, remain some cultural specifics.

The present research paper explores the needful transformation of the Traditional Teaching-Learning Method (TTLM) to the Online Teaching-Learning Method (OTLM) and portrays various strategies – challenges, and overcoming the barriers of OTLM along with finding e-resources. Literacy of Computers is a pre-requisite skill for online learning. Students and staff should have a basic understanding of M.S. Word and managing computer things like email, PDF file, file attachments, and web browsing before setting out the online study. Students who are experiencing effectively in online learning should possess some qualities of self-discipline and initiation and be able to develop a study schedule and follow it. However, some students do not have such preparedness and self-interest.

Internet requisition-revolution:

For using ICT in higher education, Internet connectivity is a mainstream method of OTLM. In the Covid-19 crisis, there are specific issues for academicians and students in following online mediums, which impacts learning behavior and style. The responses from academicians and higher education establishments make ill at ease by promoting ICT, some are insecure, but many have been accepting of the issue wholeheartedly. As Bernard said, "The Internet has altered how people access information and also how much information is available to individuals." (Bernard et al., 2000).

Hindustan Times has published the report of the Indian telecom department, "the average daily consumption in this period was 9% higher than 282PB data used on March 21) and 13% more than March 19, when consumption was 270 PB". (**Hindustan Times** (Online edition): April 21, 2020) According to Q.S. I Guage report, a London-based telecom service provider, that the Internet infrastructure in India is not ready for the paradigm shift to online learning arising due to Covid-19. While attending online classes, Students face internet connectivity and signal issues ubiquitously, particularly in remote areas. In terms of Technology, India is underachieving in ensuring online classes across the nation, and students have remained a distant dream for learning. The government of India, State Governments, Private Service providers, and NGOs should focus on and extend the support of ICT to students in this crisis. In this spectrum, an advanced nation like the American university, Phoenix (www. phoenix.edu), has been delivering all courses online and transformed into the 'Virtual University.

Recently, MHRD- India has initiated various online learning resources for students, researchers, and teachers. Blended learning (face-to-face and online) is being considered and

practiced in Colleges and Universities by the instructions of UGC. This new opportunity inspires students to self-directed learning to familiarize the VLE (Virtual Learning Environment), which provides communication between teachers, students, and student peers. The arrival of online learning- interactive platforms like Zoom, Cisco Webex, Google Meet, Microsoft Teams, Screen recorder, Go to Meetings, etc...............…have used VLEs for all academics, including Wikis and Blogs. 'Wikis,' which means 'quick,' is an open-access database that intends for users to add and update site content from their web browser and easily edit links to other wiki contributions. For instance, students can share definitions of key terms and concepts in their courses. The blog is an online personal diary; users choose to share content with others. In the same way, others can respond to the writer's thoughts and ideas and develop a specific course or module.

Web - links to other sites, which helps guide learners to other online resources provided by reputed publishers to support E-books. The wide availability of various resources on the Internet to encourage students, the background information about a specified website and its content is supportive for learning. Students can search and find more specific information when they have a fundamental understanding framework that equips them to comprehend the more complex information elsewhere. Web-link content might be used as a general textbook, and then students go for selective decisions about more detailed reading.

The expansion of online learning:

In the 1990s, some European universities encouraged and initiated their academic staff the integration of ICT into their courses of education. A bottom-up method of teaching was more likely to be supported by staff than a top-down, and the same, some educational funding Agencies were directed at academics. As a result, the higher education system was being placed with good ICT Skills with increasing demands for OTLM in Universities and colleges to all Staff and Universities. "Online learning is not appropriate for all students, tutors, and subject material. In practical terms, some hands-on type of skills still needs to be learned in traditional classrooms or laboratories on some occasions" (Kearsley, 2002). The transformation from Oriental to Online learning may not be comfortable for some students and teaching staff unwilling to see the pros and cons before spending time and risk on the online adventure. Stewart said, "Online learning may involve teachers in encouraging students to modify their preferred learning style and to develop new styles and approaches, and this will make them more adaptable in their learning in the future" (Zywno & Stewart, 2005).

'Who wish transformation, they are bravery, should welcome it or else will be enwrapped permanently,' the quote is enough in the present scenario for transformation. Indian students who come from villages face hurdles while learning online education; lack of previous computer skills, unavailability of computers, facing internet connectivity, financial issues, and imposing multi-ethnic

rules. Governments, teachers, and educational reformers should give direction and pave the path of e-learning for students. Academic staff and researchers should have positive support and embrace new opportunities, but proper training is needed. Recently, the Indian Government-MHRD has initiated online training programs under PMMMNMTT (Pandit Madan Mohan Malviya National Mission on Teachers and Teaching) and Faculty Development Centers across India. SWYAM (Study Webs of Active-Learning for Young Aspiring Minds) is an indigenous I.T. platform that has been providing Professional- Non-Professional courses along with certification by conducting the proctored exam, which is the most available resource for learners for acquiring knowledge. Another best source of knowledge treasure is MOOCs (Massive Open Online Courses), which provide a flexible and affordable way to enhance skills and step up in a career with qualitative experience. Initial learners need to comprehend the various types of online search services to get the best results, search engines; examples: www.google.com or www.google India www.yahoo.com or uk.yahoo.com/, if need advanced areas of search engines- like http://scholar.google.com/.

