Virtual International Conference on

Emerging trends in online education and Global challenges on Higher Education Framework post Covid-19

17th & 18th June, 2020

Career College, Bhopal, Barkatullah University, Bhopal, MP, India

Special Issue - 16   **June - 2020**

(Conference Proceedings Issue)

Virtual International Conference on Emerging trends in online education and Global challenges on Higher Education Framework post Covid-19

17th & 18th June, 2020

(Conference Proceedings – Special Issue)

ABOUT THE COLLEGE :

Career College, Bhopal was established in the year 1970 by Career Society, Bhopal which has completed its 50 glorious years of academic excellence. The College is affiliated to Barkatullah University, Bhopal and accredited A+ Grade in its third cycle with 3.28 CGPA by National Assessment and Accreditation Council (NAAC) which till date is the highest grade among affiliated colleges of Madhya Pradesh, in the revised accreditation system. Shri. Vishnu Rajoria, Founder Chairman of Career College is an active social worker with a firm belief in social values and principles of equity, justice, honesty, and uprightness. His hard work has made commendable contributions in the field of education.

OBJECTIVE :

The world today is at a crossroad where several global challenges must be urgently addressed to build a more sustainable future. This Sustainable Development Goal seeks to ensure access to quality education and promote lifelong learning opportunities for all, providing citizens with the skills required for individual and collective well-being in a world of uncertainty and rapid change.

THEME :

The conference engages academicians, researchers, and industry leaders to address current global challenges and advances in Higher Education. The theme is **ADDRESSING GLOBAL CHALLENGES AND PROVIDING QUALITY EDUCATION**.

ADVISORY COMMITTEE

Prof. Alex Cowan
Darden School of Business
University of Virginia, Virginia

Mr. David Sehyeon Baek
Harvard Kennedy School Executive
Education - Implementing Public Policy,
APO, Tokyo, Japan

Dr. Ahmad R. Albattat
Assistant Professor
Post Graduate Centre Management and
Science University Malaysia

Dr. Virendra Gawande
Assistant Professor Department of
Information Technology, College of Applied
Sciences - Ibri, (Ministry of Higher
Education), Sultanate of Oman

Dr. Mohd. Israr
Professor
Department of Mechanical Engineering, SUR
University, Sultanate of Oman

Mr. Amit Goyal
Head
India & South East Asia, edX

Prof. Vipin Tyagi
FIETE, SMCSI, MIEEE, MISRS, Regional
Coordinator: AICTE National Coordination
Committee-Induction Program (Central
Region), National Hon. Secretary - Computer
Society of India

Dr. Manish Dixit
Professor
Department of CSE and IT, MITS, Gwalior,
Vice-Chair IEEE MP Subsection, Secretary,
IETE, Gwalior

Er. R. S. Ahirwar
Senior Principal Scientist Information
Technology Division, CSIR-AMPRI Bhopal

Dr. Rajesh K Shukla
Dean (R&D)
Sagar Institute of Research and Technology

Dr. Chirag M. Patel
President
Research Culture Society

Prof. R.J. Rao
Vice Chancellor
Barkatullah University, Bhopal

Dr. Ashutosh Mishra
Former Vice-Chancellor
Devi Ahilya University, Indore

Dr. N. K. Thapak
Vice Chancellor
LNCT University, Bhopal

Prof. Kannan Moudgalya
Department of Chemical Engineering
IIT, Bombay

Dr. Umesh Chandra Pandey
Regional Director
IGNOU, Regional Centre, Bhopal

Dr. Anil Kothari
Director General
M.P. Council of Science & Technology,
Bhopal

Dr. Usha K. Nair
OSD, World Bank
Department of Higher Education,
Govt. of Madhya Pradesh, Bhopal

Dr. Pragyesh Agrawal
OSD, RUSA
Department of Higher Education,
Govt. of Madhya Pradesh, Bhopal

Dr. Manjusha Shelke
Scientist
Physical and Materials Chemistry Division,
National Chemical Laboratory,
CSIR, Pune

Dr. Vilas Shelke
Senior Scientific Officer Department of
Physics, Barkatullah University, Bhopal

Prof. Hari Mohan Sharma
Head, Department of Hindi, University of
Delhi

TABLE OF CONTENT

<div align="center">

Virtual International Conference on
Emerging trends in online education and Global challenges
on Higher Education Framework post Covid-19
17th & 18th June, 2020
Career College, Bhopal, Barkatullah University, Bhopal, MP, India

</div>

"COVID 19: PARADIGM SHIFT IN TEACHING E-LEARNING"

[1] **B.FARHAN** M.A (ENGLISH)   [2]**S.AASHA** M.Sc., M.Phil (CS)., NET,

[1] MANAGEMENT EXECUTIVE, Department of English
[2] ASSISTANT PROFESSOR, Department of Computer Science
AIMAN College of Arts & Science for Women, Trichy, India
[1] farhaneducate@gmail.com,   [2] aashaaiman@gmail.com,

ABSTRACT

E-LEARNING the magical world rules the entire world E-learning or Electronic learning is the delivery of learning and training through digital resources with the help of the Internet. At any time, any place, anyone can learn, take up assessments, can find their grades and earn certifications. In today's scenario in order to engage people who are in the Quarantine of COVID 19 we see many Government and Private institutions are conducting free Online Classes, Faculty Development Programs, Web Series, Conferences - International, National & State level, Online Certification Programs etc to inculcate awareness as well as paves a new way to the new world. In E-learning there are many different opportunities to gain knowledge. E-learning allows us to explore and experience this world. No more Bookworms. E-learning enriches Knowledge. Psychologists state that the average Human can pay attention less than 20 min a class. To break the barriers teenagers and adults have towards learning, today's online courses and learning engagements strive to make the best use of technology such as Smartphone's and tablets to disseminate bite-sized learning nuggets. With individual attention, Content is also tailored to suit each niche learner segment. E-learning is also leveraged to supplement Instructor-Led Training Programs so that Learner gets the best from all worlds and can apply their newly learned skills on-the-job quickly. The benefits of e-learning are multi-fold. Some well-known and acknowledged benefits include faster delivery, lower costs, simpler learning and no-geographical constraints.

Keywords: E-Learning, Education, Online Faster Delivery, Lower Costs

INTRODUCTION

Online education may be a sort of educational instruction that's delivered via the web to students using their home computers. Online degrees and courses became popular Most of the time, online degree programs and courses are offered via online learning platform, although some are delivered using alternative technologies. The most difference between online and traditional learning is that the incontrovertible fact that online education liberates the scholar from the standard trappings of on-campus degree programs — including driving to high school, planning their schedule around classes, and being physically present for every sequence of their coursework.

BENEFITS OF ONLINE EDUCATION

The benefits that accompany online learning depend tons on the individual. While some students simply enjoy the convenience of studying in their pajamas, others must choose online education so as to remain home with their children. Still, the most important perk that comes with online degree programs has got to do with location. Simply put, once you pursue online education, you do not need to uproot your life to try to to it; you'll just stay home. According to Monroe comment "Internet program's primary benefit has versatility"

CHARACTERISTICS OF OUR CURRENT SOCIETY

We sleep in a world in crisis of a knowledge society, everything changes and is unstable. the new millennium is characterized by a sequence of internal crises within the welfare state such as the social crisis, the environmental crisis and unsustainable practices, these crisis lead to the threat by globalization, The consequences of those crises

include the exacerbation of social and economic inequality; the emergence of a worldwide sort of planetary management with new decision-making centre's that have undermined the decision-making power of individuals and states; and citizens' loss of confidence within the democratic system because of the perception that political decisions are distant and difficult to influence.

REFORMULATION OF HIGHER EDUCATION

Einstein once said that no problem is often solved from an equivalent level of consciousness that created it. Current needs suggest that we must learn to look at the planet and thus education, during a new way. Higher education has exhibits that promote change and development in society, and is considered a key agent in educating new generations to create the future, but this does not prevent them from being the target of internal reformulation.

METHODOLOGY
THE COVID-19 CRISIS COULD CHANGE OUR WORLD AND OUR GLOBAL OUTLOOK

It's going to also teach us about how education must change to be ready to better prepare our young learners for what the longer term might hold. These lessons include:

- **EDUCATING CITIZENS IN AN INTERCONNECTED WORLD**

COVID-19 could be a pandemic showing how interconnected we are globally – there's no such thing as isolated problems and behavior. Effective people need to be able to recognize this interrelationship within the coming decades and to work through borders to exploit their differences and create a collaborative way around the globe.

- **REDEFINING THE ROLE OF THE EDUCATOR**

The notion of a teacher because the knowledge-holder who imparts wisdom to their pupils no longer suits the purpose of an education in the 21st century. With students having the ability to realize access to knowledge, and even learn a technical skill, through a couple of clicks on their phones, tablets and computers, we'll get to redefine the role of the educator within the classroom and lecture theatre. This might mean that the role of educators will get to move towards facilitating young people's development as contributing members of society. Resilience and adaptableness are going to be crucial for subsequent generations entering work.

- **TEACHING LIFE SKILLS NEEDED FOR THE LONGER TERM**

Children require resilience and adaptableness – skills that are proving to be essential to navigate effectively through this pandemic changing global environment. Looking into the long run, variety of the foremost important skills that employers are getting to be trying to seek out are getting to be creativity, communication and collaboration, In addition to empathy and emotional intelligence; and with the ability to find disparities across ethnic lines to leverage the collective's facility by successful teamwork.

- **UNLOCKING TECHNOLOGY TO DELIVER EDUCATION**

The COVID-19 pandemic has led to educational institutions worldwide being forced to unexpectedly leverage and use the suite of obtainable technical resources to render material for remote learning for whole sectors of college kids. Educators across the world are finding new ways to do things differently and with greater versatility contributing to future gains of educational accessibility for college kids around the globe. These are new modes of instruction that were largely untapped previously, particularly in the arena of Grade 12 in the kindergarten.

ANALYSIS OF EMERGING TRENDS

The shifting aspirations of scholars, including the necessity for a job-ready workforce, could have an enduring impact on the trajectory of learning innovation and digitization. Below, we are following five patterns which imply future transformations.

- **SHIFT TOWARDS ONLINE LEARNING**

Given the present circumstances, obviously there's thrust for online learning needless to say, and lots of academicians are battling the mode of teaching. Mainstream institutions are moving online to make sure learning continuity within the lockdown scenario. But this trend is probably going to continue post-Covid-19 too. Going forward, there could also be a mixture of face-to-face and online learning, once the universities resume with social distancing norms.

In fact, a KPMG report projects the expansion of the web education market in India to succeed in $1.96 billion in 2021. E-learning features like virtual classes, animation-based lessons, and stackable content can transform how students learn. Several educational technology (edtech) companies offer a wide range of e-learning facilitation options. Platforms such as Active App and Quikik provide collaborative resources to create a smooth learning

experience.

- **PERSONALIZED LEARNING**

Personalized learning enables students to find out at their pace and at a time of their choice. The utilization of AI (AI) can further augment this. It's expected that by 2024, upwards of 47 per cent of teach management tools are going to be enabled by AI capabilities. With an AI-enabled personalized learning experience, every student would enjoy a singular educational approach that's tailor-made for his or her individual needs.

Apps like MyLab and Mastering offer an exhaustive collection of online homework, tutorial, and assessment products. They create learning experiences that are truly personalized and continuously adaptive. This directly increases students' motivation in continuing their education and reduces the rates of scholars throwing in the towel before completing a course. Educators are given data that enable them to show more effectively.

- **DEMAND FOR SHORT-TERM, SKILL-BASED COURSES**

The changing socio-economic scenario is putting many in danger of losing their jobs. This is often further bolstered by the ever-changing technological landscape. To stay agile and adaptable for the workplace, students got to continuously up skill themselves with industry-ready courses. Learning has got to revolve around imparting the proper skills that help one stay resourceful within the future.

- **INFRASTRUCTURE DEVELOPMENT**

With the shift from traditional face-to-face (F2F) teaching to online platforms, there'll even be a requirement for institutions to take a position significantly in infrastructure development. Albeit one shifts to a web learning model, Assessments still cannot go browsing. Aside from that, while concepts are often taught online, statistical and mathematical problems can't be communicated within the same way; case studies are difficult to manage online as they require interactive learning, and therefore the inability to assess learning outcomes may be a challenge.

These are a number of the challenges we'd like to seek out solutions for. Technology enablement with supporting infrastructure will make sure the seamless delivery of online classes to students across the country. Investing in permanent technology solutions, like remote collaboration tools, high-speed networks, etc. will facilitate teachers and students to continue learning even when faraway from campus.

- **PUBLIC-PRIVATE PARTNERSHIPS**

We've seen learning coalitions taking shape between public and private partners in just a few weeks ' time. ELIS portal recently launched by AICTE boasts content from 18 leading edtech firms. Innovation in education attracts publicity beyond the traditional social programs sponsored by the government.

Public-private partnerships can promote seamless education facilities The government is hoped to offer tax incentives in the form of exemptions for companies that operate in the education sphere. Similarly, private stakeholders will improve delivery of education through online learning in regions that still do not have a digital footprint. Offline or traditional models of education won't become outdated post-Covid-19. Digital learning will closely complement them though. This will digitally revamp the students campus experience. Although concepts can be easily learned online, students can spend more productive time on campus by applying concepts to problem solving. Institutions and teachers will blend the 2 judiciously, consistent with the context and therefore the content.

Even this pandemic is an opportunity to remember the skills students need for tomorrow's work. While universities across the world digitalize themselves, it will be interesting to see how these trends revolutionize the higher education domain.

PROPOSED METHODOLOGY - LI-FI

Technology is changing the way life functions and if it's for the good, then why not choose it. There's numerous advantage of Smart class but if it'll use with Li-Fi technology, the more advantages are getting to be added. Li-fi basically mentioned as "light fidelity" is an outcome of twenty first century. The essential ideology behind this technology is that the data are often transmitted through LED light whose intensity varies even faster than the human eye. Since the data is transmitted via the daylight emitting diodes (LED's), the number is relatively small. In times, it is named for the optimized form of WI-FI. The benefit is that the wireless connectivity reduces the value considerably.

COMPONENTS USED FOR SMARTCLASS USING LI-FI TECHNOLOGY

The foremost components used for the Li-Fi network within the Smart classes are as follows:

- ✓ **Transmission Techniques:** A high brightness white LED which acts as transmission source.
- ✓ **Receiving Source:** A silicon photodiode which shows good response to visible wavelength region serving

because the receiving element fitted over the pc.
- ✓ **Server**: it's a database of the Smart means it stores all the info of the smart class.
- ✓ **Interactive Board:** It acts as a knowledge data input device and monitor, allows us to manage the appliance by simply touching the board. It connects with the pc and thus the projector. It always hangs on the wall or the stand.

- ✓ **Computer**: It loads an application of Smart class and connected to the server, projector and interactive board.
- ✓ **Projector:** it's used to project the image on the interactive board, and placed before the interactive board.

WORKING OF LI-FI

When the system starts an unbroken current is applied to an LED light bulb then from the bulb an unbroken stream of photons are emitted, that light is known as light. But if this is varied slowly the output intensity of the sunshine dims up and down. For the communication as soon as, LED starts glowing, photo detector or light sensor on computer will detect light and acquire a binary 1 otherwise binary 0. The photo detector registers a binary "1" when the LED is on; and a binary "0" if the LED is off. Flashing a LED certain times will build up knowledge to transmit. Flashing of sunshine is detected by the photo detector or light sensor and it will receive a knowledge which data will display over the smart board with the help of the projector attached to the pc and smart board.
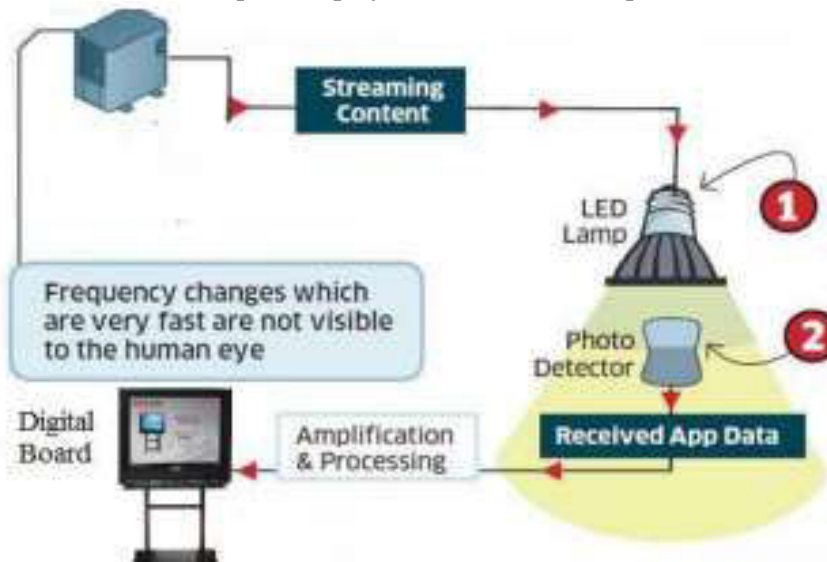
Fig: How Li-Fi is used in Smart class

Further enhancements are often made during this method, like using an array of LEDs for parallel data transmission, or using mixtures of red. Fig: How Li-Fi is used in Smart class we'll also use Wi-Fi technology for it but because it uses the radio waves and frequency communication requires radio circuits, antennas and complicated receivers which are also harmful for the person, whereas Li-Fi is way simpler and uses direct modulation methods almost like those utilized in low-cost infra-red communications devices like remote units. Infra-red communication is restricted in power due to eye safety requirements, whereas LED light bulbs have high intensities and will achieve very large data rates and not harmful for person also.

