
CHAPTER-2

REVIEW OF RELATED LITERATURE:-

Meaning of education:-

Education plays a vital role in the overall development of a person. It is the process of initiating the child into the way of life. An educator not only hold certain beliefs and ideals of life , but also rise to convert his/her pupil to his/her own views and own way of life. The influence of a person , holding a vital belief , brought to bear upon another person with the object of making him also to hold that belief is education.

The term education is derived from three latin words.

Educare: to bring up , to nourish , to rear and to train

Educere : to draw out and to lead out.

Educo : the letter E means "out of " and duco means "to lead" . this denotes to extract out and to lead forth.

Definition of education :-

According to Oxford Dictionary, "Education is a process of teaching, training and learning especially in schools and colleges, to improve knowledge and develop skill".

According to Webster Dictionary: "The action or process of teaching someone especially in a school, college, or university: the knowledge, skill, and understanding that you get from attending a school, college, or university: a field of study that deals with the methods and problems of teaching."

Plato said -"Education develops in the body and in the soul (of the pupil) all the beauty and the beauty and all the perfection which he is capable of".

According to Aristotle-education is "the creation of a sound mind in a sound body"

Types of Education System:

At around the same time there were moves in UNESCO toward life-long education and notions of ' the learning society' which culminated in learning to be ('The Faure Report', UNESCO 1972).

Formal education: The hierarchically structured, chronologically graded 'education system', running from primary school through the university and including, in addition to general academic studies, a variety of specialized programmes and institutions for fulltime technical and professional training.

Informal education: The truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment - from family and neighbors, from work and play, from the market place, the library and the mass media.

Non-formal education: Any organized educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clienteles and learning objectives.

Private education system:-

An independent school is independent in its finances and governance. Also known as private schools, non-governmental, privately funded, or non-state schools, they are not administered by local, state or national governments. Independent schools are usually not dependent upon national or local government to finance their financial endowment. They typically have a board of governors who are elected independently of government, and have a system of governance that ensures their independent operation.

Children who attend such schools may be there because they (or their parents) are dissatisfied with government funded schools in their area. They may be selected for their academic prowess, or prowess in other fields, or sometimes their religious background. Private schools retain the right to select their students and are funded in whole or in part by charging their students for tuition, rather than relying on taxation through public (government) funding; at some private schools students may be able to get a scholarship, lowering this tuition fee, dependent on a student's talents or abilities (e.g. sport scholarship, art scholarship, academic scholarship), need for financial aid, or tax credit scholarships that might be available. Some private schools are associated with a particular religion.

Government education system:-

Education in India is primarily managed by state-run public education system, which fall under the command of the government at three levels: federal, state and local. Under various articles of the Indian Constitution and the Right of Children to Free and Compulsory Education Act, 2009, free and compulsory education is provided as a fundamental right to children aged 6 to 14. The approximate ratio of public schools to private schools in India is 7:5. Major policy initiatives in Indian education are numerous. Up until 1976, education policies and implementation were

determined legally by each of India's constitutional states. The 42nd amendment to the constitution in 1976 made education a 'concurrent subject'. From this point on the central and state governments shared formal responsibility for funding and administration of education. In a country as large as India, now with 28 states and eight union territories, this means that the potential for variations between states in the policies, plans, programs and initiatives for elementary education is vast. Periodically, national policy frameworks are created to guide states in their creation of state-level programs and policies. State governments and local government bodies manage the majority of primary and upper primary schools and the number of government-managed elementary schools is growing. Simultaneously the number and proportion managed by private bodies is growing. In 2005-6 83.13% of schools offering elementary education (Grades 1-8) were managed by government and 16.86% of schools were under private management (excluding children in unrecognized schools, schools established under the Education Guarantee Scheme and in alternative learning centers). Of those schools managed privately, one third are 'aided' and two thirds are 'unaided'. Enrolment in Grades 1-8 is shared between government and privately managed schools in the ratio 73:27. However in rural areas this ratio is higher (80:20) and in urban areas much lower.

