

# The New Normal of online learning: Problems and Solutions

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## Abstract

The image of students sitting under one roof with a teacher holding a bit of chalk and scribbling on the blackboard comes to mind when we hear the word "classroom." We are accustomed to this type of framework, thus it is natural for us to envisage such a circumstance. Schools used to start each day with a morning prayer and end with the bells ringing. As a result, a new chapter in our Book of Memories has begun. Today's situation is totally different; no more morning assemblies or lessons end with the dreaded popup, "meeting ended by the host." There are no project submission lines, no red marks on notebooks, and memories aren't a problem. What we have here is a very stale school experience straight from our living room. The COVID-19 pandemic isn't a normal phenomenon, it has forced billions of students around the world to stand still and adopt school from home culture. The biggest lockdown in human history has forced educational institutions to close down and adopt alternatives. More than 90 percent of the world's student population has been affected by these closures. In many parts of our lives, this has brought significant changes. Social distancing norms and travel restrictions have disrupted traditional schooling procedures substantially. In all sectors throughout the world, the impact of the pandemic COVID-19 is severe. But this has the worst effect on the education sector. It has pushed the institution to have a lockdown creating a very severe impact on the lives of students. The COVID-19 pandemic has informed us of the unavoidable transformation of school education. It has labored to develop and choose platforms and approaches that had not before been used for educational purposes. In the course of the COVID-19 pandemic, numerous researchers have contributed their teaching and learning work in various ways. Various schools, institutions and colleges have stopped teaching face to face. There is a worry that the academic year 2021 will be lost or even more in the future. The hour has to be innovated and new teaching systems and evaluation techniques implemented. The COVID-19 pandemic gave us a chance to adopt the new system of digital learning. This paper seeks to give a thorough online teaching and learning report on the impact of the COVID-19 pandemic and outline the way forward. A comparison between the education system before the pandemic with the present should be done in order to pave way for introducing new paradigms and in order to identify the flaws in our education system. The present study has been conducted with 100 Students and 100 parents, their opinion has been analyzed. The paper also draws some insights on the rise of Ed start-ups during the pandemic season and includes proposals to academic institutions on how to face problems related to online learning.

**Keywords:** Students, covid, education system, evaluation, research, problems.

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## I. Introduction

In India, we can divide our schooling into 3 types of board, CBSE, ICSE and State boards. There are around 30 boards that educate approximately 130 million students. However, the difficulty is that various boards have diverse curriculum that do not provide uniform syllabus and therefore a gap is being created. The Constitution ensures the right to education, but quantities have now surpassed quality. Because the different boards do not have a standard curriculum, few students are trailing behind. When India became independent The Government of India adopted universal and compulsory education for all children in ages between 6-14.

However more than half a century later, this goal is still far away. In the recent past, this delay seems to have been taken seriously by the government, making the fundamental right of every Indian citizen to basic education and introduction of new National Education Policy. The strain of economic development and the acute shortage of qualified and well-trained personnel surely had a part to play in bringing these policies. The Indian Government spends approximately 4% of it's GDP on Education which is too low to support the huge

population, however several other developed nation spends around 8 to 9% on education. Infact, India is in a serious shortage of teaching faculties.

In the urban and rural areas, Indian education systems are still not mature. Several schemes are designed to attract students, like “Girl child education, Mid-Day Meal”. The government's wisely imposed lock-down of the country to the fight against the COVID-19 on 25 March 2020 has had a serious effect on the system of education under these conditions. The second largest educational system in the world is in India, behind China. In 165 nations, almost 63 million instructors have been affected. A total of 1.3 billion students throughout the world could not study at schools or colleges and about 320 million students in India alone are affected. It has transformed the old education system to an online teaching and evaluation paradigm for educational technology. Largely a negative impact of COVID-19 is noticed in Indian Education.

## **I History of Indian Education System**

The history of regular classes can be traced back to several centuries ago, where we adapted “Gurukul” system of education, which is boarding cum education center. In ancient times, We had the Gurukul system, where anyone who desired to get education visited and asked Guru. If the guru accepts him as a disciple, he would have to stay at the Ashram and help Guru in his work. This not only established a close relationship between the teacher and the student. From Sanskrit to the sacred writings, from mathematics to physics, the Guru shared his knowledge to his disciples. Gurukuls focused on teaching students in a natural environment in which the shishyas lived with fraternity, humanism, love and discipline. In areas such as language, science, math through group debates, self-learning, etc, the most important instruction were. The emphasis was not only placed upon this but also upon arts, athletics, craftsmanship, music and critical thinking. Activities like yoga, meditation, mantra recitation etc. created and made them fit and positive. It was also compulsory to perform everyday tasks alone to provide practical skills. All things have contributed to the formation of personality of the Students and have enhanced confidence, discipline, intelligence and awareness.