Theory of Andragogy:

The term 'Andragogy, was introduced by Knowles (1980), which states that adults learn differently than children and is also used to illustrate the techniques of teaching-learning. Knowles noted that adults cultivate be motivated to learn what the purpose of learning is and what the advantage is. Beaty and some experts stated, "The advent of the potential to deliver online learning experiences has begun to change the view that open, and distance learning is the primary role of certain specialist institutions" (Beaty et al., 2002**).).** It is keen that not only technology alone is not enough, but also teachers need to be able to change their teaching skills to the ICT medium. Questions, doubts, and clarifications from students arise as to whether teachers understand or not. If teachers do not comprehend the androgogical issues, they will have difficulty using ICT and designing online learning experiences.

Adult online learning is a collaborative interaction and gives supportive information-rich resources. The association between teacher and student is based on the co-construction of knowledge and collaboration. The teachers must adjust to change in role, engross in critical and reflexive evaluation, and prepare for online learning, which is based on educational values and research but lay impending danger devoid content would be presented online without much rationale about the learning process, but universities keep up the process of learning at the center, how the content is admittedly used. "The relationship between what students learn and how they learn it versus what people do and how they do it in a world increasingly mediated by ICTs has become increasingly tenuous" (Lankshear et al., 2000**).** It states some problems with the ICT-based learning process, but it is an interactive, active, and creative learning process.

'Habituated learning' is the idea that learning should continue throughout the lifetime,

including formal and informal learning and multiple learning methods. It is a holistic approach to every self-learners need to learn skills throughout working life. ICT skills have significantly impacted employment and led to maximum change in all spheres of modern life, including the employment pattern and the working environment. Individuals and computer literates who are flexible and interested to learn emerging technology can enhance participatory citizenship. The concept of 'Habituated learning' has been changing even the environment of the modern global economy. People need to be malleable and able to refashion jobs by learning the required-advanced skills to create new economic conditions.

Suppose online learning facilitates an unrestricted and holistic procedure to lifelong learning. Policy-makers should provide that technology to the more vulnerable of the world's population, or else a 'digital divide 'will be encumbered and head off a vision of lifelong learning. Higher education (HE) has been described as dynamic and highly complex in online learning regarding knowledge and skills, but many dependencies and addiction to ICT are not answerable to professionalization. Becher and Trowler said, "Technological change can lead to de-professionalization and a loss of the bonds of collegiality among the academic community" (Becher and Trowler: 2001).

Academics are being pressured to alter and learn new skills, including the competency in utilizing ICT. However, in the context of change in the HE (higher education) sector, the unevenness is in identifying what changes should be agreeable and what should be deniable. Despite adopting new technologies, which can be challenging and inspiring in HE, the reality experience is somewhat different. In many aspects, online learning is more excellent than no access to learning and can overcome time constraints and travel problems. Online learning reduces visits to higher education institutions and enriches experience more than traditional distance learning. It flings a new study environment where it is relatively to make contact with other online learners during the study process and in one's comfort. Blake emphasized, "Like cohabiting species, face-to-face work and online tuition complement each other in complex ways. We have not yet begun to explore their ecology" (Blake, 2000, p. 215).

Process and Responsibilities:

Primarily, adopting new approaches, Teaching-learning transactions can affect individuals' ideals and institutional philosophies toward learning. In higher education, online learning has become an espouser for change. To follow these new paradigms, students must cultivate multi-faced strategies to manage the information explosion through resource-based learning rather than structured content. With the corresponding online learning demands, education empowers students to learn how to learn. The new horizons spread and provide an opportunity to transfer an inquiry-based approach, indulging learner- control and responsibility but the core principles and responsibilities of traditional educational remains. Principles like critical discourse, diagnosis of misconceptions, and

clear expectations are usual in online and face-to-face learning. Constructing an educational environment embodies the expansion of critical thinking and self-directed online learning capacity.