Education system during COVID-19 pandemic :-

Since countries all over the world have gone into lockdowns due to Covid-19, educational institutes have been no exception. During the Covid-19 outbreak in the entire nation, the country is facing major crisis in many sectors but the worst hit sector is the education sector, as most of the exams have been cancelled during the final assessments. Students and teachers are struggling to have access to uninterrupted and seamless quality of internet connection. At the same time, the country should not compromise student's much desired academic progress. Hence, educational institutions should adopt smart solutions to overcome the endemic crisis by adopting the online mode of education. Many State Governments of India are also exploring online learning platform for accessing online educational resources, during the ongoing lockdown. They are looking to design ways to help students continue with their learning during the nationwide lockdown due to Covid-19. The aim is to effectively continue with the academic cycles of the students and not let the lockdown affect their learning. They are planning for students to provide audio and video based content along with self-assessment exercises. Special doubt-clearing sessions on important topics may be held for students. People of India need to continue with coordinated and collective efforts to fight Covid-19 and also make productive use of their time during the current situation by adopting Information and Communication Technology (ICT) for teaching learning process and contribute towards the intellectual wealth of the nation. Online classes have been promoted across the different universities by the University Grants Commission (UGC) during the lockdown phase in order to make sure that the students do not miss out on the classes during the time. While speaking to

the media on 13.04.2020 (DD news), UGC Chairman declared that the UGC has constituted two committees to promote online learning during Covid-19 lockdown. One of the committees has been formed for the examinations and academic calendar, while the second committee will work on students, teachers and the education system. Based on the suggestions of the committee and in consultation with the Ministry of Human Resource Development (MHRD) the guidelines for the universities may be issued by the UGC very soon. UGC has advised all higher educational institutes in the nonfiction dated 11th April 2020 to take preventive and precautionary measures for maintaining social distancing, staying in the confines homes/hostels and utilize the time productively by engaging in on-line learning during the lockdown period for Covid-19.

Online Education:-

Online learning is defined as “learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students” (Singh & Thurman, 2019). The synchronous learning environment is structured in the sense that students attend live lectures, there are real-time interactions between educators and learners, and there is a possibility of instant feedback, whereas asynchronous learning environments are not properly structured. In such a learning environment, learning content is not available in the form of live lectures or classes; it is available at different learning systems and forums. Instant feedback and immediate response are not possible under such an environment (Littlefield, 2018). Synchronous learning can provide a lot of opportunities for social interaction (McBrien et al., 2009). Amidst this deadly virus spread such online platforms are needed where (a) video conferencing with at least 40 to 50 students is possible, (b) discussions with students can be done to keep classes organic, (c) internet connections are good, (d) lectures are accessible in mobile phones also and not just laptops, (e) possibility of watching already recorded lectures, and (f) instant feedback from students can be achieved and assignments can be taken.

Quality education through digital platform :-

According to Bernad, 1999 says that “In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the center. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction.” (UNICEF 2000)

The first thing I strongly believe that through education we can acquire knowledge. Education requires hard work, dedication and faith to gain knowledge. The learner or the student gain knowledge through the proper guidance of teachers, parents, role model etc.

The concept of traditional education has changed radically within the last couple of years. Being physically present in a classroom is not the only learning option any more. During these days, learners have access to quality education whenever and wherever they want. We are now entering to new era- the revolution of online education. It is flexible, accessible and allows for a customized learning experience.

The digital transformation of educational institutions worldwide has required a complete reimagining of pedagogical approaches to teaching and learning.

Teaching-learning activities: First, an analysis should be done of the courses offered and the corresponding course objectives. Based on the analysis, course delivery and objectives can be redesigned effectively. This will include decisions over the delivery method – synchronous, asynchronous or hybrid – and how best to facilitate easy interaction between faculty and students. An area needing special focus is experiential learning, which is usually carried out in laboratories, field visits, legal clinics, moot courts and more. Digital ethnography, videoconference-based moot courts, using past data for laboratory analysis are some of the multiple approaches that can work. Most importantly, faculty must be mentored and trained, and forums should be organized to ensure the transfer of best practices.

Assessment: Assessments must be aligned to evaluation outcomes. Online assessments can use four key delivery methods – technology-driven AI-enabled assessment, digital submissions, oral assessments, and submissions of handwritten responses shared in image format.

The style of assessment should be redesigned in line with the desired learning outcomes and the practicalities of online delivery, but it can include continuous assessment, open-book assessments and class-participation activities. Given the limitations of certain formats, faculty should consider the lowest common denominator while planning the assessment.