CONCLUSION

HEI's are obviously within the midst of rapid revolution in response to technological, environmental, economic, political transformations sweeping the planet. Addressing these challenges is critical not only for the long run of institutions within the Gulf region but also globally. Education going global could also be a very fascinating process of which many leaders aren't yet seeing the highest. Institutions are feeling the pressure of these global challenges.

REFERENCES
1. Tiropanis, T., Davis, H., Millard, D., Weal, M., White, S. and Wills, G. (2009) "Semantic Technologies in Learning and Teaching (SemTech) Report," Technical Report UNSPECIFIED, LSL, Electronics and Computer Science, University of Southampton

2. David Rae (2007) "Connecting enterprise and graduate employability Challenges to the higher education culture and curriculum?," Journal: Education + Training, vol. 49, pp. 605-619, ,Lincoln Business School, University of Lincoln, Lincoln, UK

3. Gail B. West (1999), "Teaching and Technology in Higher Education: Changes and Challenges," Journal article of Adult Learning, vol. 10, Issue: 4

4. Hanna, D.E. (2003) "Building a leadership vision eleven strategic challenges for higher education," Journal on Higher Education, www.educause.edu/library/erm0341, University of Wisconsin.

5. David Bridges (2000), "Back to the Future: the higher education curriculum in the 21st century," School of Education and Professional Development, University of East Anglia, Norwich, UK, Cambridge Journal of Education, vol. 30, no.1

6. Liz Thomas (2002), "Student retention in higher education: the role of institutional habitus,", Journal of Educational Policy, vol. 17, No. 4, pp.423-442

7. JS Eaton (2009), "An overview of US accreditation," Council for Higher Education Accreditation, http://chea.org/pdf/2009.06_Overview_of_US_Accreditation

8. Werner Z. Hirsch and Luc E. Weber (1999) "Challenges Facing Higher Education at the Millennium," American Council On Education and Oryx Press Series on Higher Education

9. Damassa, D. A., & Sitko, T. D. (2010). Simulation technologies in higher education: uses, trends, and implications. ECAR Research Bulletin 3.

Virtual International Conference on
Emerging trends in online education and Global challenges on Higher Education Framework post Covid-19
17ᵗʰ & 18ᵗʰ June, 2020
Career College, Bhopal, Barkatullah University, Bhopal, MP, India

Higher Education through Cloud Computing-based Mobile Learning: A Case Study in Madhya Pradesh

[1] Anurag Soni,   [2] Dr. Harsh Mathur
[1] Ph.D. Scholar, Department of Computer Science, Madhyanchal Professional University, Bhopal, India
[2] Assistant Professor, Department of CSE, Madhyanchal Professional University, Bhopal, India
E-mail- [1] a.soni08@gmail.com, [2] harshmathur786@gmail.com

Abstract: Cloud computing-based mobile learning can be considered as a very recent and smart way of learning which has enormous possibilities and potential to revolutionize the higher education domain specifically in rural areas of developing nations. Cloud computing-based mobile learning provides a powerful technology-based platform to achieve the educational aims of the government as well as private educational institutions by providing easy-to-use high-quality learning content directly in the hands of the learners without the restrictions of location, time and quantity. Being a part of ICT enabled education, cloud computing-based mobile learning is a very cost-effective way of learning for both academic and non-academic purposes. This research is an attempt to explore and analyze the effectiveness of cloud computing-based mobile learning in higher education in Madhya Pradesh. We have used an app-based approach to conduct this research and the participants of the research were students and their faculty of some higher education institutions of Madhya Pradesh. The methodology adopted for this research was based on getting responses of research participants regarding their feelings and experiences about the use of cloud computing-based mobile learning for their academic goals.

Key words: Cloud Computing, Mobile Learning, Blackboard, Higher Education, ICT.

1. INTRODUCTION

In recent times, the amalgamation of education with information and communication technology (ICT) is opening new horizons for the students and their faculty. The most revolutionary development in the field of ICT today is the use of mobile phones in education for teaching and learning. Continuous technological development has introduced mobile phones equipped with smart functions and features. These features include a high-resolution camera, multimedia messaging service (MMS), Internet browsing, crystal clear large display, high-speed processors, multitasking, and so on. Moreover, by downloading various apps (applications) from different app stores, users can perform several different tasks. This new scenario of learning through mobile phones (m-learning) is considered to be an evolution from e-learning [1], [2], [3], [4].

Mobile learning provides opportunities to its learners to learn without any restriction of time and geographical location by providing learning contents on the small-size mobile screen with interactivity feature and also provides the facilities of customization [5], [6], [7], [8], [9]. In India, mobile phone users have increased very rapidly in the last decade and mobile phones have gained extreme popularity among students community of every category in Indian colleges and universities. Presently available mobile devices are internet enabled. Most of the students use mobile phones for internet browsing and also for various multimedia applications. Mobile phones with so many advanced features and their great popularity among students undoubtedly motivate to use them for mobile learning and teaching.

This research work focuses on the analytical study of the effectiveness of cloud computing-based mobile learning in the higher education institutions of Madhya Pradesh. And for this purpose, some students and faculty members from graduate and postgraduate courses of the colleges situated in urban and rural areas of Madhya Pradesh were selected as research participants.

1.1. About Cloud Computing

Cloud computing as a most recent technological development in the area of Information and Communication Technology (ICT) is providing tremendous opportunity to the teachers and learners of the higher education domain. The concept of cloud is based on the separation of computing resources from its users while utilizing all of them with full potential by many users at the same time. Users subscribe to get cloud services such as high-speed processing, mass storage space, and networking based services. Cloud computing allows its users (called clients) to access data without the restriction of location and time. At the same time, cloud computing technology also makes the data storage process location-free [10].

1.2. Categories of Basic Models of Cloud Computing

There are three categories of cloud computing models:-

1. **SaaS:** This model is called Software as a Service. It is based on the distribution of software by third-party vendors or service providers. They host applications and customers can access them over the internet by paying some pre-defined charges as decided by the vendors. The research discussed in this paper is based on the SaaS Model.

2. **PaaS:** This model is called Platform as a Service. In this model, vendors or third-party providers host software and hardware tools that are needed for the development of applications, on their framework and deliver to their customers over the internet.

3. **IaaS:** This model is called Infrastructure as a Service. It involves making available various computing and networking hardware components such as servers, data storage, etc to the customers over the internet.

1.3. About Mobile Learning

Mobile learning refers to the use of mobile computing devices such as smartphones, personal digital assistants (PDAs), and tablets for learning. It can include both academic and non-academic learning. It is an intersection among e-learning and mobile computing [11]. It is the integration of various learning software applications with multimedia tools and firmware [12]. Mobile learning can also be considered as an extended version of previously popular e-learning [13].

1.4. The need for Cloud Computing-based Mobile Learning

Using mobile phones for teaching and learning in institutions of higher education can have great possibilities for achievement. The acceptance and fame of mobile phones among undergraduate and postgraduate students in the colleges of Madhya Pradesh highly encourage the amalgamation of mobile phones with teaching and learning in these institutions. This area of research still requires great attention of researchers so that the potential of the cloud computing-based mobile learning can be identified and the higher education institutions of rural and urban areas of Madhya Pradesh can be able to be identified at the global scenario for their excellence. This research work also tries to discover some limitations which restrict cloud computing-based mobile learning to become a mandatory component of the curriculum.

2. LITERATURE REVIEW

In the last two decades, a very large amount of learning and educational stuff has become available online over the internet. It includes various e-books, research papers in the areas of arts, science, medicine, engineering, technology, life sciences, etc., video lectures, live streaming of lectures, animated educational games, and many more. Nowadays, various social media network platforms such as Facebook, WhatsApp, etc. are extensively being used by every community of the students for their academic purposes. These social media platforms provide real-time online duplex communication to their users which are very useful for getting real-time discussion and feedback between teachers and learners. After e-learning, now m-learning (mobile learning) has become a great tool for anytime-anywhere learning by providing learners the facility to access online study contents on various mobile devices such as smartphones and tablets. Mobile learning provides a way to learn non-synchronously and in a universal manner [14].

M-learning is the subsequently developed form of e-learning which makes use of mobile technologies and provides the facility to the faculty members and students to teach and learn without the restriction of location and time [15]. Mobile learning is a method of e-learning in which high-quality teaching and learning material is available online and can be accessed using mobile devices through wireless data transmission mode [16]. Mobile learning takes place when the learner is continuously on the go physically [17]. The mobile-learning environment is made available

to the learners by using many different apps installed on smartphones or other mobile devices. These apps provide so many interactive features to the learners so that the teaching and learning process can be made very effective and useful for the learner's point of view [18]. Learning Management System (LMS) is the most widely used software system which is an integration of so many different mobile-learning activities across different mobile learning platforms. Some of them are creation, storage, management, delivery, and reuse of educational and learning material, administrative activities, and many more [19].

The main feature of mobile learning is to provide learners with such an environment in which they can learn by being physically distant from each other [20]. Among different significant technologies being used in education and learning in the present day, mobile learning has been observed as one of the most effective ones [21]. Mobile learning can be described as a non-traditional way of learning which provides the anywhere-anytime facility of learning to its users. Mobile learners can get the advantages of many different ways of learning which includes video recording capability, voice recording capability, text messages, and e-mail communication facilities, uploading and downloading of educational and learning contents to and from the educational portal, online quizzes, and many other competitive activities to strengthen their learning ability, interactive discussion and knowledge sharing using various social media platforms [22].

Another important software component of mobile-learning platforms is Mobile Agent. A mobile agent is a software program that can migrate from different mobile devices and allow communication of data at very low hardware cost [23]. Presently, mobile phone users are growing so fast all over the world including developing and developed countries [24]. The potential of mobile phones to provide access to learning and educational content in digital format at anywhere-anytime can be utilized to make available the higher education to the remote areas in developing countries with great quality [25].

3. OBJECTIVES

Using mobile phones with a cloud computing-based environment for teaching and learning in institutions of higher education can have great possibilities for achievements. The acceptance and fame of mobile phones among undergraduate and postgraduate students in the colleges of Madhya Pradesh highly encourage the amalgamation of mobile phones with teaching and learning in these institutions. This area of research still requires great attention of researchers so that the potential of cloud computing-based mobile learning can be identified and the higher education institutions of rural and urban areas of Madhya Pradesh can be able to be identified at the global scenario for their excellence. This research work also tries to discover some limitations which restrict cloud computing-based mobile learning to become a mandatory component of the curriculum.

4. MATERIALS AND METHODS

4.1 Research Design

As this research is about exploring the effectiveness of cloud computing-based mobile learning, we have adopted a research design strategy that is qualitative and phenomenological. This type of research methodology is suitable for those research problems in which a researcher starts his investigation with the absence of any such variables which are pre-determined. Due to this, a researcher becomes able to understand and explore a complicated problem in-depth and completely. This type of research requires a vast amount of in-depth data and the researcher must be very deeply involved in his research area as well as in research activities to collect such data.

We have used the following queries for collecting data from the research participants in this research work:

(a) How cloud computing-based mobile learning is a better way of learning in institutes of higher learning?
(b) What are the challenges in the implementation of cloud computing-based mobile learning in the institutes of higher education in Madhya Pradesh?
(c) How the students and faculty feel about using cloud computing-based mobile phones for achieving their academic objectives?
(d) How the institutions of higher education in Madhya Pradesh can encourage their students and faculty members to use cloud computing-based mobile learning?

The investigative research has conducted with undergraduate students and their faculty of a PG college situated in an urban area and a UG college situated in a rural area of Madhya Pradesh regarding their interests and use of cloud computing-based mobile phones for their learning and teaching purpose.

The sample size for this research is as follows:

     (i) No. of Institutions selected: 2 (UG-1, PG-1)

     (ii) No. of students selected: 50 (UG- 25, PG- 25)

     (iii) No. of faculty members selected: 8 (UG- 4, PG- 4)

We are using some free versions of cloud-based Learning Management Systems (LMS) provided by various software development companies that are also available on mobile app platforms. These LMS will allow users to login in cloud network using user name and password and then the user will be able to share different educational contents.

The research is still on its intermediate stage and therefore the final outcome is yet to come.

5. ANALYSIS, DISCUSSION AND FINDINGS

5.1. Hurdles and Concerns

This research was based on interviews with the participants regarding their views about using cloud computing-based mobile learning; hence we collected data from faculty members and students and later analyzed it. This whole process was very extensive and lengthy. The phenomenological method of research was adopted and it required prudent selection of participating members as well as interview questions. Also, this study included higher education institutions situated in both rural and urban areas therefore, extensive traveling to these areas and make stay there for some time to conduct the study was compulsorily required. The intermediate results of this research are mostly in favor of the fact that cloud computing-based mobile learning is a very useful complementary alternative to traditional classroom-based learning due to its flexibility, easy-to-use, and cost-effectiveness. But, findings show that there are still some hurdles to get full advantages of cloud computing-based mobile learning particularly in rural areas. Some of them are:

- Lack of awareness about cloud computing among students of non-technical courses.
- Poor internet connectivity.
- Slow data transfer rate.
- Unavailability of learning contents online in native language.
- Lack of communication between students.

5.2. Hypothesis

The most important factor for the success of this research was the conscious and fair reply to the questions during interviews by the faculty members and students. Both of the participants were informed in advance about the objectives of the research. Also, sufficient efforts were made to make the participants comfortable during interviews so that they could answer the questions without any pressure.

5.3. Constraints

There can be some factors that act as constraints in every research. These constraints may be unavoidable by the researchers. In other words, a researcher has to deal with these constraints as they are and beyond his domination. These research constraints can be categorized as a limited sample size, time restrictions, and writer's prejudice. The research participants have a very short period to respond to the interviewers. Due to this, sometimes the research findings can be uneven as well as very finite. Analytical studies based on qualitative discoveries require very long time involvement of every participant and this is the reason to keep the sample size not very large. But it involves the loss of prospective data. Consequently, it becomes difficult to deduct a generalized concept from the research outcomes. Qualitative discoveries are also not free from the researcher's prejudice. This greatly affects the process of collection of data and subsequently the analysis of that data.

5.4. Confinements

Confinements are those components that the researcher intentionally includes in the research process. These factors are particularly related to research locations. This research was conducted in the institutions of higher education situated in rural as well as urban areas of Madhya Pradesh. Therefore, the outcomes of this research can be applied only to the institutions of higher education of Madhya Pradesh and not to the school level education such as high school or higher secondary levels. The outcomes of this research may also not apply to the institutions of higher education situated in other states of India as well as in the world because the educational environment and standards could be different in different institutions.

6. CONCLUSION AND FUTURE SCOPE

There have been so many research studies conducted related to the effectiveness of mobile learning in higher education. But there is still a need to investigate the importance of cloud computing-based mobile learning in the rural areas of developing countries like India. In-depth research must be conducted about how the learners of remote rural areas can get the benefits of mobile learning technology and further enhance their learning with high-quality learning material and educational content at a very low cost. The integration of traditional classroom methods of education with cloud computing-based mobile learning can get much better results in this regard. Specifically, in the Indian context where more than 70% of the population is residing in remote rural areas of the country, cloud computing-based mobile learning technology can be like a boon to providing both formal and informal education to almost 60% of the population. One of the primary challenges in the implementation of mobile learning in developing countries can be access to high-speed internet at a very affordable cost to the learners. Mega research can be conducted to implement cloud computing-based mobile learning in higher education in India so that the effectiveness of this technology-enabled learning can be measured in its full potential.

