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IMPORTANCE OF EDUCATIONAL VIRTUAL E-LEARNING AND ICT MODE DUE TO COVID-19

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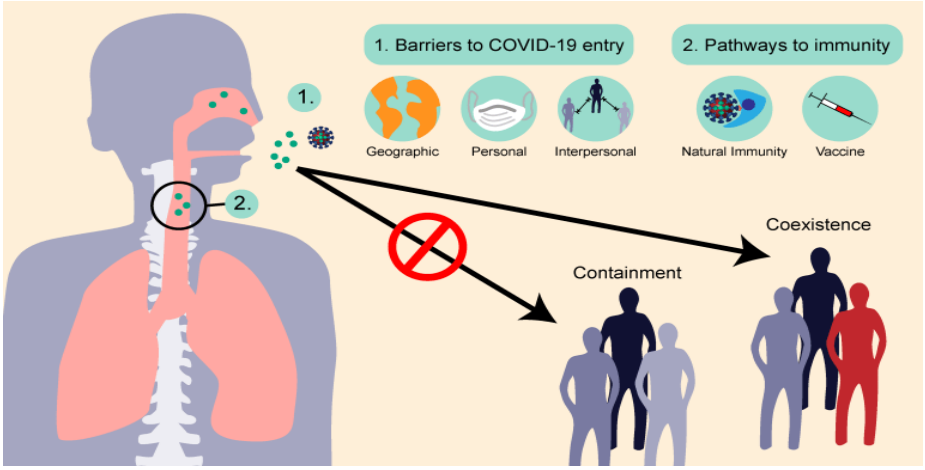
ABSTRECT

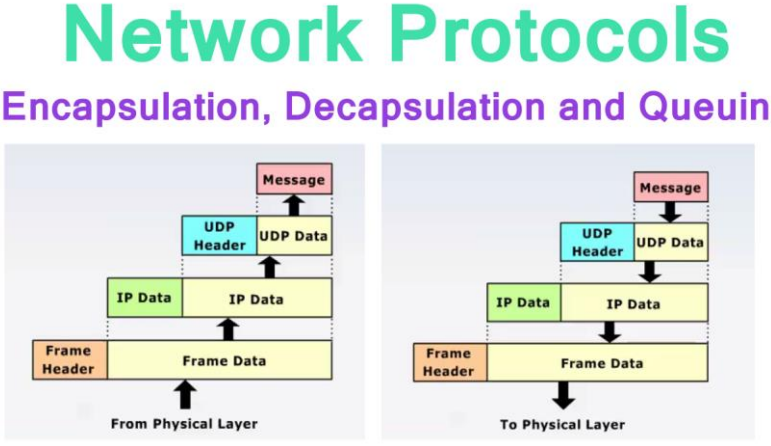
Digital learning has become a prerequisite factor for acquiring knowledge and accessing higher education facilities. Since all the students are willing to get admission in colleges and universities to enroll in undergraduate and doctoral research programmers, they consider the possession of ICT devices like smart phones and laptops as mandatory. Students are able to benefit from digital libraries and gain access to prevalent world knowledge of their subjects through ICT tools and media.

Keywords- Covid-19, virtual e-learning, Digital learning, ICT



1. INTRODECTION

In addition to the texts and references available in the institutional library, students are instructed to browse relevant online journals to update the essential knowledge and information of their discipline. It is widely emphasized that students need to be adequately prepared and trained to use relevant software and applications in their technological devices and should be accustomed to learning their subjects through internet resources. Surfing through the World Wide Web (WWW) with search engines like Google Chrome, Firefox and Internet Explorer has been a regular activity of any tertiary level student. To sustain themselves to be a part of the knowledge-based society, they supplement their education with available online resources and compensate their knowledge with higher order thinking skills. Thus, given the prevailing competition for in-depth learning of their subjects, it can be assumed that students are quite open to accommodate ICT tools for their academic success and use it for their Knowledge and Resource Management (KRM). Considered an essential criterion.