Non-classroom activity: To enable extracurricular activities and social networking, the university must support online events such as book clubs, performing art e-collaborations, gaming get-togethers and e-exercise classes. Online office hours and mentorship programmes can be put in place to facilitate connections between the faculty and students.

Digital infrastructure: The digital infrastructure forms the backbone of online education. Universities must address their faculty's and students' requirements in terms of hardware, software, internet access, power and administrative tools. Solutions must keep in mind cost, scalability, privacy, flexibility and feasibility of implementation.

Emerging approaches of Govt. of India for online learning

In a press release put out by the MHRD on March 21, 2020, the Union HRD Minister shared various free digital Online Learning platforms for students to continue their learning during Covid-19 based school closures. The DIKSHA portal contains online learning content for students, teachers, and parents aligned to the curriculum, including video lessons, worksheets, textbooks and assessments. Under the guidance of its national board of education (CBSE) and NCERT, the content has been created by more than 250 teachers who teach in multiple languages. QR codes in textbooks encourage students to go beyond the book. The app is available to use offline. e-Pathshala is an online learning app by NCERT for classes 1 to 12 in multiple languages. The app houses books, videos, audio, etc. aimed at students, educators and parents in multiple languages including Hindi, Urdu, and English. The National Repository of Open Educational Resources (NROER) portal provides a host of resources for students and teachers in multiple languages including books, interactive modules and videos including a host of STEM-based games. Content is mapped to the curriculum for classes 1 – 12, including aligned resources for teachers. Swayam hosts 1900 complete courses, including teaching videos, weekly assignments, exams and credit transfers, aimed both at school (class 9 to 12) and higher education (undergraduate and postgraduate) levels.

There are many live video communication-platforms are available such as ZOOM , GOOGLE MEET , SKYPE , FACEBOOK LIVE , YOU TUBE LIVE , CISCO-WEBEX , GOOGLE DUO etc.

With the help of online teaching modes, we can sermonize a large number of students at any time and in any part of the world. All institutions must scramble different options of online pedagogical approaches and try to use technology more aptly. There was an overnight shift of normal classrooms into e-classrooms, that is, educators have shifted their entire pedagogical approach to tackle new market conditions and adapt to the changing situations. During this tough time, the concern is not about whether online teaching-learning methods can provide quality education, it is rather how academic institutions will be able to adopt online learning in such a massive manner.

Emerging approaches of Odisha govt. for online education during COVID-19 pandemic :-

Amid the forced shutdown of educational institutions due to the COVID-19 outbreak, the Odisha government is working on a plan to push digital education in schools so that studies are not hampered in future.

School and Mass Education Minister Samir Ranjan Dash said the “unprecedented situation” has compelled the government to plan new ways to impart education to students by connecting teachers with students. “Once the lockdown is over, we will devise a plan to promote digital education to deal effectively with such situation in future,” he said.

While many private educational institutions were taking to online classes to ensure smooth running of academic activities during the lockdown, government schools have not been able to do so due to unavailability of infrastructure. Dash also informed that the officials concerned will distribute books among students for the next academic session soon after the situation normalise. Earlier, the distribution of books was supposed to be done on April 3.

The government has launched YouTube classes for students of Class IX and X, the state government launched e-Pathsala and e-Mulyankan facilities keeping in mind disruption of classes during the ongoing pandemic. These online platforms will benefit students, teachers and district education officers (DEOs).

The e-Pathsala is an online learning platform that has repositories of e-contents in the form of documents, audios and videos. The e-contents will support different areas of online learning like self-learning, online classes, assignments, assessments and evaluation of the learners’ progress. The e-Mulyankan platform is designed to act as a digital bank of practice tests and model question so that the students can practice for examinations. The teachers can conduct tests, mock examinations and final examinations through the e-Mulyankan platform. The school and mass education department also signed an MoU with Central Square Foundation to achieve foundational literacy and numeracy among children in Class I and III. Teachers have been identified for this programme. Besides, the government is all set to start live YouTube streaming for students from Class I to VIII from June 21. The department also plans to activate the Odisha Shiksha Sanjog , a WhatsApp-based programme that allows the teachers to share e-content and materials with students. The e-contents will also launch radio pathsala and telecast video lessons under Shiksha Darpan for Class I to XII on Doordarshan.