Lord Macaulay introduced the modern school system in 1830. The education has been restricted to 'contemporary' topics such as science and mathematics, as well as topics such as metaphysics and philosophy that are not needed. Teaching was limited to schools and the connection to nature was therefore destroyed. One of the major problems in education is that the notion of holistic learning should be conveyed to students rather than an institutional one. It takes relatively little time to carry out physical exercise and acquire other skills that might help a kid to be a better person.

## **II The Online Education**

COVID-19 was first detected in Wuhan China in late December 2019 and spread throughout the world because of extensive globalization. Within a few months it was declared a pandemic by the World Health Organization. Universities and Educational institutions around the world had to close their campuses down and adopted a completely new version of online education. Millions of people have already left for heavenly abode and another billion are suffering. The Covid crisis has created a serious impact on our system and forced us to change our lifestyle. We are passing through an unprecedented crisis in which every Nation has imposed either complete or partial lockdown. Covid 19 has affected our education system as well. Millions of students are now containing their schooling from inside their houses, which not only compromising their quality but also their mental health. This is new system of complete online mode of education. Universities and educational institutions were not prepared for such a transition, thus most of them initially lacked required infrastructure, but slowly they have adopted this new change. From admission to various courses, from placements drives to conferring degrees, we have adopted a complete online version. Consequently, we have also offered a new e-learning program from the government. Some ed-tech Startups sought, by offering free online courses or restrictions on e-learning modules, to utilize the opportunity. The enormous response of college students to these measures was met by new firms which have experienced an exorbitant increase of 25% in e-learning. Long-term studies seem to be a workable answer for college children all these time, as they give practical, affordable admission into the programs. E-learning also includes a different focus and participatory approach compared with education in the classroom.

Over the last decade we have witnessed a transition from “Work in office” to “Work off office which can be more specifically told as work from home” culture but this pandemic brought a new culture, in spite of having “Classes in School” we are having “Classes in drawing room”. There can be an hour-long debate between online and offline mode of studies, but no one can neglect that offline classes still hold a special place.

Nevertheless, Covid-19 encouraged professionals to reconsider standard training methods. Digital training appears to be a realistic answer to a shortage of three to four months in classroom instruction, while minimizing the likelihood of infection by university pupils until classes restart. In addition, the previous peripheral problem of digital training in India has been brought substantially into the middle stage. In future, digital education is increasingly likely to be included into conventional education. This might provide inclusive

education by promoting study in different geographies in India. In addition, it will give teachers with an open door to provide a personalized study for each child.

## II. Methodology

Data and information presented in the study are collected from the survey conducted by Centre of Statistics and Analysis Jansdell Bharathi Foundation. Information is also collected from various authentic websites and research papers. Some journals are also referred relating to impact of COVID-19 on educational system. 100 parents were asked some questions and their opinions are recorded. Similarly for students we have asked 50 students who are in schools and 50 who are in college. Their opinion are much crucial as we have drawn crucial discussions from their point of view.

**Table 1: Analysis of the opinion of the parents**

Sl No.	Constrains	No. of parents	Total no. of Parents	Percentage
1	No. of device can be used for classes (available 24*7)? (More than 1)	26	100	26%
2	Are you happy with the evaluation?	43	100	43%
3	Are you happy with teachingformat?	59	100	59%

26% families have more than 1 device that is available 24 X7 for online classes. 43% parents are satisfied with present evaluation. This draws a conclusion that the teaching format lacks quality. These parents are satisfied with offline mode but unwilling to send their children to classes which is quite evident to understand. usually the Parents prefers offline mode since they are well versed in this, but still they have accepted this new change because of the severity of this pandemic.

**Table 2: Analysis of the opinion of the Student (Primary and Senior Secondary)**

Sl No.	Constrains	No. of Students (Primary and Senior Secondary)	Total no. of Student	Percentage
1	Are you facing technical issue?	47	50	94%
2	Are you satisfywith the evaluation?	41	50	82%
3	Are you satisfy with teachingformat?	27	50	54%
4	Do you want to goback to school?	48	50	96%

When we have approached students who are in schools, 96% told they want to return to their schools. just over 50% students are satisfy with this new mode of education. Technical issue is one of the prime concern. The much junior classes may find it difficult in using the applications,need parental guidance.

**Table 3: Analysis of the opinion of the Student(Higher Education)**

Sl No.	Constrains	No. of Students (Higher education)	Total no. of Student	Percentage
1	Are you facing technical issue?	46	50	92%
2	Are you satisfywith the evaluation?	17	50	34%
3	Are you satisfywith teaching format?	21	50	42%

92% of the students who are pursuing higher education says they are suffering technical glitch. This technical glitch is either network related or some application related. 34% students are satisfied with the evaluation process. The higher education and practical based subjects are worsthit. For non practical subject, assesments are enough, practical subjects need hands on experience. 96.4% students agreed that being not able to do the practicals or industrial training may lead to problems in future.