REFERENCES

1. Korucu, A. T., & Alkan, A. (2011). Differences between m-learning (mobile learning) and e-learning, basic terminology and usage of m-learning in education. Procedia Social and Behavioral Sciences, 15, 1925–1930.

2. Caudill, J. G. (2007). The growth of m-learning and the growth of mobile computing: Parallel development. The International Review of Research in Open and Distance Learning, 8(2).

3. Peng, H., Su, Y., Chou, C., & Tsi, C*. (2009). Ubiquitous knowledge construction: Mobile learning re-defined and a conceptual framework. Innovations in Education and Teaching International, 46(2), 171–183.

4. Georgiev, T., Georgieva, E., & Trajkovski, G. (2006). Transitioning from e-learning to m- learning: present issues and future challenges. Proceedings of the Seventh ACIS International Conference on Software Engineering, Artificial Intelligence, Networking, and Parallel/Distributed Computing (SNPD '06), IEEE.

5. Wagner, E. D. (2008). Realizing the promises of mobile learning. Journal of Computing in Higher Education, 2008(20), 4–14.

6. Peters, K. (2007). m-Learning: Positioning educators for a mobile, connected future. International Review of Research in Open and Distance Learning, 8(2).

7. El-Hussein, M. O. M., & Cronje, J. C. (2010). Defining mobile learning in the higher education landscape. Educational Technology & Society, 13(3), 12–21.

8. Traxler, J. (2007). Defining, discussing and evaluating mobile learning. The International Review in Open and Distance Learning, 8, 1–13.

9. Oller, R. (2012.) The future of mobile learning. Retrieved from http://net.educause.edu/ ir/library.

10. A. Huth and J. Cebula, "The basics of cloud computing," *United States Computer,* 2011.

11. Quinn, C. (2000). mLearning. Mobile, Wireless, In-Your-Pocket Learning. Linezine. Fall 2000.

12. Agyei, Douglas & Keengwe, Jared. (2014). Using technology pedagogical content knowledge development to enhance learning outcomes. Education and Information Technologies. 19. 10.1007/s10639-012-9204-1.

13. Laura Naismith, Mike Sharples, Giasemi Vavoula, Peter Lonsdale. Literature Review in Mobile Technologies and Learning. 2004. hal-00190143.

14. Hyman, J. A., Moser, M. T., & Segala, L. N.(2014). Electronic reading and digital library technologies: Understanding learner expectation and usage intent for mobile learning. *Educational Technology Research and Development, 62*, 35- 52.

15. Alzaza, N. S., & Yaakub, A. R. (2011a). Mobile information prototype (SMIP) for the higher education environment. *American Journal of Economics and Business Administration*, 3(1), 81-86.

16. Pinkwart, N., Hoppe, H.U., Milrad, M. & Perez, J. (2003): Educational scenarios for cooperative use of Personal Digital Assistants: In: Journal of Computer Assisted Learning. Volume 19 Issue 3, S. 383.

17. O'Malley, C., Vavoula, G., Glew, JpP., Taylor, J., Sharples, M. & Lefrere, P. (2003). 'Guidelines for Learning/ Teaching/ Tutoring in a Mobile Environment. MOBIlearn project report, D4.1.

18. Fundación Telefónica (2013). Guía mobile learning [Mobile Learning Guide].

19. Ryann K. Ellis, "A field guide to LMSs" American Society for Training & Development (ASTD). ASTD Inc, 2009.

20. Preece, J. (2002). Online communities: designing usability, supporting sociability. Chichester: Wiley.

21. Johnson, L., Adams, S., & Cummins, M. (2012). *The NMC horizon report: 2012 higher education edition*. Austin, Texas: The New Media Consortium.

22. Joanne Gikas a, Michael M. Grant. 2013 "Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media Internet and Higher Education 19 (2013) 18–26.

23. Seng Wai Loke, "Mobile Agent Technology for Enterprise Distributed Applications: An Overview and an Architectural Perspective", Caulfield East, Victoria 3145, Australia, 1999.

24. Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. Journal of mixed methods research, 1(2), 112-133.

25. Davison, C. B., & Lazaros, E. J. (2015). Adopting Mobile Technology in the Higher Education Classroom. Journal of Technology Studies, 41(1).

Virtual International Conference on
Emerging trends in online education and Global challenges
on Higher Education Framework post Covid-19
17th & 18th June 2020
Career College, Bhopal, Barkatullah University, Bhopal, MP, India

Problem Based learning Post Covid '19-Priyanka Desai, Preeti Murli Menghani

[1]Priyanka Parthiv Desai,

Lecturer, Career Development Cell

Parul University, Vadodara, India

Email - [1]priyanka.desai14463@paruluniversity.ac.in,

[2]Preeti Murli Menghani,

[2]Assistant Professor, Career Development Cell

Parul University, Vadodara, India

[2]preeti.menghani@paruluniversity.ac.in,

Abstract: The literature offers various modern perspectives on pedagogy. alexander (2015) describes it as "both the act of teaching and the ideas, values, knowledge, and evidence that form and justify it." in this paper, we also discuss several naturalistic and empirical studies that have examined the process of project-based learning and how its various components impact students' learning. this paper presents a model of learning as a social process incorporating multiple distinguishable phases that constitute a cycle of personal and social knowledge-building. The industry has tried to revamp the whole learning experience by introducing game-based learning. in the modern pedagogical practices based on socio-cultural approaches on learning, students are seen as active agents who share ideas, solve open-ended problems, use various information sources, and create new knowledge together. although abundant literature exists both on informal learning and on volunteer work, studies on the connection between them are scarce. in the modern academic practices based on socio-cultural approaches on education, students are seen as active agents who share ideas, solve open-ended effort, use various information sources, and create new knowledge together.

Key Words: Pedagogy, education, students.

INTRODUCTION:

Problem-based learning is a technique used for students, wherein groups form to solve open-ended problems. This new approach to understanding a problem gives student motivation and a better understanding of the subject. This paper reviews on effectiveness & impact of pbl. This technique improves communication skill & enhance their knowledge, encourages students for critical appraisal & team building. It also focuses on the perception and learning of the student. The Maastricht seven-jump process involves clarifying terms, defining the problem (s), brainstorming, structuring and hypothesis, learning objectives, independent study, and synthesis.

In simplified terms, we can say that it focuses on what knowledge is gathered, for solving how much they need to know, from where & how they will be getting more information to solve the problem. The tutor's role is to guide, motivate, monitor & provide support to students. pbl has changed the scenario from traditional teaching and lecture learning in a more constructive way. When pbl is used, then we need to provide more time for preparation & more resources are required to address students in small groups. Dewey wrote that "the first approach to any subject in school, if thought is to be aroused and not words acquired, should be as unscholastic as possible" (Dewey 1916, 1944, p. 154). due to its effectiveness & promising learning habits, it is widely used by educational organisations. Researchers are still going on how much useful and constructive it is & what kind of results it can generate. It enables the student to learn self-directed learning habits through practice and reflection. It is further reinforced by social theories of learning that assume the merits of social communication in cognitive growth.

pbl can be incorporated in any learning situation. As stated previously, it can be used anywhere, but there are some critical aspects to it. The problem is provided to students in groups. It should be engaging so that students do the work in groups. It should be challenging so that the students come with their new ideas & understand the importance of learning & coming out with solutions to these problems.

The problems can be gathered through various resources such as newspapers, magazines, journals, books, textbooks, television, movies, etc. some content can be such that it can be directly presented to the students. In contrast, some content needs a little modification. the objective should be listed before giving students any problem, what is required by students to gather from the problem arise? & even it should be relevant to the topic or content taught. Sometime pbl practitioners need to talk to the expert of their fields to bring in some realistic solution to the given problems. The problem should be explained in stages so that it leads students to apply their research.

studies on the effectiveness of problem-based learning

In short, Strobel and van Barneveld analysed several meta-analyses on the efficiency of problem-based learning. They found that problem-based learning is more effective than usual approaches when the dimension of knowledge outcomes purposeful on long-term knowledge maintenance, act or skill-based assessment, and mixed knowledge and skills. Hence, this method is not so useful for short term purposes. This method is highly recommended to train competent and skilled practitioners for long term retention of knowledge & skills during the learning experience.

The majority use of problem-based learning is done in the field of medicine.

OBJECTIVES:
- To identify the problems faced by Students.
- To the bridge, the gap between Students and teachers.
- To make learning more effective & involve students

METHOD:

We have done primary research on students how this is going to help students. With primary, secondary data are also presented in the following paper. A Questionnaire was prepared to cover the various points including requirement, usage and need for an update of Problem Based Learning.

DISCUSSION:

Why use PBL?

Nilson (2010) list states the following learning outcomes

1. working in teams
2. managing project and holding leadership roles
3. oral & written communication
4. self-awareness & evaluation of group process
5. working independently
6. critical thinking and analysis
7. explaining concepts
8. self-directed learning
9. applying course content to real-world examples
10. researching
11. problem-solving across disciplines

Students generally must-

problems are presented first instead of imparting knowledge & then using them to some problem

1. examine and define the problem
2. explore the knowledge posses by them
3. understand what they need to learn and where they can assess to solve the problem
4. evaluate possible options available to solve the problem
5. solve the problem
6. report the findings

By breaking the problem-based learning method, we can use in a more effective way
1.identify outcome/result-
pbl best fits with process-oriented course outcomes such as collaboration, research, and problem-solving. It can help students to understand how much knowledge they have and from where and how the knowledge is to be gathered, even they learn self-discipline of writing & communication. After understanding whether the

learning outcome will fit with pbl, we need to develop formative & summative assessments to improve student learning. Group contracts, self/peer-evaluation forms, learning reflections, writing samples, and rubrics are potential pbl assessments.

2. develop a scenario

we need to build a situation where students find it more interested, feel engaged, and motivated.

It can be used to increase the student's knowledge & improve communication, problem-solving, critical thinking, collaboration & self-directed learning skills. The following are some of the advantages & disadvantages of pbl.

Advantages

- enhance student-centred learning- in problem-based learning; the students have to engage themselves in work due to this retention, active learning & life long learning skills are developed. It encourages self-directed learning by confronting students with problems and stimulates the development of in-depth knowledge.
- Life long lesson- Problem based learning importance is given to life long learning by making student potential to determine its own goal, making him responsible. Even students find appropriate resources for learning so that it helps them in long term knowledge retention.
- Importance on understanding, not facts- problem base learning focuses on finding solutions to real-life problems. In this brainstorming takes place, leading to collaborative research.
- Detailed education & constructivist approach- pbl helps to learn by engaging students in a group so that interaction takes place. Students utilise their gathered knowledge and build on conceptual knowledge frameworks.
- Boosts self-learning-students proactively solve the problems given to them, they involve, take an interest, and become responsible for their learning. They, on their own, try to search out new areas to enhance their knowledge from resources like research articles, journals, web materials, textbooks, etc. for their purpose. Thus, it helps students to seek support in a better way than the traditional learning methods.
- Better understanding and adeptness- applicability and relevance to the learning materials lead to a better understanding of the concepts of the subject learned. When the students are given more challenging and essential problems, then they become more talented & focused on it. The real-life examples & problems made their learning more insightful. As there is much scope in the application of knowledge and skills, ultimately resulting in increased transferability.
- Strengthen interpersonal skills and teamwork- project-based learning is more of collaboration and collaborative learning. Students work in groups as interaction, cooperation and reinforce interpersonal skills like peer evaluation, group dynamics, etc. it also helps them to improve leadership qualities, the decision by choice, and give a constructive outcome to the team member.
- Self-motivated attitude - according to the researcher's, students like problem-based learning classes more than the traditional courses. The results can also be seen through the increase in attendance & their attitudes towards the task assigned reveals that it is very self-motivating. It is more interesting, exciting, and one of the excellent learning methods as it is more flexible and motivating. Students enjoy as they learn through this method more independently. It makes them ready to face the real problems in their respective careers.
- Develops the teacher-student relationship, wherein teachers feel it comfortable to work with students in project-based learning formats rather than the traditional methods. Students are self-motivated, good teamwork, curiosity & eager to learn are some of the positive sides of this method. The teachers feel that this method helps in learning retention and more nurturing for the students. It helps in the cognitive growth of the students.
- A higher level of learning- the students score more in pbl compared in traditional courses as the students are more focused on pbl, problem-solving attitude, learning proficiency, self-assessment techniques, data collection, behavioural science. It is due to connectivity & usage of the content which they can apply for problem-solving & even it helps them for the future context.

Disadvantages

One of the significant disadvantage as per wood (2003) is the process which involves resources and tutor facilitation. More faculties are required for actively working, so that leads to group discussion, and some staff members may find it more difficult and even tiresome. As more resources are needed, it needs more space and a computer so that several groups are facilitated. It becomes difficult for students as they are unaware of the total content or knowledge required to solve a particular problem, and sometimes it may lead to information overload, which may be less relevant. Students may not find the teacher more inspirational than traditional approaches.

➢ Time-consuming

students generally like to gain a lot by solving real-life problems in pbl courses, but instructors have to put in more effort & time to make it happen. Much time is spent on preparation of course material, which results in frustration as new research & individual findings regarding each topic is to be assessed—individual student findings regarding the specific subject as well as unorganised brainstorming.

➢ The traditional belief of the students

Students believe that teachers are imparting knowledge in conventional ways. But the situation is different and challenging for the students to cope up with this. in the initial years; it becomes a tough part of learning as in this; they have to think and put more effort.

➢ Role of the facilitator

The facilitator has to accept the change as change is inevitable. in problem-based learning, problems are being given to students to come with new solutions to real-life problems. In the traditional method, the faculty will provide them with some questions which were to be done by the students. So accepting this new method for the facilitator is also a bit tricky.

➢ students evaluation

As teaching method changes, the mode of instructions changes the same ways there is a change in the evaluation method also. There is a modification in written examinations, peer and self-assessment, etc. new questions are to be framed, assessing techniques change, communication skill plays an important role which may affect those students who are not initiators.

Cognitive load

Publications done by sweller and other publishers are 20 years old that are relevant to problem-based learning, related to cognitive load & what is described by them as a guidance fading effect. Sweller did some experiments with the students who were studying algebra at that time. And from his studies, he noticed that active problem solving is better to become more proficient and better to deal with the memory limitation. Problem-based learning retains learning, but it requires much time too process, which becomes difficult for the initiators to understand & comprehend within a short duration of time. Thus actively working on problem-solving will be difficult for beginners who may become an issue. Once learners have experienced it & have an understanding of how it is done, then it becomes effortless. These studies are conducted on individual problem solving well-defined problems.

In 1988 sweller projected how this theory works for beginners, how they react when a problem is given to them initially. Sweller et al. suffests a worked example early & then the gradual introduction of the problem to be solved. They projected other forms of learning in the learning process to be replaced by completion problems, intending to solve problems on their own. This method becomes very helpful in the later stages of the learning process.

Many new platforms have been put into application in problem-based learning to reduce the cognitive load of beginners. These are helpful at the time when guided by the facilitator is less during problem-solving. A gradual fading of guidance helps the learners to shift from studying to problem-solving methods slowly. In this method, backward fading was found more helpful and assisting in decreasing the cognitive load of beginners.

Evaluation of the effects of problem-based learning in contrast with traditional instructional learning is far more challenging. Various factors are responsible for this- the extent of pbl incorporation into the curriculum, group dynamics, nature of problems used by the instructor, the influence of facilitator on students, motivation to beginners. There are different outcomes of pbl that can be measured, including knowledge acquisition and clinical competence. Additional studies should be done to know all the variable which impact the usefulness of pbl.