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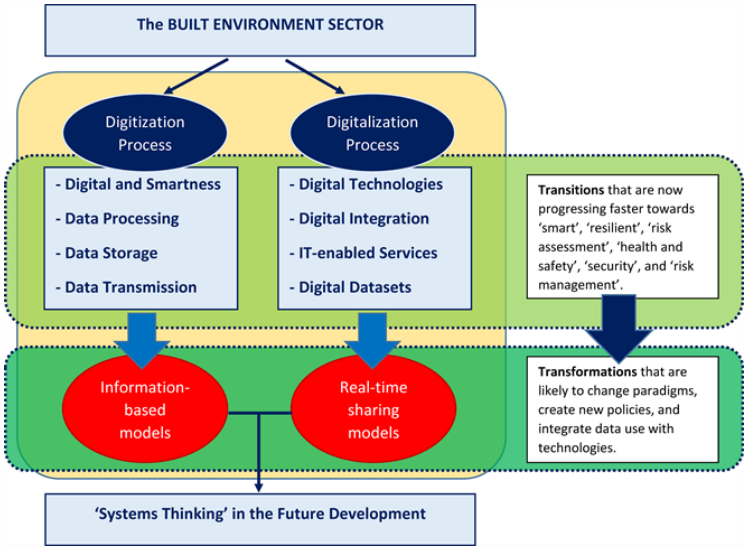
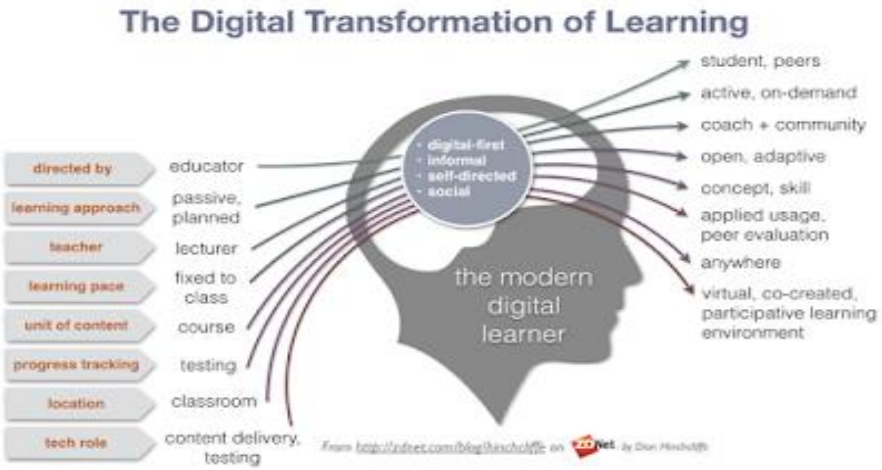
Digitization of higher education amid COVID-19 – a new transformation

The important use of ICT tools in digital learning is evident and can be easily seen in this COVID-19 lockdown. When access to classes and traditional education cannot be exercised during long periods of lockdown period, it is smart phones and laptops that come to the immediate rescue and enable them to pursue their further education without any hindrance in their education process. E-learning, also widely known as virtual learning, was considered the only option for hassle-free teaching and assessment amid the unprecedented phases of the nationwide lockdown. All the universities around the world, despite their limited and remote resources, unanimously agreed that higher education can consider digitalization of education. While there is the possibility of running virtual classes through online conferencing apps like Zoom, Google Meet, Google Classroom, and WebEx, there are similar challenges. Since universities are keen to continue their courses through these online platforms, however, teachers and students who are not literally trained to go through e-pedagogy may face any practical challenges during their online conduct of classes. Really ready to do. Both teachers and students engage in motivating and supporting each other in the process of e-pedagogy for the smooth conduct of their courses. Digitization of higher education has been possible only because of the immediate recognition in the use and practice of e-learning in the testing times of lockdown on the part of academies, teachers and students.



Transformation in Digital Learning –

Risks, Challenges and Opportunities, Digital Divide Low economic background status remains a difficult disposition for students who are virtual programmers (Delmonico, Malhotra, & Vandemortel, 2004; Makhi, Ponomareva, & Anhich, 2019). Due to issues of low wages and unemployment in this turbulent phase of lockdown, both middle- and lower-income groups had to suffer huge losses to purchase those ICT tools and resources for digital learning. And also, due to prolonged financial backwardness and greater unemployment, students coming from deprived and marginalized societies remain isolated from attending those digital learning facilities. Since economic backwardness is the main basis of digital divide, it needs to be addressed immediately so that digitalization of education is not easily possible without the use of ICT tools and resources.



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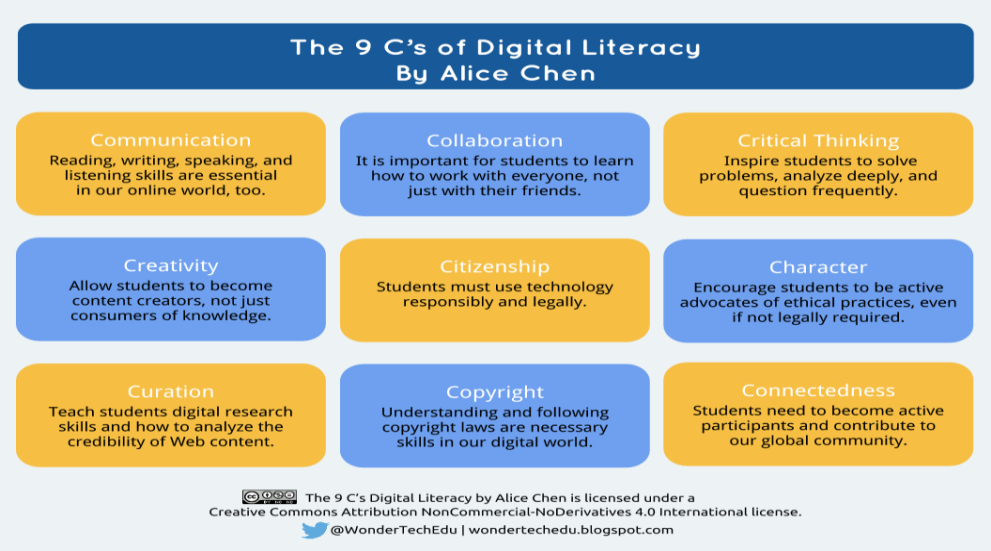
Disinclined beliefs, attitudes and approaches towards digital learning