**Table 4: Analysis of preferred Board.**

Sl No.	Constrains	CBSE	ICSE	State Board
1	Low Income Family	32%	1.6%	66.4%
2	Middle income family	46%	38%	16%
3	High income family	37.3%	47.9%	14.8%

The above table draws a serious conclusion and shows a drastic difference between the choice of 3 types of board. Low income family prefers State board because of low fees. But it is true, state boards are not equipped properly. The ICSE board is considered to be rich oriented and competitive board. According to this survey 47.9% people often prefer ICSE board and they mostly belongs to rich class. CBSE all together remains a popular board. This is because the fees of CBSE is low as compare to some ICSE and syllabus of CBSE is much easier than of ICSE. Rural population prefer state board and urban population is often gets divided among ICSE and CBSE. If a common board is established, this will ensure proper opportunity to everyone.

### III. Discussion

This pandemic has exposed a number of serious educational gaps. The closing of schools has had serious consequences for underprivileged kids. One of the important developments is the need to integrate the online learning method with more investment in improving educational institutions' technological infrastructures. The training of teachers must be stressed. Today, all higher education institutions recognize the relevance of technology and need to take substantial actions in the learning management system to conduct technology-driven education. Educational institutions are urged in all respects to employ technology. We have analyzed the following points after closely analyzing the data. We have found that India is in a great need of a common Curriculum. We have also found that the educational infrastructure should be revamped immediately. Alternative methods should be adopted to ensure proper opportunity to everyone.

The strengths and disadvantages of all systems. The aim should be to maximize strengths and to minimize weaknesses to avoid missing the chance to go forward. The primary aim of the study is to assess COVID-19's influence on the education system. COVID-19 has an influence on rural and urban students and higher schools. And the rural population is worst hit. The rural schools still lack proper infrastructure. The rural students don't have access the smartphones thus it is a prime concern to bring them in loop.

#### I Need of a common Curriculum

The political arena claims to be a danger to diversity. No government has therefore taken any significant measures to standardize this system.

Many nations have an uniform curriculum across the country, which guarantees equitable opportunities for everybody. In India, however, states like West Bengal have outlawed English for several years, thus a whole generation can be prevented from doing so in this competitive world. A large discrepancy between the ICSE Board and the State Board may be found in English curriculum. The ICSE board has a completely good English quality whereas the state boards have a moderate level. English is not just the situation but the curriculum level in science and mathematics is also contrasting. Education should be free from politics, as political influence for an educational system is in certain circumstances damaging. Some countries have reserves for domicile students of about 80%. This is quite typical at state-owned colleges with neither political curriculum, much as the one we see in NEET. A single curriculum will not discriminate and will offer all pupils with an impartial platform. Various boards have distinct curricula and obstacles as well. A student might achieve high points in boards, but they can end up in trouble by sitting for national examinations. If globalization is a factor in this post-evasive society, a similar curriculum should exist throughout the nation, at least 80%. All pupils will be helped to be equivalent to learning. The Right to Education Act aims at providing every kid with free, obligatory education but also quality education.

We know this adage, 'Pen is mightier than Sword,' but we must also raise our voice for One Nation One Education Board when we struggle for consistent civil law or for one nation one election. Education is the key to driving a nation to larger summits. Think about what lakhs of pen can achieve if a single pen changes the world. During this epidemic, we all pondered why different boards walk differently. Different boards follow, various models and different curriculums. Thus, the need for a joint board following this pandemic becomes necessary. This might be the first step to ensuring equality of opportunity. Education is on the Concurrent list, meaning that both State and Union can legislate as required. Some countries thus regionalize and not nationalize education. But we should know fully about the variety, the socio-cultural element of the entire country, as a citizen of a varied nation. In the growth of a student, education plays a

key role. Education gives everyone a chance. The many boards with varied curricula and education create inequity amongst pupils. As our survey shows, rural students choose state boards, whilst urban prefer central boards like as CBSE or ICSE, the adage "Rich loves the ICSE, medium class prefers the CBSE, and poor people go to state." Different institutions having different kinds of syllabuses, the introduction of NEET is a good move in how students are given the same opportunity. These disparities in the learning gap among students in other boards generate uncertainty, as throughout higher education, the majority of students cannot adjust if schools in other boards have been changed. After changing their boards, 86 percent of them experience problems in implementing new curriculums and systems. If various states, or more precisely if separate boards have different conclusions, after this epidemic. A number of key topics have been granted to few boards, while few have been mediocre. Nobody knows whether or not the outcome of this year will be equal. In this epidemic, a single curriculum may have rescued India's education system.