Difficulties in implementing

Implementing pbl in schools and universities is a complicated process that requires a lot of planning, organising, and resources. Azer has provided 12 steps for the implication of problem-based learning

➢ train the faculties, make them prepared for change.
➢ work on the new curriculum and redefining the new outcomes
➢ designing the new pbl curriculum and committee for working groups
➢ getting an expert opinion on pbl
➢ planning, organising & managing
➢ preparing facilitators & defining their roles, objectives
➢ spreading awareness amongst students about the pbl program
➢ using 3-learning to support the working of the pbl program
➢ changing the assessment to work in the pbl curriculum
➢ motivating students & staff members to provide feedback

> ➢ managing the resources & the facilities that directly help in self-learning
> ➢ continuous evaluation and bringing in changes as when required

Constructivism

Problem-based learning helps to promote lifelong learning. The process of problem-based learning addresses the need to encourage lifelong learning through the process of an inquest and constructivist learning. pbl is considered as a constructivist learning approach to instructing because it an inquiry and constructive learning. pbl is regarded as a constructivist approach to instruction because it put stress on collaborative & self-learning by the support of tutor facilitation. Yew & Schmidt and hung have focused on the cognitive constructivist process of pbl.

• Beginners are given a problem & through the brainstorming process, discussion within the group, their knowledge about the topic enhances. The group collaboratively work on possible theories or assumptions to explain the problem. Facilitators provide them with a platform for working; they support them & guide them when it is needed so that students can come with their knowledge related to the problem.
• After the initial work by the team, students work independently to go through the issues which created such problems/issues
• again the groups are reformed to focus the finding & explanations brought by the students through their knowledge

Problem-based learning works on a constructive point of view in learning as the facilitator's role is to show the proper path & challenge the learning process. From this perspective, suggestion & group dynamics play a vital role in the success of working pbl. Students are considered to be primary factors that help in construction through their engagement in the pbl. pbl helps in creating a personal analysis of the problem based on real-world issues. Students are guided through pbl by the practice during their drive to solve the problem.

Application of pbl in engineering

In engineering, the pbl approach has become an effective teaching method in lower & higher-level courses as well as senior design classes. With the help of this tool, assignments are mainly used to achieve design, modelling, and simulation goals. in contrast, the conclusion is used in making reports and presentations for different projects and jobs, which forms the basis of assessment. (jekins,2006)

The best part of this approach is that it uses real-world problems as the base for mounting the context of learning. The problem can be of various types; it can be open-ended, complex, or ill-structured. from these findings learning engineering under this approach ensures that the competent skill of a student is developed. This proficiency will help them to solve the real-life problem using the experience & knowledge gathered while working on such issues.

ANALYSIS:
The specific areas covered were age, sex, Department, Satisfaction, learning. The data was collected from 250 students & the data were collected online due to the COVID situation.

Criteria	Male	Female
Age (Below 18)	60	40
(Above 18)	100	50
Satisfaction	28%	32%
Learning	60%	58%
Engineering Department	50	10
Nursing	5	45
MBA	40	25
School	30	45

FINDINGS:

The survey was conducted with 250 students, of whom 160 are males, whereas 150 are females. Further, only 28% of males students and 32% of female students are satisfied with the learning method, whereas 60% need an update in their teaching methodology amongst males. In comparison, 58% of female students need an upgrade in teaching methodology with Problem Based Learning. It is found that 60% of the students find it a better way of learning & understanding in a better way, rather than theoretical learning. I t is found that students are more enthusiastic towards problem-based learning as there is a group activity. Some students also believe it is time-consuming. It is thought that they like the Genius hour where there are no restrictions they can choose the topic of their choice & work on it. As it is of there choice, they are more inclined to learn things in a far better and more

natural way. The findings have shown that they need to learn & even they feel that it is essential as it is something related to the real problems faced by the people incorporate. So they apply there knowledge & also collect data from the internet to solve their issues.

RECOMMENDATIONS:

It is highly recommended to choose PBL in the classroom, but a teacher needs to understand & prepare for it first as she needs to gather knowledge from relevant newspapers, media, magazines & find the relevance to the topic & need to present the problem more interestingly. The facilitator needs to understand that the problem should not be vague & can be brought to a conclusion. The facilitator needs to bring in some challenging task for the students, so they feel motivated & learn to do on their own. They need to go deeper & collect the data for solving their problems. Brainstorming, analytical thinking makes a difference in the vision to look at the problems.

Their confidence level builds so that they are ready for facing the real corporate issues. They learn how to work in teams, deal with internal problems. Work together with people having different mindsets and coming to a more concrete conclusion for the problems assigned. They will develop their inner capability to be more productive.

CONCLUSION:

The professional needs to work in their field in a more effective & efficient manner. Professionals need experience in solving real-life problems, so when they face them, they don't fear instead of with their knowledge, skill & expertise they can meet & address them in a healthy way. The pbl approach makes students ready & competent for real-world problems by giving them real-life problems & ascertain that students play an essential role through new solutions.

Thus, the pbl approach has brought a unique solution to the problem faced by the traditional teaching approached, which was confronted by the students. This method ensures that the students develop skills and new techniques that will help them to acquire & sustain & meet the competent professionals in their respective fields.

REFERENCES:
Books:
1. A new model of problem-based learning, Terry Barrett, R. E. Moore (1966), All Ireland Society for Higher Education (AISHE)
2. "Theory to reality: A few issues in implementing problem-based learning". Educational Technology Research and Development, Hung, Woei (2011)

Chapters in Books:
1. Robert Delisle, Use Problem based learning in Classroom, Dewey 1916, 1944, p. 137
2. Nilson, L. B. (2010). *Teaching at its best: A research-based resource for college instructors* (2nd ed.). San Francisco, CA: Jossey-Bass.

Virtual International Conference on
Emerging trends in online education and Global challenges on
Higher Education Framework post Covid-19
17th & 18th June, 2020
Career College, Bhopal, Barkatullah University, Bhopal, MP, India

Learning Environment in online learning and Global challenges in higher education framework post-COVID-19

[1] Preeti Murli Menghani,   [2] Sanket Gandhi ,
[1] Assistant Professor, Career Development Cell, Parul University, Vadodara, India
[2] Lecturer, Career Development Cell,   Parul University, Vadodara, India
Email - [1] preeti.menghani@paruluniversity.ac.in,
[2] sanket.gandhi14473@paruluniversity.ac.in ,

Abstract: *"Progress is impossible without change, and those who cannot change their minds cannot change anything." -George Bernard Shaw. There are plenty of reasons not to change. But without change, how will we progress? And the only consistent thing in life is change. The learning environment also needed much difference with the changing scenario, especially fighting with deadly CORONA Virus. Learning Environment refers to a place, context, and culture where one learns. Recently, due to COVID 19, things have changed. Similarly, the way we teach students has changed, too, from traditional teaching to teaching students through E-learning. The term also focuses on the culture of school or classroom wherein students study, even how students or faculties interact, how the imparting takes place. And because the qualities and characteristics of a learning environment highly depend on a variety of factors such as school policies, governance, structures, and other aspects of learning environment, teaching was all the more difficult initially. But change inevitable!*

***Key Words:-*** *Learning, students, classroom, environment.*

INTRODUCTION:

More than 1.5 million students across the globe have suffered due to closures of schools and colleges because of the COVID-19 pandemic. Times have taught there are many different ways in which we can teach, which makes the learning process more accessible, exciting, and engaging for the students. A particular environment is created for the students so that they feel safe & highly motivated to learn new things. Many things depend on the understanding of the facilitator and students' responses.

It is not easy to imagine what sort of problems are faced by the students for attaining higher education nowadays, especially during the CORONA times. For years to come, these challenges will be observed, but this year will test the standards and structures that will be adopted for higher education. Most governments around the world have temporarily closed schools, colleges, institutions & Universities in an attempt to avoid the spread of COVID19, but what next? Educational institutions cannot remain closed for a more extended period. There is an urge for the usage of such technology, which would not only connect faculties and students for imparting knowledge but also increase efficiency and effectiveness on both the part of teachers and students. Thus the technology here is used as both a tool and a catalyst for change.

Closure of Schools and Colleges has an adverse impact on society, and the UNESCO studies have summarized a few namely; Interrupted learning, Poor Nutrition, Confusion, and Stress for teachers, Parents unprepared for distance and homeschooling, Challenges creating, maintaining and improving distance learning, Gaps in childcare, High economic costs, unintended pressure on health-care systems, Increased pressure on schools, colleges, and systems that remain open, Rise in drop out rates, Increased exposure to violence and exploitation, Social Isolation and Challenges measuring and validating learning.

Government, as well as Educational Institutions, are trying to find out ways and means to overcome these issues, especially for higher studies.
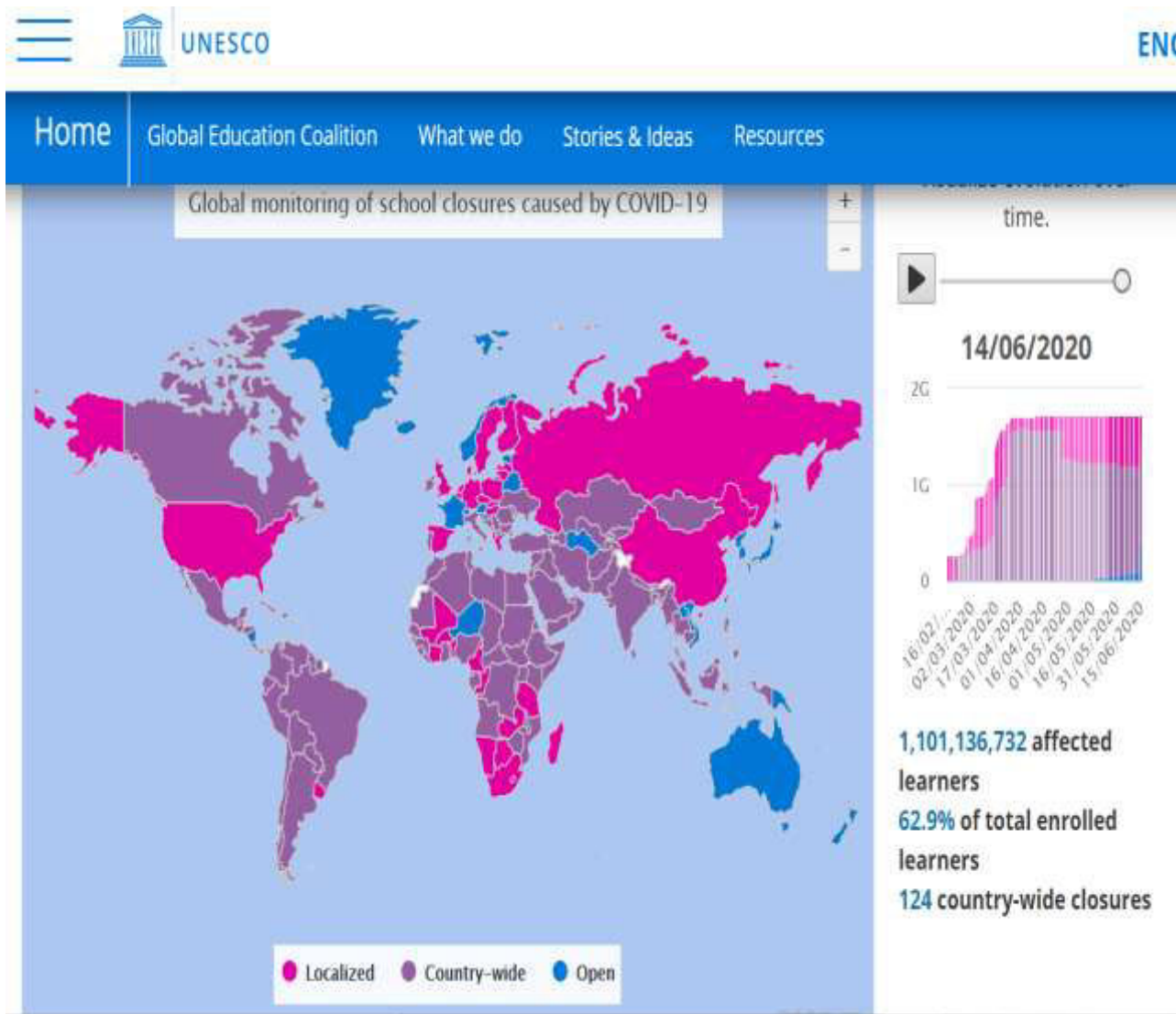
The above data is provided by UNESCO dated 15-06-2020, wherein all the countries marked with pink color are those who represent localized closure of schools and colleges. Purple color represents those countries that have Country-wide closure of Schools and colleges, and the remaining two or three countries marked with blue color represent those countries wherein schools, and colleges are open. It shows that 90% of countries have still not started schools and colleges, affecting 124 countries worldwide.

Even though schools and colleges re-open, parents are still in the dilemma of whether to send their children to study at their respective institutions or skip this year (which will affect their studies). However, parents understand that if full-fledged schools/colleges start, it will be utterly difficult for the students to maintain social distance, and at the same time, skipping a year will lose their continuity for the year. So what could be the possible solution to all the above-stated problems?

OBJECTIVES:
The objective of this paper is to analyze problems faced by students in learning due to the COVID-19 pandemic and how the learning environment/the setup has changed and ways to overcome this difficult situation. This paper will discuss various methods that could be adopted and those that are already adopted by a few countries.

Flexible learning pathways (FLP) offer flexibility and freedom in the curriculum of universities. Thus adapting to the available environment and also giving opportunities to students, guided by lecturers and study support staff, to choose the right path for themselves.

Generally, Learning pathways presumed on the idea that the education of students does not have to be delivered exclusively by teachers or confined to traditional classrooms; learning can occur at different times and in different places. Students can learn in their community, in a workplace, or by observing natural habitats, for example, and they can learn under the guidance of business professionals, tradespeople, scientists, and community leaders in addition to teachers.

METHOD:
All engineering students of Parul University were the population of the study.
Sample
Convenient Random sampling technique was used for collecting data for the study. The researcher prepared the questionnaire and distributed the same among the students through google forms and 250 students responded to the google forms and the same was the sample for the study. Data Collection and Analysis of the data Self-prepared Questionnaire was used to collect the data. The researcher prepared the questionnaire and distributed the same among the students through google forms and collected the data for the study. Descriptive statistical model of weighted average and weighted average percentages were used for the analysis of the collected data.

DISCUSSION:
Thus we will discuss ways to tackle this situation during and after the pandemic. Following points to be taken care of:
1. Preparations in advance
2. Admissions
3. Needs of students at different levels and stages
4. Reassurance to parents and students
5. Remote Learning
6. Curriculum
7. Assessment
8. Placements
9. Sustainability of Educational Institutions
10. Feasibility of resources
11. Personal Touch
12. After Covid-19

Preparations in advance: It is essential to prepare well in advance for any situation, but it is a fact that no government had enough time, and thus we had very little time to prepare for remote learning. Although few preparations like taking care of student's needs, e.g., books, etc., could have taken care. Also, there are places where it was the time for assessment and declaration of results; hence the task could have been accomplished. Further proper training for the faculties and children to be provided.

Admissions: Admissions for existing students in next year is easy as the students already have an idea of the procedure, but new admissions can be an issue at times. Hence it is advisable to create a website for such needs and promote them through various channels like television, radio, the Internet, etc. Further admission procedure needs to be simple, too many ideas in a compact page might create confusion. Also, in case of need emergency contact details to be provided so that students facing problems can be helped. Although this procedure followed in many universities and colleges, there are still institutions dependent on conventional methods.

Needs of students at different levels and stages: During traditional ways of teaching, it was easier to understand the needs of students & education-related support. In the current scenario, it is a bit difficult to meet all the needs of students directly by teachers. Although some educational sites and apps help children for individual education-related support, hence the problem can be solved.

Reassurance to parents and students: In such an awkward situation, it is hard to believe whether the educational institutions be able to continue providing proper education as students are unable to attend schools & colleges. Whether schools/colleges will open for teaching? But we need to reassure children as well as parents that all their queries and concerns will resolve and they need to rest assured about their child's future.

Remote Learning: Remote learning is one solution to the social distancing norm to be maintained. Thus learning from home could be started; online lectures and uploading lectures on YouTube, Facebook, or cloud may help students to study in their comfort.

Curriculum: Designing a curriculum that not only helps during the pandemic but also after the epidemic. A curriculum that is not too lengthy and not too short. Changes in the curriculum are mandatory, as it would be challenging to complete the usual curriculum.

Assessment: Assessment is one of the most crucial criteria and challenging ones, too, as it is tough to assess without physical presence. But if the situation continues, exams could be taken with proper scheduling and maintaining

adequate distance amongst students through partitions and gaps between two seats or skipping one place, or we may also adopt assessment methods of open universities. Assignments can be a part of the assessment criteria.