The presence of teaching:

Being education designers and subject experts, the teachers have become social facilitators with the effects on teaching responsibilities. Applying multi-task roles to the online learning arena requires adapting how the following responsibilities are achieved. Garrison and Anderson are portrayed as the 'teaching presence.' they said, "Shaping the right transactional balance to manage and monitor the achievement of worthwhile learning outcomes."(Garrison, D.R., and Anderson, T: 2003). Gilly Salmon has proposed a new description of the roles of teachers and has identified them as 'e-moderators,' which describes a person who supervises online meetings and conferences. Another online learning expert Salmon said, "The essential role of the e-moderator is promoting human interaction and communication through the modeling, conveying and building knowledge and skills" (Salmon, G: 2004). This illustrates that the relationship between academic facilitator and student is as essential to online learning as it is to classroom learning.

Quality assurance:

Most universities and colleges have taken a holistic approach to quality in the form of IQAC within it. At present, the online system seeks a balance of inputs, internal peer review, and external peer review regarding the experience of outcome students and their performance, as well as feedback from students. Assessment quality in teaching methods is not new. Before the revolution of internet communications, educational institutions offered to develop quality assurance. The same is projected to online learning with easily accessible tools with a feel of natural classroom management. To provide quality, institutions have concentrated on output measures that can measure the value of student participation in the e-learning process. International distance universities, such as the 'Indira Gandhi National Open University (IGNOU) in India, the Open University in the U.K., and the Open University of Hong Kong (OUHK), have been rendering the best quality assurance to learners. In the context of global higher education, these universities share knowledge about the external market system and demonstrate plausible quality. Ensuring online teaching and learning grades is a puzzling process, but it is an excellent methodology to some extent. Indeed, no single method is satisfactory for measuring, but learning outcomes should be used to smarten a quality learning process from the student's view.

Online learning experiences:

Based on the following activities have been classified as Individual learning activities through it. Each student devises a personal learning plan, and an online facilitator (teacher) directs students in forming the learning strategy. According to the plan, students find personal learning aims and the activities for achieving through activities. The second is Participatory learning activities, in

which students collaborate with a peer to achieve but need a comprehensive, unique objective for all learners. The third one is 'Presentation,' in which students should give a presentation on their chosen topics to be known to all students at some level. The fourth is 'Summary of particular topics, for example, English as a Global Language, The role of the World Health Organization, The Financial strategies' in 2020, etc. More or less every topic may be explored by the students according to their own pace, and in any version they want. And the last one is a 'Virtual tour' of websites of international organizations like BIS (Bank for International settlements), ILO (International Labour Organization), IMF (International Monetary Fund), etc., and can get information relevant to their topics of interest.

Conclusion:

Online technology has created a new medium and a different learning mode with different time and space features. It introduces digital learning and communication and can assist learning for students who struggle with busy lives and the pressure to work for employment while studying. Introducing the Online learning method can promote higher reflection and higher levels of innovation for students. Though Internet communication does not replace direct-contact teaching, the advantage is that it can offer a new level approach to higher education teaching and learning. As new technology emerges, online learning looks considerable and comfortable in the Covid-19 crisis. Through technology, online learning reduces travel and time while maintaining the quality of learning content and encourages a new mode of creativity in terms of designing learning materials and applications. In the ICT age, these skills have widened and are highly transferable to the online environment, even in developing, underdeveloped countries. Materials and ways of getting resources are more transparent and are being shared among student groups. It inspires and has guided a collectivist approach to teaching and learning in the academic community. Assessment strategies have been designed for practicing and inviting innovative methods by academic enthusiasts to promote self-learning through different modules.

References:

1. Beaty, L., Hodgson, V., Mann, S. & McConnel, D. (2002). "Understanding the implications of networked learning for higher education," ESRC Seminar Series, Dissemination Event, University of Sheffield, UK.(p.77–78)

2. Becher, T. and Trowler, P.R. (2001) "Academic Tribes and Territories." Buckingham: Open University Press. (P.23–24).

3. Bernard, R.M., de Rubalcava, B.R. and St Pierre, D. (2000). "Collaborative online distance learning: issues for future practice and research, Distance Education." 21(2): (p.260–77).

4. Blake, N. and Standish, P. (eds) (2000) "Enquiries at the Interface: Philosophical Problems of Online Education." Oxford: Blackwell. (p. 63–64).

5. Edwards, R., Raggatt, P., Harrison, R., McCollum, A. & Calder, J. (1998). "Recent Thinking in Lifelong Learning– A Review of the Literature." Sudbury: DfEE. (P.73)

6. Garrison, D.R., and Anderson, T: (2003). "Enquiries at the Interface: Philosophical Problems of Online Education. Oxford: Blackwell. Online Learning in the 21st Century: A Framework for Research and Practice". London: Routledge Falmer. (p.217–18)

7. Kearsley, G. (2002). "Is online learning for everybody?" Educational Technology. (p.41–44).