## **II Shift in teaching and learning**

The average ratio between faculties and student is 1:60 in India, so simply it is easier for faculties to monitor individual students. On numerous times we observed that teachers deliver their information to class based on their own mood and average knowledge percentage.

Two class 10, section A and section B sections with each 15 pupils are supposed to be in place. Section A has 8 students with over 90% evaluation and 7 students with an average of 70%, whereas Section B contains 4 students with over 90% evaluation and 11 students with an average of 70%.

The difference in the technique of instruction of the same faculty in these 2 parts will be fairly obvious. The question may be the same, but the manner the thoughts are delivered is different.

No, I'm not going to say that's partiality, but that's what pupils need. A personalized system of learning. Even if this may be done via online mode, "MOOD" is the end of everything.

Sometimes faculty attend more lessons either by cancelling games or by taking an additional spare time. The emotions associated particularly with games are clearly understood.

So faculty at this moment comprehend our sentiments but they do their best to get a beneficial result. It is just their capacity to make a difference. An entire new online class approach with an on-line assignment and collector attendance, however we have not recognized further the necessity of an on-going system, because we cannot substitute normal modes deep down.

There are no options at this point in time to remain secure and to continue growth. Many students might have issues in their homes, therefore we cannot expect a successful result.

There is no equal chance for online classes. Some people are still unable to buy a Smartphone, there are thousands of them living in locations with low bandwidth. Electricity availability is a major problem for online education. Only 49% of Indian households have power for more than 12 hours while over 32% of India's schools have no electricity. This implies that while kids from families that have better ways of life can easily bridge the shift to remote learning, they are likely to become inefficient and unable to adjust because of their parents' inaccessibility to technology or poor knowledge in technological applications. The lack of technological infrastructure and the sporadic interrupted access of Internet throughout India is the greatest issue facing students and instructors. In online education both professors and students face various obstacles.

Someone's dad or mother may have health problems or they may be a pandemic leader and sacrifice their life in order to rescue others. At home, there were huge problems with lack of fundamental amenities, external distractions and family breaks. There was also a lack of training, a lack of technical support, and a lack of transparency and direction in the education institutions support hurdles such as the money for acquiring modern technology. Teachers were also confronted with technical problems. There was a shortage of technical help in groups for the issues;

This included a lack of technique, a low level of understanding of the venues for online education and worries about safety. Personal issues for teachers, including lack of technical skills, integration with technology courses are damaging to their commitment to online teaching.

## **IV. Conclusion**

Millions of students are now containing their schooling from inside their houses, which not only compromising their quality but also their mental health. This is new system of complete online mode of education. In future, digital education is increasingly likely to be included into conventional education. It is just their capacity to make a difference. There are no options at this point in time to remain secure and to continue growth. There is no equal chance for online classes. This pandemic indicates that the technology-education partnership will remain forever. A further proposal is to separate the courses into conventional teaching and online teaching by educational institutions and to inculcate the technology into the classrooms. Online education is intended to enhance the digital literacy of instructors and students, increasing their exposure and learning, therefore contributing to social sustainability for the digital industry leader.

Online training has long been on the fringes. This is mainstream of the COVID-19 epidemic. During the COVID 19 epidemic, we ran a survey to learn the views of University Students in India on many elements of online education. In the existing conditions, pupils saw online training as a feasible option. However, we believe that improvement can be made. Teachers should attempt to make online learning amongst students more acceptable. Online education may offer techniques such as flipped classrooms, case studies and its impacts may be explored. Just over 50% students are satisfied with this new mode of education. Rural population prefer state board and urban population is often gets divided among ICSE and CBSE. If a common board is established, this will ensure proper opportunity to everyone. There will be a significant worldwide lock-down in the learning of pupils; interruptions in internal evaluations; and an abolishment of public qualification exams or their substitution with an inferior substitute. The pandemic COVID-19 has led for the first time to the adoption of broad online education worldwide. The insights we learned throughout this epidemic online will be helpful in future need. The education industry of India has been enormously affected by COVID-19. While numerous obstacles have been established, other possibilities have been evolved. The Indian Government and many educational stakeholders investigate openness and remote learning through the implementation of diverse digital technologies to tackle the current COVID-19 problem. India is not completely prepared with digital platforms for education to reach every corner of the country. This new online mode, which is certainly harder for the instructors to deal with, is becoming known to teachers and students alike. Teachers also confront problems in developing efficient classes and changing the way they learn online. The current variety of digital platforms will put pupils out who are not like the other fortunate. The aim should be to use digital technology to provide millions of young students a favorable position in India.

Educational institutions need an hour to enhance their expertise and IT infrastructure in order to face COVID-19 scenarios like these. Although the COVID-19 issue is prolonged, attempts to maximize the use of internet platforms is urgently needed. India should adopt inventive methods to promote sustained learning for all students during the COVID19 pandemic.

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