Placements: Placements can be exciting, online tests with a time limit frame can be set up, online interviews, and group discussions can also become part of placements.

Sustainability of Educational Institutions: One needs to understand that while adopting all these methods, it is significant that the existence of educational institutions is at stake. Hence the same need not be compromised.

Feasibility of resources: Feasibility of sources is an important issue; it might not be possible for all the students to buy laptops or android phones. Some countries broadcast lectures on television and radio. We may always adopt good things. It would help those children as well who belong to financially weaker sections of the society.

Personal Touch: In a typical scenario, it was common that teachers had a personal touch with children. Every child is different, and hence their needs are also different. Personal contact is essential, but during COVID-19, it is challenging to have the same. Institutions and colleges could resolve this problem by allotting separate teachers for a group of students. Students may contact the respective teachers of the group to solve their problems.

After Covid-19: Various blogs and papers published discussing the steps to be taken during COVID-19 to overcome many issues, but it is crucial to consider what will be our next step? Already much time is wasted due to the pandemic, considering what to do and how to do? COVID-19 epidemic was not in our hands, and we were not prepared. But we need to be well prepared in advance what steps can be taken once the lockdown rests down and children are ready to attend college and other educational institutions. A well-prepared institution may avoid confusion and chaos on the part of students as well as teachers concerning curriculum, assessment, placements, etc.

Research suggests that online learning has been shown to increase retention of information, and take less time, meaning the changes coronavirus have caused might be here to stay. While the world is discussing the negative impacts of COVID-19, we have many positive effects to present. Teaching online adopting all the new technology before COVID_19 could have been difficult, as we all know, it is difficult to accept changes. However, the only permanent thing in nature is change, and change is inevitable. Situations changed, and teachers adopted to the new situation, thinking that these changes are temporary. It becomes effortless to accept anything if the same is only for some time and not permanent in nature. But this scenario has developed their confidence that they can teach very well in any situation without any burden of the learning environment. Not only faculties, but students have also very well accepted the new changes positively.

ANALYSIS: The following analysis has been done
1.Student involvement-How much students get involved in any classroom activity. There interest and enthusiasm to learn new things in groups as well as individuals.
2.Team work- The students find it easier to work in teams. The mindset is matched & accordingly the teams initiate. There co-operation, willingness to support each other. Understand & helping attitude forms a good team.
3.Faculty involvement-How does the faculty make the teaching interesting & students are curious to learn new .There are many new apps that make student feel more time relevant.
4.Work Assigned- The students whether take the work assigned seriously & try to attempt and perform there best as per their understanding & knowledge.
5.Examining Curiculum- Need to be considered from time to time whether the syllabus is per the recent times. It is necessary & interesting to learn & easy to understand the concept to be taught.
6.Teachers Efficiency- In learning process the teachers efficiency is tested, whether they need to be learning & developing day by day for their everyday better performance.
7. Constructive learning- It needs to be focused on the development of students through the course planned to be taught to the students.

FINDINGS:
        A research was conducted on 250 students who were provided with the questionnaire through google classroom. A lot of factors affects the learning environment. The respondents were given opportunity to give us their valuable suggestion. New classroom activities, new & simple way of learning , Using the best technology to be competent with the recent trends. A proper guidance is to be provided to the faculty & student so an understanding develops between student & teacher. The teacher should use best resources so that students feel comfortable to question & also respond for any of the suggestion

RECOMMENDATIONS:

It is suggested to bring in such healthy learning environment where students not only feel comfortable but are willing to learn & create their bright futures. The teachers bring in more innovative techniques & tools so that the students don't feel borred .Instead of just focusing on traditional methods of teaching , new techniques should be used for the students so they feel motivated & eager to perform their best in the given environment. Their skills are getting improved through their efforts.

CONCLUSION: COVID-19 should serve as a wake-up call Flexible learning approaches in the context of COVID-19 and other global challenges, such as the expansion of the student population, growing inequality, and more, can help higher education institutions to prepare and respond to these risks and crises effectively.

While COVID-19 is a temporary crisis, it should serve as a wake-up call for higher education systems to flex their access and transfer pathways and ensure the provision of flexible educational delivery modes that serve diverse populations of learners.

REFERENCES:

Proceeding Papers:
1. Sandeep Goyal : FUTURE SHOCK: 25 Education trends post COVID-19 – ET Brand Equity.
2. education: from disruption to recovery at UNESCO official website.
3. education and the covid-19 pandemic by john Daniel.
4. covid-19 shows the need to make learning more flexible by michaela martin and ulianafuriv
5. flexible learning pathways on the official website of universiteit leiden.
6. The covid-19 pandemic has changed education forever. This is how - by world economic forum.
7. covid-19 impact on education at UNESCO official website.

Virtual International Conference on
Emerging trends in online education and Global challenges on Higher Education Framework post Covid-19
17th & 18th June, 2020
Career College, Bhopal, Barkatullah University, Bhopal, MP, India

Covid 19 and Challenges to Legal Education

Pearl Monteiro
Assistant Professor, V.M. Salgaocar College of Law Goa
Email: monteiropearl@gmail.com

Abstract: *Legal education in India is regulated by the Bar Council, the UGC and the University granting affiliation to the course. The National Law Schools are regulated by their constituting Acts.*

The Covid 19 pandemic has swept the whole world. The virus spreads exponentially due to infected droplets from the patient. This has led government to resort to lockdown and mandatory closure of educational institutions at all levels.

In order to continue with education, many institutions are switching on to online, distance mode. While the online mode appears to solve the problem, it has many inherent flaws. India is a country, where most people don't have the basics of food, and shelter, let alone internet connectivity. Even if we can afford internet, there are major connectivity issues. The economy is at a new low, in such a situation expecting parents to procure mobile, tab or laptop for each child is not realistic.

In the field of legal education, there are some difficulties with running the course according to the given guidelines. The UGC recommends around 25 percent of the course to be online, not the entire syllabus. The legal education involves a lot of interaction. Not only should the lectures be interactive with the use of case study, simulations, role play etc. but also the clinical legal education mandates interaction with the community. For the legal aid clinic to function in the traditional way, the student comes into constant contact with the society. The practical papers of moot court, alternative dispute resolution, negotiation, client counseling requires interaction between faculty and students. Finally cultural activities, sports, NSS require are not conducive to social distancing.

The privileged few students, may however, use this time to enhance their employability, they may learn new skills using the online mode.

Key Words: *Covid 19 - Legal Education – Online education.*

1. INTRODUCTION
1.1. LEGAL EDUCATION

Legal education in India initially developed from the British model having for its main object the spread of laws.[i] 'Legal education plays an important role in developing lawyers who act as social engineers and work towards the cause of nation building'[ii] Legal education is a mandatory qualification for entering the profession.[iii]Established in 1855, the honour of being the oldest Asian Law College goes to the Government Law College (GLC).[iv]Legal education in India is mainly regulated by the Bar Council of India, the University Grants Commission, and the affiliating State University. The national law schools are regulated by their own constituting Acts. An outstand illustration, the National Law School of India University Act[v] created and regulates the National Law School of India University at Bangalore. The University, all its staff and students are regulated by its provisions.[vi]

A good law College should have adequate infrastructure such as, library, moot court room, cyber laboratory, book bank scheme, sports facilities, gymnasium[vii] and a dedicated faculty.

Law College should have a strong vision and mission, for example, 'excellence in legal education, in pursuit of justice and service to humanity, let justice be done thought the heavens fall.'[viii]

Institution should be:

Fostering Justice by serving the public and be dedicated to achieve excellence in educating professionals. Its aspiration should be service to clients by meticulously prepared lawyers, to the judicial system and the public with a high level of accomplishment and a commitment to the highest

ideals of the Legal Profession. Legal Education be wholistic.[ix]

1.2. THE COVID 19 PANDEMIC

The Covid 19 is a global pandemic associated with the corona virus which originated at Wuhan, China. Its transmission is by droplets from an infected person and the rate of transmission is exponential.[x] The remedies to combat this spread is social distancing and lookdown adopted by various governments worldwide.

2. EFFECT ON LEGAL EDUCATION

- **ADMISSIONS**

   Bar Council of India may from time to time, stipulate the minimum percentage of marks in qualifying examination for admission, however such a minimum qualifying marks does not automatically entitle a seat in a law college, but rather enables the college to formulate its own criteria for admissions.[xi] Most institutions have their own entrance exams while the law schools notably have the CLAT. A difficulty remains as to how accessible an online admission process is to all students.

- **LECTURES**

   The traditional method of teaching has been the Socratic Method, wherein the teacher disseminates the information to the class.[xii] This method is usually supplemented with other methods, such as case study, simulation exercises and role play. The Bar Council stipulates not less than 30/36 class-hours per week including tutorials, moot room exercise and seminars provided there shall be at least 24/30 lecture hours per week.[xiii] The buzz of a class room, the warmth and interaction between faculty and students, eye contact, discipline cannot be replicated in online lectures.

- **CLINICAL LEGAL EDUCATION**

   There is a connection between legal education and community lawyering which is important to teach many values including ethics and access to justice.[xiv] The importance of clinical legal education, where the student is exposed to real life situations cannot be overemphasized. Studies have shown that more is learnt by doing that listening. The Bar Council of India makes it mandatory for an institution to provide 'facilities for imparting practical legal education specified in the curriculum under the Rules and Legal Aid Clinic, Court Training and Moot Court exercises' in order to be recognized.[xv]

a. LEGAL AID

   Free legal aid is a Constitutional directive under Art. 39 A. 'The State has a responsibility to enshrine the principles of justice in legislation as well as establishing and maintaining the means of its implementation.'[xvi] The students in consultation with the faculty aim to help the poorer sections of society in their access to justice. The most effective method of doing this is by having out of campus legal aid cells.[xvii]A student has to maintain a diary, containing his observations of two client counselling sessions, carried out in a lawyers office. This diary and observations are for 15 marks.[xviii] An indigent person will not be able to access legal aid online easily.

b. MOOT COURT

   In Moot Court, a student is given a fact sheet, he is required to do research, prepare a written memorial and argue the case against an opponent just as in a real court. The Bar Council mandates that the Moot Court carries 30 Marks. It is compulsory for a student to participate in a minimum of three moot courts, the marking of which is 10 marks per moot. A simulation case fact sheet is provided, the written memorial carries 5 marks the oral pleadings carry another 5 marks.[xix] The excitement and adrenalin packed moot court setting will be dampened in online mode.

c. ALTERNATE DISPUTE RESOLUTION (ADR)

   Alternatives to conventional court room resolution of disputes is the need of the hour, with the ever growing backlog of cases in Courts and the consequent delay in the judicial process and administering delay of justice.[xx] It has been rightly said, 'Justice delayed is justice denied.' One method of ADR is the negotiation process.

i. NEGOTIATION

   In negotiation the parties come together out of Court and try to arrive at a 'principled negotiation settlement', whereby neither party is taken advantage of, in other words, a 'win – win' situation.[xxi]

   The Bar Council recommends a Negotiation Course wherein:

(a) Negotiation skills are learned with simulated program

(b) Conciliation skills

(c) The Rules, Practice and Law of National and International Arbitration.

Senior Counsel should teach the same via case studies and simulations. A practical exam is required to mark the same.[xxii]

d. CLIENT COUNSELING

Two client – interview proceedings are to be documented, after observation in Lawyers Chambers, in a journal for 15 marks.[xxiii] Client Counseling simulations enhance listening skills, foster the ability to make decisions and sharpen the ethical perspective of the student.

The Bar Council is also not in favour of video conferencing.[xxiv] Client confidentially may be breached in online mode as restricted access to the client counseling cannot be monitored.

e. OBSERVANCE OF COURT PROCEDURE

The student must observe of Trial in two cases, one Civil and one Criminal.

For 30 marks students are required to observe and understand two trials in Court, they write their observations on a real time basis in a journal maintained for the purpose.[xxv] Live streaming and unrestricted open access to court proceedings is not available.[xxvi]

f. INTERNSHIPS

The student will observe and learn the interviewing techniques and Pre-trial preparations and undergo an Internship, record of which will be maintained in a diary for 30 marks. At their lawyers office, every student will record observations of at least two client interviews, for 15 marks. The manner in which the advocate maintains and prepares court papers and other documents, the Court procedures, prescribed for instituting petitions and suits, is to be recorded in a journal, after minute observation, for 15 marks.[xxvii] Some lawyers and law firms are offering online internships, but generally senior lawyers are not comfortable with online mode and the student will not be able to access his expertise.[xxviii]

• PROCTORED EXAMS

The Bar Council examination rule guideline recommends that the examination shall ordinarily be held at the end of every semester.[xxix] Examinations are not only necessary to determine the success of the course outcome but studies have shown that 'performance increases monotonically with the number of practice exams'[xxx]

Only a very strong sense of ethics can guarantee the sanctity of an examination answered online from home. Unfortunately the experience of supervised exams on campus has not guaranteed this.[xxxi]

• SPORTS

The Bar Council recommends facilities for indoor and outdoor games and sports.[xxxii]

Sports not only are conducive to development of good health and physique but also build a team spirit. Letting a student sweat, release his frustrations also helps in preventing delinquency.[xxxiii]

• NATIONAL SERVICE SCHEME (NSS)

National Service Scheme, Popularly known as NSS is an extension of activities to the higher education system to orient the student youth to community service while they are studying in education institutions, under the aegis of Ministry of Youth Affairs & Sports, Govt. of India.[xxxiv] 'National Service Scheme provides the students an opportunity to understand the community; identify its needs and problems as well as the solutions in which they can be involved by assuming social and civic responsibilities.'[xxxv] 'The NSS unit of College provides a platform to the students for community work and developing a sense of involvement in the tasks of nation building. NSS volunteers work to ensure that a needy get help to enhance their standard of living.[xxxvi] NSS tries to 'inculcate in our peers a sense of responsibility towards the society, the Nation and most importantly, equip them with values for life.'[xxxvii]

• CULTURALS

'Cultural awareness and participation play an integral role in a student's education.'[xxxviii]

'Social/cultural activities not only help students to identify themselves with the university, but also assist students to develop themselves in a desired field and also improve skills such as organizational, presentation, leadership and interpersonal communication.'[xxxix] 'Extracurricular activities increase opportunities for social interaction and new relationship development.'[xl]

- **THE LAW SCHOOL EXPERIENCE**

In campus the student not only has access to lectures, but more importantly he makes friends, learns from his peers, and generally develops soft skills which will help his for life. Such life skills cannot be developed by sitting alone in front of a screen.

'A five-year stint at a National Law University can be a life changing experience. Students enter a law school with several hopes and aspirations – most of them areexpectant and scared at the same time but for most of them, their excitement knows no bounds. At the end of the law school experience, the child, who had once come to law school with a totally different mind-set, is barely recognizable by himself/herself, let alone his/her parents and school peers.'[xli] 'Law school was awesome! Although I feel I could have done a lot more than I did, I had the time of my life! So many memories I relish.' - TejasvitaApte, studied Law at Indian Law Society's Law College (2011)[xlii]

'I believe as a Law student when you join the course it automatically encourages you to be a better person, to be person with better knowledge, to be a person of sound mind, to react to things qualicklyetc!' - Aashray Anand[xliii]

'Oh, the thrill of the moot courts, the debates in the classrooms, and the feeling of supremacy when you understood the jargon riddled, jaded and demanding texts of the law. Being law students definitely meant something different, something like being in love/or love-hate relationship to us. I loved my University days (maybe!)!' - Pradeeta Mishra.[xliv]

III. ONLINE EDUCATION

The perceived remedy at the moment to continue education and ensure that it's not disrupted due to the pandemic and subsequent closure of all education institutions has been the online mode.[xlv]Law schools are also going to function online.[xlvi] Teachers and students have been trying out online portals such as zoom, go to webinar, WebEx, Skype, Google meet, Microsoft teams etc. These come with their own issues such as compromise of privacy and collection of data. Another important issue is that not everyone has access to internet, laptops, tablets, smart phones, and computers. Very often even if one has such access there is the problem of internet connectivity. This makes education a privilege of the few rather than the right of all.

IV. SUGGESTIONS AND CONCLUSION

The privileged student may not only attend his mandatory course curriculum online, but can also engage in other extra supplementary courses which are available, he may attend webinars, e conferences and even do online internships. However online streaming of court proceedings with unrestricted open access is not available; neither can we expect indigent clients to approach for legal aid by online methods.