Teachers and students who strongly believe in traditional methods of learning are hesitant to move forward with the practice of e-learning (Bonvillion & Singer (2013); Eather, 2005). For them, e-pedagogy remains a gap filler. events to compensate for regular classes in the COVID-19 lockdown, but it cannot be a permanent substitute for traditional education and they also believe that virtual learning cannot replace real classes. They believe that it is a Can be of occasional help, but not a complete solution to replace regular face-to-face classes. Some teachers are reluctant to upgrade with modern methods and approaches of learning and hence they rarely use ICT tools in their courses. Some teachers are keen to take a mix of both traditional and ICT approaches, but they find it difficult to get adequate training and support from their institutions and they are personally They are not able to spend their time and space to be trained to use technical support. Class. The need of the hour is to combine both traditional and modern methods of learning. Teachers who practice traditional methods of teaching acknowledge the nuances of ICT tools and the importance of digital learning, but find it difficult to practice due to the large number of students in their classes. Due to overcrowded classrooms, they find it very difficult to monitor students' interest and involvement in classes through digital learning.



Teachers usually perceive and understand students

Attitude and performance through their body language and nonverbal cues in traditional classrooms, whereas in the context of digital learning, when the teacher is on presentation, students are asked to remain silent. goes. Therefore, when face-to-face interaction is not allowed in online classes or conferences, students' behavior cannot be monitored. To control overlapping noise in synchronized interactive and discussion sessions, both teachers and students start being more silent on virtual learning sessions. And to provide opportunity to each other, they remain dull, silent and boring instead of making it lively like their traditional classes. Tech savvy teachers may be able to confidently use technology as an aid to their teaching, but they should also examine how well the technology is feasible to achieve the set learning objectives and what students will learn from their technology integrated courses. How much profit has actually been made? , Since technology enabled learning in higher education is important today, both teachers and students need to examine for themselves the merits and demerits of integrated technology use in the past, present and future (Albirini, 2006; Baporikar, 2016; Bingimalas, 2009 ;Schoep, 2005).

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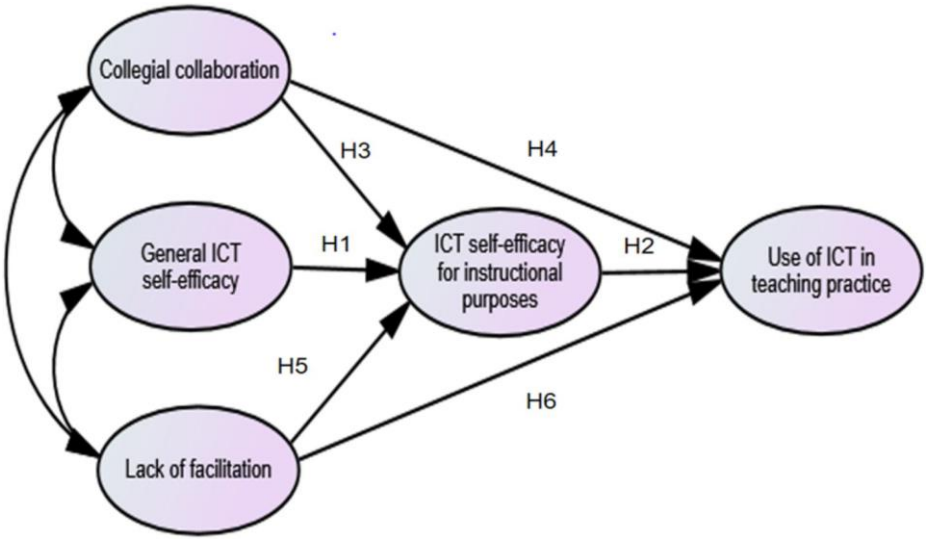
Use of ICT in online pedagogy and assessment