Legal education being a social science requires the student to interact with peers and with the community. The law student not only has to attend lectures, he has to do moots with his peers, internships with the legal fraternity, legal aid with the community. He may enrich his experience by participating in cultural activities, NSS and sports. The life he once took for granted, and probably, complained about his heavy workload, and lack of 'free time' is now missed. He now realizes how fortunate and privileged he was. The online mode of education can only remain a temporary stop gap arrangement and needs to be supplemented and complemented with on and off campus training for holistic development.

[i]Bhavnani, J. K. "LEGAL EDUCATION IN INDIA." Journal of the Indian Law Institute 4, no. 2 (1962): 167-90. Accessed June 14, 2020. www.jstor.org/stable/43949662.

[ii]Kumar, C. Raj. "Legal Education, Globalization, and Institutional Excellence: Challenges for the Rule of Law and Access to Justice in India." Indiana Journal of Global Legal Studies 20, no. 1 (2013): 221-52. Accessed June 13, 2020. doi:10.2979/indjglolegstu.20.1.221.

[iii]Aggarwal, Arjun P. "LEGAL EDUCATION IN INDIA." Journal of Legal Education 12, no. 2 (1959): 231-48. Accessed June 14, 2020. www.jstor.org/stable/42891345.

[iv] Government Law College Mumbai available at http://www.glcmumbai.com/about-glc.html accessed on 14 June 2020

[v](Karnataka Act 22 of 1986)

[vi] National Law School of India University available at https://www.nls.ac.in/about-us/nlsiu-act/accessed on 14 June 2020

[vii]V.M. Salgaocar College of Law available at http://www.vmslaw.edu.in/faculties-and-amenities/ accessed on 14 June 2020

[viii]V.M. Salgaocar College of Law available at http://www.vmslaw.edu.in/wp-content/uploads/2016/08/VM_Salgaocar_Law_College_Prospectus_2017.pdf accessed on 14 June 2020

[ix] Career College of Law available at http://ccl.ac.in/about.php#about_career_society

[x]RAND Corporation. Report. RAND Corporation, 2020. Accessed June 14, 2020. doi:10.2307/resrep24272.

[xi] S. 7 Bar Council Of India Rules of Legal Education available at http://www.barcouncilofindia.org/wp-content/uploads/2010/05/BCIRulesPartIV.pdf accessed on 14 June 2020

[xii]Dillon, J. T. "PAPER CHASE AND THE SOCRATIC METHOD OF TEACHING LAW." Journal of Legal Education 30, no. 4/5 (1980): 529-35. Accessed June 14, 2020. www.jstor.org/stable/42897743.

xiii   S.10   Bar   Council   Of   India   Rules   of   Legal   Education   available   at   http://www.barcouncilofindia.org/wp-content/uploads/2010/05/BCIRulesPartIV.pdf accessed on 14 June 2020

xivEVANS, ADRIAN, ANNA CODY, ANNA COPELAND, JEFF GIDDINGS, PETER JOY, MARY ANNE NOONE, and SIMON RICE. "Teaching Social Justice in Clinics." In Australian Clinical Legal Education: Designing and Operating a Best Practice Clinical Program in an Australian Law School, 97-122. Acton ACT, Australia: ANU Press, 2017. Accessed June 14, 2020. www.jstor.org/stable/j.ctt1q1crv4.10.

xv   S. 18   Bar   Council   Of   India   Part –IV   Rules of Legal Education   available   at   http://www.barcouncilofindia.org/wp-content/uploads/2010/05/BCIRulesPartIV.pdf accessed on 14 June 2020

xviMichael Mansfield QC, Anna Morris, and Russell Fraser. "Legal Aid." Socialist Lawyer, no. 64 (2013): 22-27. Accessed June 14, 2020. doi:10.13169/socialistlawyer.64.0022.

xviiV.M. Salgaocar College of Law Legal Aid Society available at http://www.vmslaw.edu.in/legal-aid-society/ accessed on 14 June 2020

xviii   S. 24   Bar   Council   Of   India   Part –IV   Rules of Legal Education   available   at   http://www.barcouncilofindia.org/wp-content/uploads/2010/05/BCIRulesPartIV.pdf accessed on 14 June 2020

xix   S. 24   Bar   Council   Of   India   Rules   of   Legal   Education   available   at   http://www.barcouncilofindia.org/wp-content/uploads/2010/05/BCIRulesPartIV.pdf accessed on 14 June 2020

xx"Dispute Resolution." The Yale Law Journal 88, no. 5 (1979): 905-09. Accessed June 14, 2020. www.jstor.org/stable/795821.

xxiEisenberg, Melvin Aron. "Private Ordering Through Negotiation: Dispute-Settlement and Rulemaking." Harvard Law Review 89, no. 4 (1976): 637-81. Accessed June 14, 2020. doi:10.2307/1340217.

xxii   S.23   Bar   Council   Of   India   Rules   of   Legal   Education   available   at   http://www.barcouncilofindia.org/wp-content/uploads/2010/05/BCIRulesPartIV.pdf accessed on 14 June 2020

xxiii   S. 24   Bar   Council   Of   India   Rules   of   Legal   Education   available   at   http://www.barcouncilofindia.org/wp-content/uploads/2010/05/BCIRulesPartIV.pdf accessed on 14 June 2020

xxivBar Council of India against hearings via video conferencing post lockdown Tribune News Service New Delhi, April 28 available at https://www.tribuneindia.com/news/nation/bar-council-of-india-against-hearings-via-video-conferencing-post-lockdown-77594 accessed on 14 June 2020

xxv   S. 24   Bar   Council   Of   India   Rules   of   Legal   Education   available   at   http://www.barcouncilofindia.org/wp-content/uploads/2010/05/BCIRulesPartIV.pdf accessed on 14 June 2020

xxviSC   Should   Live   Stream   Proceedings   To   Make   Law   More   Accessible   To   Public   Outlook   available   at https://www.outlookindia.com/website/story/opinion-supreme-court-should-live-stream-hearings-to-make-law-more-accessible-to-public-else-we-might-descend-into-kafkas-world/352041 accessed on 14 June 2020

xxvii   S. 24   Bar   Council   Of   India   Rules   of   Legal   Education   available   at   http://www.barcouncilofindia.org/wp-content/uploads/2010/05/BCIRulesPartIV.pdf accessed on 14 June 2020

xxviiiContinuing Virtual Hearings after lockdown "impractical", 90% lawyers, judges unaware of technology: BCI Chairman writes to the CJI Bar and   Bench   available   at   https://www.barandbench.com/news/continuing-virtual-hearings-after-lockdown-impractical-90-lawyers-judges-unaware-of-technology-bci-chairman-writes-to-the-cji accessed on 14 June 2020

xxix   S. 19   Bar   Council   Of   India   Rules   of   Legal   Education   available   at   http://www.barcouncilofindia.org/wp-content/uploads/2010/05/BCIRulesPartIV.pdf accessed on 14 June 2020

xxxGlöckner, Andreas, Emanuel Towfigh, and Christian Traxler. "Development of Legal Expertise." Instructional Science 41, no. 6 (2013): 989-1007. Accessed June 14, 2020. www.jstor.org/stable/43575138.

xxxiCopying,   cheating   in   exam   like   plague   and   pandemic,   can   ruin   education   system: HCDevdiscourse   available   at https://www.devdiscourse.com/article/law-order/1067024-copying-cheating-in-exam-like-plague-and-pandemic-can-ruin-education-system-hc accessed on 14 June 2020

xxxii   S.7 Schedule III Bar   Council   Of   India   Rules of Legal Education   available   at   http://www.barcouncilofindia.org/wp-content/uploads/2010/05/BCIRulesPartIV.pdf accessed on 14 June 2020

xxxiiiNakazawa, Atsushi. "Seeing Sports As Educational Activities: A Postwar History Of Extracurricular Sports Activities In Japan." Hitotsubashi Journal of Social Studies 45, no. 1 (2014): 1-14. Accessed June 14, 2020. www.jstor.org/stable/43294571.

xxxiv National Service Scheme available at https://nss.gov.in/faq accessed on 14 June 2020

xxxv MIT-SOM College Pune available at http://www.mitsomcollege.edu.in/initiatives/nss.php accessed on 14 June 2020

xxxvi Ramanujan College available at https://ramanujancollege.ac.in/societies-3/national-service-scheme-nss/ accessed on 14 June 2020

xxxvii Hans Raj College available at https://www.hansrajcollege.ac.in/NSS/ accessed on 14 June 2020

xxxviii Somerset College available at https://www.somerset.qld.edu.au/student-life/cultural-activities/ accessed on 14 June 2020

xxxix Geeta Institute of Law available at http://www.geetalawcollege.in/campus-life/cultural-activities/#:~:text=Social%2Fcultural%20activities%20not%20only,presentation%2C%20leadership%20and%20interpersonal%20communicatio n. Accessed on 14 June 2020

xl Sine International Institute of Technology available at https://www.siitjaipur.org/why-cultural-activities-are-important-along-with-academic-programs-in-colleges/ accessed on 14 June 2020

xliClat Possible available at https://www.clatpossible.com/law-schools/ accessed on 14 June 2020

xliiWhat has been your best and worst experience as student of law studying in India? Quora available at https://www.quora.com/What-has-been-your-best-and-worst-experience-as-student-of-law-studying-in-India accessed on 14 June 2020

xliii ibid

xliv ibid

xlvMendenhall, Robert W. "Online Education." Change 41, no. 4 (2009): 8. Accessed June 14, 2020. www.jstor.org/stable/20696161.

xlviBCI writes to Law Schools urging that online classes be conducted to cover the syllabus amid COVID-19 Lockdown Bar and Bench available at   https://www.barandbench.com/news/bci-writes-to-vice-chancellorsprincipals-and-deans-of-centre-of-legal-education-asks-them-to-conduct-online-classes-to-cover-the-syllabus accessed on 14 June 2020

<div align="center">

Virtual International Conference on
Emerging trends in online education and Global challenges
on Higher Education Framework post Covid-19
17th & 18th June, 2020
Career College, Bhopal, Barkatullah University, Bhopal, MP, India

</div>

Online Education: Challenges in Rural Areas of India

<div align="center">

[1*] **Y.S. Reddy,** [1] **M. Subhadra and** [2] **K. Rajagopal**

[1]Asst Professor, Dept. of Physics, Chaitanya Bharathi Institute of Technology (A), Hyderabad – 500 075 India
[2]Asst Professor, Dept. of Biotechnology, Chaitanya Bharathi Institute of Technology (A), Hyderabad – 500 075 India
Email - [*]ysreddy_physics@cbit.ac.in

</div>

Abstract: *The pandemic COVID-19 has paralyzed the traditional classroom teaching-learning process in India since March 2020. As soon as it is realized that it takes moths to get normalcy in education sector, everyone looked for an alternative, i.e., online classes. Starting from primary schools, high schools, colleges, higher education institutions and universities geared up to meet the needs of the enthusiastic learners. In towns and cities, conduction of online classes is receiving moderately good response. On the other hand, the scenario in rural and remote areas is quite different and needs to be addressed. Most of the rural people are under financial crisis due to loss of their employment or meagre earnings during this period. As the most of the educational institutions started direct online classes, the students need at least medium range smartphones or tabs or laptops. As these gadgets are expensive, the parents are unable to buy them for their children. This has been the main hindrance for online education in rural areas. Further, network connectivity issues also add to their woes. Instead, e-learning resources and recorded video lectures, MOOCs courses will help in overcoming these difficulties in online education in rural areas.*

Key Words: *Online education, e-learning, MOOCs, Rural areas.*

INTRODUCTION:

The continuing uncertainty over the reopening of educational institutions, which have been shut since the last week of March due to COVID-19, many schools and colleges in India have switched to digital classes. This sudden and unprecedented move made most of the teachers, students and their parents to face a lot of problems in reaching out to online teaching – learning process. For some it seems to be an uphill task and for the students of low-income groups it seems to be an impossible thing. Even today, having a smart phone with quality internet is an unrealized dream for many in rural India. Now, they are being forced to buy a computer, laptop or smartphone for their children' education. The speed of internet and power interruption are also major issues in rural areas. The pity state of daily-wage workers, agriculture-dependent workers and migrant workers due to the sudden lock-down is best known to all of us. They have been facing a lot of troubles in getting their everyday essentials. Undoubtedly, online education is only alternate we have today to save the academic year of the students. But, how far rural teachers and students can reach this new kind of teaching-learning is the big question now.

DISCUSSION&ANALYSIS:

The Digital Divide

The term 'digital divide' refers to the difference in access to digital devices (desktops/ laptops/smartphones/ tablets) and internet. A survey conducted reveals that only 47% of total population in India is fortunate enough to get electricity for more than twelve hours daily and about 16% get only one to eight hours (Mission Antyodaya, 2018).Of total population, smartphones are owned by only 24% and desktops/laptops/tabs are available with 11% and the population with internet facility is 24% (National Sample Survey, 2018). Coming to rural areas, the population in rural India is about 66% of which just 15% population has access to internet while this is 42% for urban households. However, it is noteworthy that the percentage of households who are in the age bracket 5 – 24 years with computer provided with internet facility is only 8%. The digital divide can be due to the place of study/residence, gender, region & religion, financial status and many. If we study the poorest 20%, the percentage with computer and internet facility

is around 3% and 9%, respectively. The percentage with computer and internet facility is around 28% and 51%, respectively in case of top 20%. The digital divide can also be seen as a function of Indian states. For example, access to computer is the least (4.6%) in Bihar the highest (35%)is in Delhi. Northern states fare well in internet access while north-eastern states have poor internet facility. The digital divide can also be a function of gender. Around 67% men are enjoying the internet facility, while this is 33% in case of women (Internet & Mobile Association of India report, 2019). The difference is more prominent in rural areas with 72% and 28% for men and women, respectively. A quiet and calm place for is also necessary for proper learning. As around 37% live in single bed room houses, it is very difficult for them to have undisturbed learning space.

The Role of Students and Teachers

The immediate shift from traditional classroom teaching-learning to online teaching-learning has seen many difficulties. The online classes miss the essential component of Indian traditional learning method, i.e., one-to-one interaction. The teacher is not able to make eye-contact with the student. The students should have discipline and self-motivation in attending the online classes. Mere log-in the sessions and not paying attention to the classes is very common among the students. On the other hand, there are challenges for the teachers also. Many teachers are new to online classes. The teachers might not be able to prepare audio and video lectures. The teachers need to prepare and design online classes in very effective manner in short time. The teachers in rural areas are not paid much, and hence, buying computers and smartphones is difficult for them too.

RECOMMENDATIONS:

The following are the recommendations that can lessen the difficulties in rural India's online education:

- The government should provide uninterrupted power supply in rural areas.
- The government should increase the bandwidth in rural areas.
- The government should ensure that e-learning essentials are available at reasonable prices.
- The government should also explore the ways to provide the rural children with necessary educational tools either at free of cost or low cost.
- The educators must also look at e-learning resources, like recorded video lectures, self-paced courses, MOOCs courses, etc. to ensure that the students can learn at their convenient time and place.

CONCLUSION:

The impact of COVID-19 on education sector is going to last for a longer time. The students in rural areas have fear of losing academics due to lack of proper online education tools. Interrupted power supply, poor internet connectivity, unable to buy computers, laptops, smartphones, etc. are the major hurdles for online education in rural areas. The government should take immediate steps to ensure that the children in rural areas also get access to quality online education. However, it is finally understood that we the future education will be blended learning. The online education in rural India is still a big challenge. Nevertheless, the time has come for the students, parents and teachers to move with the time and embrace the new system of teaching – learning methods.

REFERENCES:

https://missionantyodaya.nic.in/
https://www.mospi.gov.in
https://www.thehindu.com/, May 11, 2020

<div align="center">

Virtual International Conference on
Emerging trends in online education and Global challenges on
Higher Education Framework post Covid-19
17ᵗʰ & 18ᵗʰ June, 2020
Career College, Bhopal, Barkatullah University, Bhopal, MP, India

</div>

Online Teaching and Learning in higher education Post Covid -19

<div align="center">

Dr. Mamta Pandey
Professor (Physics Department)
Dr . Shyama Prasad Mukherjee Science & Commerce College, Bhopal (M. P.),India
E-mail : mrsmamtapandey@gmail.com

</div>

Abstract: *Pandemic COVID-19 has created a situation where in we have to follow social distancing and sanitation to keep ourselves safe and healthy. This has resulted in movement only in very essential circumstances. Further, more technology has improved to such an extent that it is possible to communicate peoples and students without meeting them physically. Since the public transport pose a serious threat on sanitation and safety against COVID-19, it is advisable for the institutions to impart education through distance learning methods. The virtual classes provides an effective platform to interact with the students and teachers. Further ,more interactive classes can also be arranged and hence the physical attendance in the classroom can be obviated. It for the safety reasons and at the same time achieving the same result in teaching, the use of computers technology has also made it possible to demonstrate otherwise difficult experiments which can only be demonstrated in a proper laboratory and therefore both practical training classes and theoretical classes can be taken very effectively. These measures will also result in lesser transportation cost, less congestion on the highway, less consumption of petrol and diesel leading to less carbon emissions from the vehicles, reducing carbon footprint and improving the environment. Such classes will also save a lot of time in travelling which can otherwise be used for gainful employment or reading which will enhance the capability of the students to read more and engage themselves in productive activities rather than travelling on the roads to attend classes. The teaching through virtual classes may also reduce cost of education because this may not require large building area, furniture or equipment and their running expenses, which will drastically cut down establishment cost. For imparting education through virtual classes, admissions can be made online, education can be given online and degrees can also be furnished online. Realisation of Vasudhaiva Kutumbakam in the field of education and easy accessibility to all kind of education systems for really desirous students can be achieved at an affordable cost.*

Key Words: *Pandemic, technology, Virtual, emission, Environment.*

INTRODUCTION

Pandemic COVID-19 has created a situation where in we have to follow social distancing and sanitation to keep ourselves safe and healthy. This has resulted in movement only in very essential circumstances. The covid-19 outbreak ,which has spread across 191 countries is continuing to severely disrupt industries including education .The Coronavirus crisis has completely disturbed our daily lives, which pose a serious challenge as to how to manage various activities including imparting education and learning. Education is the key input for overall development of our country looking to the present status. Although literacy rate in the country is about 75%, yet only 4.5% population of our country has received college education upto Graduation level. There are several evolving trends in the Indian online education segment that may open new opportunities in improving the current status.

Further, more technology has improved to such an extent that it is possible to communicate peoples and students without meeting them physically. Since the public transport pose a serious threat on sanitation and safety against COVID-19 , it is advisable for the institutions to impart education through distance learning methods. The virtual classes provides an effective platform to interact with the students and teachers.

e-learning through virtual classes would be the solution and dominating mode of education. Which will also provide added advantage over and above the conventional method of teaching. The use of computers technology has

made it possible to demonstrate otherwise difficult experiments which can only be demonstrated in a proper laboratory and therefore both practical training classes and theoretical classes can be taken very effectively. These measures will also result in lesser transportation cost, less congestion on the highway, less consumption of petrol and diesel leading to less carbon emissions from the vehicles, reducing carbon footprint and improving the environment. Such classes will also save a lot of time in travelling which can otherwise be used for gainful employment or reading which will enhance the capability of the students to read more and engage themselves in productive activities rather than travelling on the roads to attend classes.

The teaching through virtual classes may also reduce cost of education because this may not require large building area, furniture or equipment, which will drastically cut down establishment cost. For imparting education through virtual classes, admissions can be made online, education can be given online and degrees can also be furnished online. Realisation of Vasudhaiva Kutumbakam in the field of education and easy accessibility to all kind of education systems for really desirous students can be achieved at an affordable cost.

"e – LEARNING" THE PREFERRED MODE OF LEARNING

Education through Online learning process, that takes place over the internet, is often referred to as "e – learning" among other terms. However, online learning is just one type of distance learning that takes–the umbrella term for anylearning that takes place across distance and not in a traditional classroom. Distance learning universities such as IGNOU are also promoting online learning including MOOCS(massive Open Online Courses) and Swayam digital, e–pathshala and audio-visual platform etc. Artificial intelligence can help in making learning more adoptive and personalized .The online education segment, which has many advantages over conventional method, is set to become a multibillion Dollar opportunity in India.

IGNOU has already started many online courses and millions of students has already benefited. A large number Business Schools are also imparting e-learning courses and those practising mangers , who do not have time and resources to get classroom courses, are benefitting from such e-learning and upgrading their skills.

e-learning has already contributed immensely in imparting quality education and will further contribute a larger share in education.

e- LEARNING PROTOCOLS
Certain equipment would be needed, besides user friendliness with these
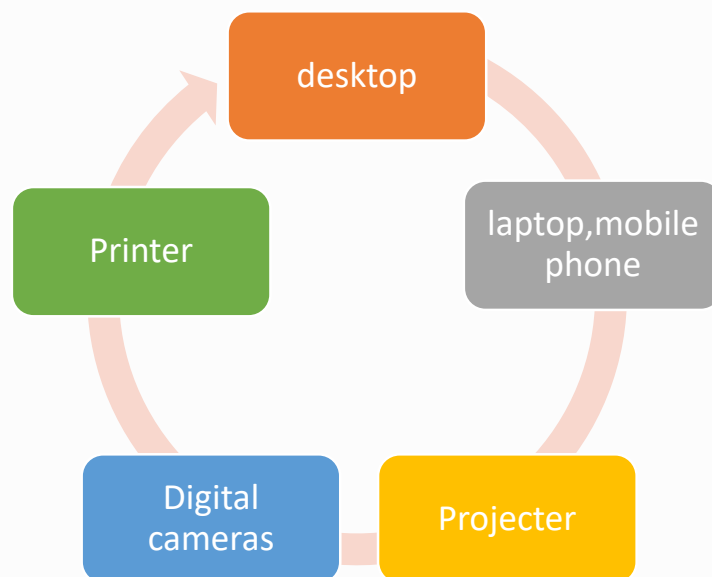
e- learning also requires to follow some rules. When interacting on virtual classes every body keep their audio muted and unmute only when need to speak, otherwise extra noises cause serious disturbances in class.

BENEFITS OF e-LEARNIG FOR STUDENTS- AN ANALYSIS
Student need easy availability of reading material, which he can access without running pillar to post. This requirement is met through e- learning protocol. All kinds of reading material, lecture notes, guidance can be provided which an student access at their own convenience and requirement. Various advantages of online learning are deliberated as follows.

1.Online Learning Accommodates Everyone's Needs

Easy and affordable access to internet has provided a good opportunity to everybody. We see digital revolution taking place in India. It has made it possible to learn without physically attending School/ College. Many working peoples are adopting e -learning classes and fulfilling their dreams to get knowledge in the desired field.

2. Lectures can be taken any number of times

Online learning has made it possible to access the reading content any number of times. This may be required at the time of revision while preparing for an examination. In traditional form of learning, physical attendance is compulsory to attend the lecture, self preparation through books has to be done, where as in e- Learning, there is no need to attend the lectures at specific time as it can be accessed any time at own convenience.

3. Access to Updated Content

Online learning has made it easy to be updated and in synchronization with modern developments. This enables access to updated content whenever it is uploaded on e-plateform.

4. Faster dissemination of Lessons

e-Learning has made it possible to disseminate any knowledge content on real time basis. As compared to classroom teaching method, this mode is very fast. These are some of the reasons why the learning time is reduced by e-Learning:

- Lessons starts immediately and also provided in a single learning session. This enables training programs to easily roll out within a few weeks, or sometime even days.
- Learners can define their own speed of learning instead of following the speed of the whole group.
- Time saved as a one need not travel to the training centre.
- Students can choose to study specific and relevant areas of the learning material.

5. Consistency

Through e-Learning higher degree of coverage is possible to communicate the message in a consistent way. This ensures that all participants receive the same type of training.

6. Reduced Costs

e - Learning is cost effective as compared to traditional forms of learning. The reason for this price reduction is because learning through this mode happens quickly and easily. A lot of training time is reduced with respect to trainers, travel, course materials, and accommodation.

This also helps in enhancing the profitability of an organization. Also, when you are studying at your own place, you are relieved from paying for travel expenses (e.g. accommodation) when training happens in another city/state and/or external learning materials.

7. Effectiveness

e - Learning has a positive influence on an organization's profitability. It makes it easy to grasp the content and digest it:

- It results in improved scores on certifications, tests, or other types of evaluation.
- Higher number of students who achieve 'pass' or mastery' level.

POST COVID -19 NECESSITY FOR e-LEARNING

Recording room, high speed internet, educational TV channels, Blogs, own webside, CCTV cameras, education on radio, generators and inverters etc.
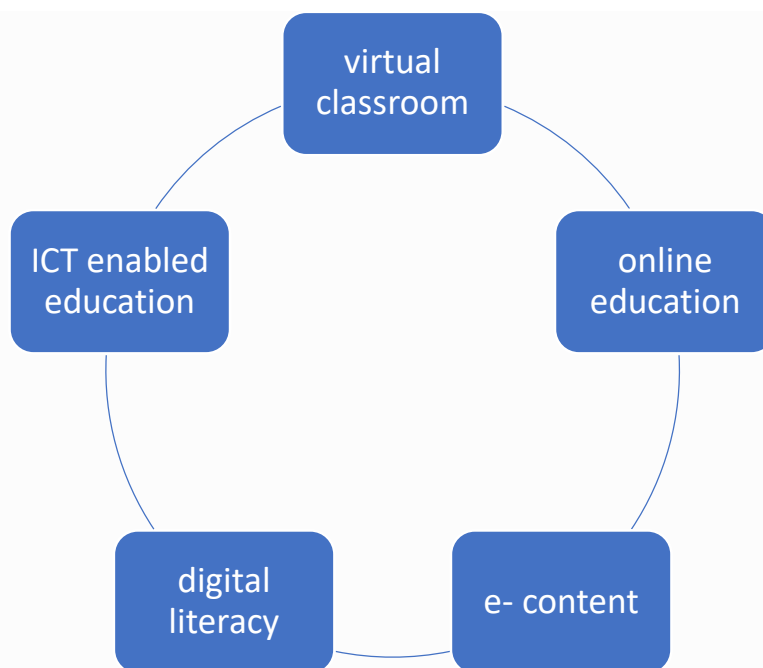
IMMENCE POSSIBILITIES IN EDUCATION

1.Place-Based Education (PBE) is an emerging system of education which is anytime, anywhere learning that leverages the power of place, and not just the power of technology, to personalize learning.
Tom Vander Ark [1] has written a book ", The Power of Place: Authentic Learning Through Place-Based Education, which focuses on how PBE is an immersive learning experience that "places students in local heritage, cultures, landscapes, opportunities and experiences, using these as a foundation for the study of language arts, mathematics, social studies, science and other subjects across the curriculum." PBE is also a natural complement to Personalized and Project-Based Learning, providing a way to connect these efforts to students' local environment for engaging learning that leads to more engaged citizens.

2.Immersive Learning: Powerful learning experiences are often immersive. A growing number of K-12 schools are leveraging the power of place to explore the ecological, cultural and economic aspects of a community. Teton Science School in Wyoming is a leader in place-based education and launched the Place Network to help rural schools boost student engagement, academic outcomes and local impact by using the community as classroom. Virtual classes and e-learning tools make this possible. Through virtual classes simulation models can be shown which make learning interesting and comprehend.

Mobile technology has made it easier to extend project-based learning from the classroom to the community. Smartphones with GPS, cameras and sensors allow learners to document community investigations. Augmented reality (AR) applications will soon allow learners to immerse themselves not only in local environments, but in the associated data sets.

3. Guidance. There are many organisations imparting guidance and education online. Many more look this as an opportunities. Some examples are Fourth Industrial Revolution[2] and EL Education [3]

The employment landscape is being transformed by the Fourth Industrial Revolution and there's been an explosion of associated secondary and postsecondary learning options. Helping learners make good decisions about what to learn and how to learn it is becoming more important every day. Widely used information systems provide generic advice, but not personalized and localized guidance. Smart services that combine informed advisors and comprehensive information systems are just beginning to appear.

EL Education offers a character framework that helps young people develop purpose, agency and belonging so that they can contribute to a better world. Schools in the EL network all start with Crew, a daily advisory period where learners check in with advisors, build culture, develop success skills, and receive thoughtful guidance on next steps in learning.

SOME EMERGING TRENDS IN HIGHER EDUCATION

One of the best ways to get a grasp of the possible futures of higher education is to examine the emerging trends in higher education. Integrating sustainable development into the curriculum is one of the emerging trends in higher education, even though relatively little research has been conducted on the topic thus far.

Another important emerging trend in higher education is the integration of learning through a more tightly integrated and inclusive curriculum. Academia-Industry association is developing, which make learning meaningful and job oriented. Another important emerging trend in higher education is the democratisation of knowledge and learning. With the development of new ways to provide traditional formal learning (for example, e-learning and hybrid learning) has come the emergence of open education (for instance, MIT Open Course Ware, a relatively less structured type of formal learning that is open to all). In addition, the growing importance of continual learning in the lives of people has also sparked other forms of education such as shadow education (for instance, private tutoring).

A HUMANISTIC VISION OF HIGHER EDUCATION

These trends have moved the higher education community towards a humanistic vision of higher education. Humanistic education refers to the role of education in addressing the contemporary needs, concerns and problems of humanity.

In humanistic education all three core knowledge domains (the arts, humanities and sciences) are equally important and valuable since each domain serves a different role and purpose in human development.

Humanistic education takes the Humboldtian model of higher education (the integration of teaching, learning and research) and extends it to include service to humanity. Thus, its aim is human capacity building in all areas and at all levels.

In the global higher education community, international organisations such as the United Nations Educational, Scientific and Cultural Organization, the International Association of Universities and the International Higher Education Teaching and Learning Association provide a voice and a medium through which to help achieve this aim. These organisations work with institutions, educators and policy-makers to help higher education move in a positive direction in an often uncertain and chaotic world.

CONCLUSION

Lifelong learning become a human right and it also act as a social equaliser. Thus, over the past several decades, higher education has evolved from an elitist model of education to a universal model of education. As the world has become increasingly hyper connected, so has higher education in many ways. Today there are many ways to provide learning along the learning spectrum from informal to non-formal to formal learning. In doing so, many types and forms of communities of knowledge now exist, which in turn, have created a more dynamic, diverse and interconnected learning eco-system (that is, knowledge democracy). E-learning tools and virtual classes make it possible to reach out any aspirant and make his dream come true.

The end results of these trends are
 1. To democratise knowledge so that it is available to anyone at any time at any place, and
 2. To develop a global knowledge society by making learning more meaningful by addressing the needs of individuals, societies and the planet as a whole.

Since education at all levels is the engine that drives the development of humanity, it follows that education policy must be visionary in its policy-making and inclusive in its practices.

REFERENCES:

1. Mr Tom Vander Ark , "The Power of Place".
2. The world economic forum Covid Action Platform.
3. EL education.org website.