The most essential feature of technology enabled learning is to integrate its presence with teaching-learning content, process and assessment. Technology should help students acquire knowledge, not to acquire knowledge for knowledge's sake, but to enable all representatives and stakeholders to develop their higher order thinking skills and engage in both creative and critical learning skills Should be encouraged. Digital learning should be adjusted with psychological, social, educational and humanistic perspectives rather than strictly adhering to the commercial notions of computer scientists and software service providers. Due to the rapid revolution and ongoing changes in information, telecommunication and computer domain technologies, educational institutions and teachers are on the verge of accommodating those resources. Since this may impact higher cost consumption, even the centrally and state owned and aided government institutions are not able to follow those technologies in their courses. Most of the private institutions also lag behind due to lack of necessary finances and hence they purchase and install the required software only if it is instructed to be mandatory. Special need to mention, that there are some private universities that aim at world standards that equip themselves with grand infrastructure and latest technologies in classrooms, seminar halls, digital libraries and laboratories, even public institutions. are also not equipped.



Full support in assimilating modern trends and technologies

It can be fairly assumed that those teachers who enjoy good infrastructure and proper maintenance of technological resources are able to give their full support in assimilating modern trends and technologies in their theoretical and practical approach to learning. Are. And it can be easily guessed that those tertiary level institutions and teachers are at their end when they have to reform and update with the changing trends of technology. With all these setbacks, higher education institutions need to be equipped with ICT tools and media and motivate both teachers and students to adopt those modern technologies in education (Siff, Lvoga, & Sanga, 2007; Sweeney, O'Donoghue, & Whitehead, 2004). Both teachers and students need adequate knowledge and awareness of emerging technologies in their field and must be competent enough to adapt to the changing needs of education and industry (Gavifekar and Van Athira, 2015; Keller and Sernrud, 2002; Kokur & Kosc, 2009; Love & Fry, 2006; Martin, 2007).

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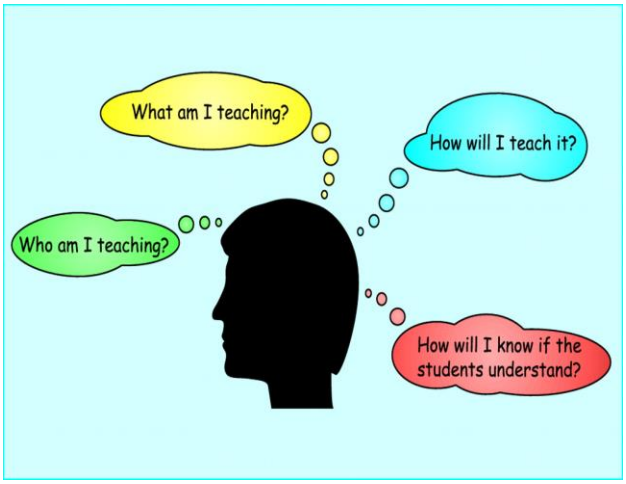
Students must have sufficient knowledge of English

To understand the content and features of advanced technologies, and be able to converse in English with their peers in a virtual learning environment. As technology enabled teaching has become the most essential twenty-first century skill in education, knowledge of English and the ability to use English to acquire technical information and business communication is essential. In this new normal, with the formal setting of virtual classrooms, both teachers and students are expected to communicate in English and this has proven to be a positive sign where they confidently engage in conversations. teachers

The presentations are made entirely in English and they provide questionnaire time to respond to student inquiries. Chatting is done in English in classes to exchange essential information. The formal informal style can be found in online chatting and subsequent correspondence through WhatsApp text messages and emails. Due to sharing of online recordings of classes, students are greatly benefited to listen and watch Power Point presentations as many times as they want and can concretely understand the concepts given in the online lectures. It can be admitted that technology is a blessing in disguise as it helps students to develop their listening, reading and speaking skills in English and their content-based language learning through online. People should take initiative to provide uninterrupted power supply. No student should have to suffer through frequent power cuts and prolonged online classes due to inability to attend or take exams. And with long periods of disrupted power supply to attend extended sessions of their online classes, most students exhaust their battery and data and are unable to join the online sessions later in the day. This proves to be a serious blow to students who cannot afford to buy power banks or increase their data plans due to the long-running financial crisis.



2. CONCLUSION

The adaptability and affordability of students to get an internet connection. Engage in online learning is purely a matter of financial liabilities and this affects their privilege of enrolling in online education. Therefore, when we are rapidly moving towards digitalization in every sphere of our lives, and very specific in education, the government should intervene and address the immediate concerns of the students that prevent them from participating in digital learning. hinder taking. Adequate measures should be taken that despite students coming from diverse backgrounds and various far-flung locations, uninterrupted power supply and internet connection should be provided. In this way, easy and affordable access to internet connectivity will boost both urban and remote students alike and call for a tremendous revolution and reforms in the digitalization of education.

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