<div align="center">

Virtual International Conference on

Emerging trends in online education and Global challenges on Higher Education Framework post Covid-19

17ᵗʰ & 18ᵗʰ June, 2020

Career College, Bhopal, Barkatullah University, Bhopal, MP, India

</div>

GLOBAL CHALLANGES ON HIGHER EDUCATION ON FRAME WORK COVID 19

Perminder Kaur Chadha
Research Scholar RKDF University, Kathal More, Ranchi (Jharkhand)
E-mail: romysethi45@gmail.com

Abstract: *E-Learning method has proved a Pragmatic and innovative approach on frame work covid-19.Inspite of some of its drawbacks in this corona virus crucial period, the global use of virtual teaching ,Learning have been increased and widely introduced as it has benefited globally all Over the world's educational process especially higher and competitive education now-a-days. .As it's a need as there was a need to adopt virtual machinery for teaching Learning as curriculum is so vast .This can also be positively notified that online classes, evaluation process and webinars are regulated for the quality enhancement for the learners as well as educators to fulfill educational ones needs who is attached with teaching learning process. It also acts as a pillar to establish the foundation of students, for educators this technology is a boon as it not only enhances their teaching quality but also provides opportunities to get feedbacks by direct interaction with students, which is quick evaluation mode. With the effectiveness and interactiveness of virtual education process, it is proved that it has internationally increase the learners capacity to learn. Although online classes Concept is started from a decade but due to pandemic COVID-19 qit played a vital role in the field of education in every sector Of education specially in higher education sector, as it is a mode for bridging the loss of higher education and forcing global experimentation with remote teaching. The schools, universities and other educational institutions for completing their courses and syllabus are working with this remote teaching methodology and students are also acquiring the best guidance and knowledge due to it, which is proven its Usefulness successfully. Thus the informal educational environment has been established. It is a revolutionary act in coming decades for the successful future of students and many technical opportunities. Thus we hope our best for everything for students aggregate knowledge and ability to get mooted and fostered by the technical guidance.*

Key Words: *Globalization, interactivities, Challenges, Higher education, Framework, Pandemic Corona virus*

1. INTRODUCTION

Globalization in Higher instruction signifies, "The Global speed of between exercises", utilization of innovation, current techniques in training and making a positive situation of teaching kids at 16 years old above. Worldwide Higher Education Interconnects techniques for instructing from World Wide arrangement of instructing to support the kid's general turn of events and the ecological supportability of schools. Conservation of our most delightful culture by methods for Global training and making and comprehensive school of Art, language, new elements of life. Worth training must be given to improve the virtues and morals of our own. Hence, in this changing world, there is a need to discover the strategies of Globalization of Higher Education and for this, the specialized changes in schools are a required, for the productivity of Globalization in the instruction of small kids a sober minded. The educational plan ought to be centered around the all discovered advancement of the individual kid basing on the kid needs. The securing of the essential aptitudes important in contemporary society. Offering some incentive instruction and improving strict and good improvement of the kid's to globalize physical wellbeing, scholarly turn of events, enthusiastic and moral wellbeing, stylish, mindfulness, a substantial viewpoint, viable and social aptitudes and satisfaction of other instructive and ecological needs of the youngsters in higher schools. virtual classes have significant job in Corona virus period. For the round advancement way to deal with youngsters' internet learning. It's most likely going to have a exceptional impact. Despite the fact that this pandemic COVID-19 has influenced

universally, one can't just lounge around and hang tight for until it is finished. Numerous understudies what's more, experts laborers would have settled on a choice that, this year would start with another progression regarding their vocation. In the terms of universal examinations ,one certainly should begin setting up long term in front of the expected concede, the same number of nations are still in lockdown, economy has gone to a record-breaking low for a few of us. in the event that the school/colleges are giving on the web classes that is a solitary answer for spare understudies future. Now the universal understudies are in self-disengagement going to online classes. Employments will be solidified admission to colleges will happen however postponed. Colleges despite everything needs expenses paid by understudies economy despite everything needs spending before universal students.covid19has put an end on everything running from schools to organization, which is a need of an opportunity to stop the chain of this pandemic. The following are the a few impacts of it on Education: from the beginning, everybody was stressed over contemplating, yet innovation has made it simpler with the Learning programs accessible. It has changed the manner in which instructors and understudies cooperate in the study halls. It has helped understudies to learn innovatively and to break new ground with various viewpoints. Advanced education has been living in fantasyland for quite a while. The expenses of educational cost have outpaced increments in acquiring consistently for about 40 years. Secondary school graduation rates are dropping and the part of individuals looking for advanced education is likewise dropping. Enlistments in schools and universities, specialized organization is clearly to drop steeply one year from now because of the individual expenses ofCovid-19 (counting loss of work from isolate) and ensuing joblessness. Advanced education won't have the option to fund-raise to compensate for the misfortunes. The legislature can help somewhat by diminishing guidelines or making existing ones less expensive, as they have accomplished for business. It appears to be one fourth of colleges and schools to close their entryways in the following five years. The ones that have generous blessing supports will outlive the others. The loss of those colleges and universities will move understudies to the staying ones and restabilize the circumstance. Numerous workforce, staff and chairpersons will wind up out of an occupation and confronting sharp rivalry for those couple of places that open up. It won't be a decent decade for advanced education. Starting late April 2020, Global Education Interconnects strategies for educating from overall frameworks to energize the kid's general turn of events and the ecological support capacity of advanced education. Protection of our most delightful culture by methods for Global instruction and making a comprehensive school of Art, language, new - measurement of life. Worth Education must be given to improve the virtues and morals of our youngsters by giving strict good instruction. Globalization has changed our entire instruction framework from Gurukul pattern to the innovative digital world training subsequently it can't be rejected that we have some way or another lost our conventions and the estimations of the Indian established training, which can just recaptured with the assistance of our prepared Global educators

Objectives

- The goal is to distinguish the significant difficulties colleges and other advanced education foundations face in the short-medium-and long haul and to share and help create arrangements.
- To direct a Strengths, Weaknesses, Openings, and Challenges (SWOC) examination of web based getting the hang of during the Corona Virus pandemic and catastrophic events.
- To give a few proposals and suggestions for the achievement of online method of picking up during an emergency like circumstance.

2. WILL ONLINE LEARNING HAVE IMPACT ON GLOBALIZATION?

E-Learning is characterized as formalized lessons that are explicitly conveyed through the web. The educating can be situated in or out of the homerooms. The course is conveyed with the assistance of electronic asset and utilization of PCs and web structures the significant part of E-learning. It's anything but a course conveyed by means of a DVD or CD-ROM, video tape or over a TV slot. It is intelligent also; you can "electronically" lift your hand and interface progressively. Some of the time, it is conveyed live and here and there it is a talk that has been prerecorded. There is consistently an educator or teacher cooperating/speaking with you and reviewing your support, your tasks and your tests. E-learning can likewise be named as a system empowered exchange of aptitudes and information, and the conveyance of instruction is made to a enormous number of beneficiaries at the equivalent or various occasions.

With the rapid progress in technology and the advancement in learning systems, E-learning has been proven to be a successful method of training and education for many. The introduction of computers was the basis of this revolution and with the passage of time, as we get hooked to smartphones, tablets, etc., these devices now have an importance place in the classrooms for learning. Books are gradually getting replaced by electronic educational materials like optical discs or pen drives. Knowledge can also be shared via the Internet, which is accessible 24/7, anywhere, anytime. This type of education has grown over the last few years and has experienced mainstream acceptance. With an online class, you get to control your learning environment, which ultimately helps you develop a deeper understanding of your degree course.

Right now, the Coronavirus pandemic is forcing global experimentation with remote teaching. There are many indicators that this crisis is going to transform many aspects of life. Education could be one of them if remote teaching proves to be a success. Right now, over 98.5% of the student population are stuck at their homes and as a result, there has been a spiky growth in the online education industry. Various already established platforms like Edu4Sure, UDx, Coursera, Udemy, EDx and many more already have been establishing their market share over the past few years and grown to provide top-grade education taught by professionals through online portals. And many more are emerging in this booming market.

3. ADVANTAGES OF ONLINE EDUCATION

This type of education has grown over the last few years and has experienced mainstream acceptance. Believe on-line education, combined with 40ffective40s will largely replace the brick and mortar, lecture method of learning. It is much more cost 40ffective and includes the real learning that comes from another person, one on one With an online class, you get to control your learning environment, which ultimately helps you develop a deeper understanding of your degree .Education tactics shared over the past few years and grown to provide top-grade education taught by professionals through online portals, and many more are emerging in this booming market. Online Learning Begins From Preschool to College. Online has replaced some homeschooling systems. Parents can now relax and let the screen teach their children have knowledge through home-schooling Not only that, if a child is slow at a certain subject, say maths or reading, but there are also a lot of online resources to help them catch up during their free time. Therefore, there are a lot of online courses for all levels of education. Online supplementary learning materials have also been developed for all levels of education. In this regard, you can get courses fitting your needs including online certificate programs, online college courses, and online degree programmes. Online Education Brings a Lot of Flexibility to the Learning Table. Most students prefer the screen to live learning. First, to enroll in any enroll school in the world, you do not need to go through the rigorous process of acquiring visas and other travel documents. Indeed, when you start lessons, you can learn from wherever you are. As such, regardless of your family commitments, you are still eligible for learning. It simply involves scheduling lessons around your free time. As such, the system works well for working students or committed mums who have to juggle parenting and school or work and school. In a live class, you have to sit through the whole lesson until the teacher is through with the class. With e-courses, working people can work at their own place and at their own convenient time taking breaks live teachers are there and therefore, students can still learn difficult subjects and be guided by the teacher. There are a lot of online language courses involving a teacher and students who are both online. The good thing is that both the teacher and student can operate from any location of the world that has a good internet connection. The teacher is also able to provide lessons to students who are located all over the globe without requiring a visa and other travel arrangements to do so. The overall cost of online education is much cheaper than live classroom teaching. First, some lessons are automated eliminating the need for live instruction, secondly, visa and travel arrangements are eliminated from the equation. A large number of free online courses. That way, you can find out if you have an aptitude for a subject before actually spending any money on learning it. An Unlimited Number of Students Can Be Enrolled in an online class than in a live class. Though the teacher may still have to incorporate live online lessons as part of the curriculum requirements to their students who may be spread across the globe, most of the lessons are automated allowing the students to self-learn using a screen. The work of the teacher is therefore reduced to preparing the lesson plans and placing them online and marking and checking the progress of the Students. As students are undertaking their online lesson, they can get a lot of help from many other resources available online on the same subject. Some of the resources are free, and some are paid resources. Therefore, the student has a vast knowledge available to them during screen time learning as compared to live classroom learning.

Flexibility and ability to remotely access the course. Cost of physical infrastructure can be saved and cost effective in terms of updated version of textbook. Quality teachers can teach to more number of students. Assessment can be conducted online for instant feedback. Students can access videos on internet on any mobile device, enables students to gain education without any geographical boundaries or language barrier restrictions. Learning can be provided in multiple languages thus making it multilingual and available for distinct masses. More engaging, entertaining, interactive and fun through use of multimedia. With features like discussion boards and chats you are able to interact with everyone and clear your doubts. Due to its convenience and flexibility, the resources are available from anywhere and at any time and together lot of multinational corporates can be trained on one particular skill at a given time. E-learning simplifies the process greatly, allowing students from all over the world to complete courses created by world's best universities. You are able to link the various resources in several varying formats. The video instructions that are provided for audio and video learning can be rewound and seen and heard again and again if you do not happen to understand the topic first time around. It works for everyone part time students ,housewives, women on maternity leave all can take advantage of web based learning. It promotes active and independent learning.

4. DRAWBACKS

Already people became online worms. Before people where book worms, but that now turned out to be online worms. The one whom we called book worms were generally nerds but this online worms are not nerds. studying online is really easier compared to the other, no stress, no uncomfortable etc. The next huge milestone will be strong AIs as instructors, but we're a decade or more away from that owing to the cost of hardware. Sure, machines are getting smarter, but they're currently building sized and inaccessible to the average student. Until then, in the next decade and a half, it is foremost expected a gradual move toward fully intelligent tutoring systems via adaptive learning. Adaptive learning, simpler algorithmic software that acts intelligent-ish as regards custom tutoring learners, has been around since the 1970s, but never got the attention it warranted due to the complexity of instructional design tasks associated with building adaptive content, and the shiny object effect of interactive multimedia e-learning. The other thing I expect to see is a shift toward crowd sourcing. As smart machines are a ways off, but we still need and expect smarter online learning experiences, we'll tap our fellow humans. Work changes rapidly; there is so much content already out there; and the skills and tools to build it are so widely available that the effort is shifting away from custom content and learning management system as public address system, "Now hear this..." toward quick, informal content including performance support authored by local experts, and duration of pre-existing content. Crowd sourced metadata combined with adaptive learning is a recipe for interesting things, but 'big data' needs to pull it's head out there, i.e. it's not finding patterns in reams of data, but rather starting from the design side and a theory of mind, and matching patterns to it. Regardless, crowd sourced and informal learning will likely drive increased usage of Tin Can API and tracking of informal learning, and (finally) overhaul the functionality and focus of learning management systems, which are generally not emphasizing curation, peer to peer networking and crowd sourcing, vs. the old way. It has been noticed that while MOOCs have gotten a lot of interesting new content out on the Web, they're not the revolutionary magic bullet advocates made them out to be due to the inherent limitations of current tools. I expect gradual shifts as above, but nothing revolutionary until we wake up one day and the machines have gotten smart. But at that point, the need for humans to learn and what, will become the big question. Online learning is in its infancy. As pioneers struggle with new technologies and new practises, the discipline evolves almost daily. An online course that was considered state of the art twelve months ago is today considered to be out of date. Technology employed only by early adopters last fall is this summer in wide circulation and in danger of becoming obsolete by the fall semester .Yet despite the rapid change, trends may be identified, trends which point to the future of online learning. What will be is not as radically different from current models as may be conceived, however, some significant shifts in the nature of online learning, and learning in general, may be identified. This write-up does not attempt to describe what ought to be, but rather, what will happen. Although I am a deep supporter of online learning for many reasons, I have chosen instead to focus on prediction rather than prescription. The reason for this is that, if we are aware of where the field will take us, we are more able to shape the manner in which we will travel and the environment in which we will reside. Knowing the future helps us to a significant degree become shapers of the future.

5. IN CONTEXT OF INDIA

In spite of these global advantages of E-learning, when we talk about India , it may be notified that only private schools are getting benefited by this mode of teaching and learning. Some supplementary modes can be adopted in the rural areas too for bridging the gap of urban students education system, for instance some recorded copies can be provided to them ,aiming to increase the knowledge and to make the curriculum easily grasped by the medium class children .The need is that the Educational administrators in this period of emergency, become more active and systematic across the globe. As it is nevertheless to say that India and Indians of rural areas are still underdeveloped and students are facing much difficulties in studies. People of medium class and below are still unaware and have no such kind of web learning. Even in urban areas students seeking E- learning classes are facing vulnerabilities. Thus all together we can say that this period of covid 19 , is not only crucial but much challenging for our students Education ,which is a mandatory for every stage of students life .

6. CONCLUSION

Automated or robotic systems are yet to be invented that can mark students work. And it's worth noting that some departments of learning will still require a live classroom set-up, even if it is only a part of the course. This is in areas like medicine where practical lessons of dealing with live patients, taking their temperature, checking their blood tests, for example, are still an essential part of the curriculum.

Courses like mechanical engineering and piloting still require the live experience of operating machinery and may not be entirely online; only a part of the system can be made online. But New models of learning are always springing up in the market, providing students with varied opportunities to fashion their education into something that fits them, not the other way round. The future of online degree education looks promising and opens up education to a

larger section of the population than ever before, here are some other advantages, it is a scalable approach. Lastly we can say that to overcome the negative impact on the education of children ,some interim measures must be adopted by the government so that drastic vulnerability should maximum be removed and also to facilitate students in every part of the country globally.

REFERENCES:
1. Covid-19: Higher Education Challenges and responses – IAU available at https://www.iau-aiu.net
2. Covid-19: is sparking a revolution in higher education world Economic forum 2020/05 available at http://www.weforum.org
3. The challenge of Equity in Higher Education under Covid-19 / learning 21 May 2020 available at http://www.insidehighered.com
4. Higher Education after the Covid-19 crisis/Guni Network available at http://www.guninetwork.org
5. e-learning Covid-19 pandemic: Impact and strategies for education sector in India available at http://www.gorment.econom:times.indiatimes.com

Benefits to publish in IJIRMF:

- IJIRMF is an Open-Access, peer reviewed, Indexed, Refereed International Journal with wide scope of publication.
- Author Research Guidelines & Support.
- Platform to researchers and scholars of different study field and subject.
- Reliable and Rapidly growing Publication with nominal APC/PPC.
- Prestigious Editorials from different Institutes of the world.
- Communication of authors to get the manuscript status time to time.
- Full text of all articles in the form of PDF format and Digital Object Identification System.
- Individual copy of "Certificate of Publication" to all Authors of Paper.
- Indexing in all major online journal databases like Google Scholar, Academia, Scribd, Mendeley, Internet Archive.
- Open Access Journal Database for High visibility and promotion of your article with keyword and abstract.
- Organize Conference / Seminar and publish its papers with ISSN.

Published By
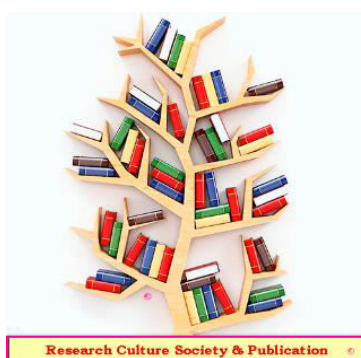
Research Culture Society & Publication

RESEARCH CULTURE SOCIETY & PUBLICATION

Email: rcsjournals@gmail.com

Web Email: editor@ijirmf.com

WWW.IJIRMF.COM