

Flexibility and Accountability towards Teaching in Corona at India

Dr. Bharati Chandrayan¹, Dr. Madhurima Srivastava², Dr. Shalini Sharma³, Dr. Savita Yadav⁴, Dr. Sandeep Kumar⁵

¹Assistant Professor Head of the Department of EFL

²Associate Professor Head of the Department of EFL

^{3,5}Associate Professor Department of English And Foreign Languages SRM Institute of Science and Technology Delhi, NCR Campus

⁴Assistant Professor Department of English And Foreign Languages SRM Institute of Science and Technology Delhi, NCR Campus

Email: bharatim@srmist.edu.in

Received: 18.09.2024

Revised: 17.10.2024

Accepted: 09.11.2024

ABSTRACT

Flexibility and accountability of teaching during Corona refer to the compensation of the gap that has made the components of teaching learning understandable, manageable. The intense intention stood how to develop the congenial teaching learning environment to out beat the challenges of teaching. The pandemic ushered the entire system and impacted every aspect of the life with adverse resultant. There was no gleam of positivity to channelize the educational pipeline since human distancing was must to save the millions of. Teaching was also at stake and the great challenge was posed and solutions were searched incessantly, the best innovative option of online education was concluded to employ to bridge of educational loss of the students. The data collected from UNESCO United Nations Educational and Cultural Organization has confirmed that around 12 billion students at every stage and level did not favor the existing mode that was not of health concern. The online education in asynchronous and asynchronous mode balanced the threat of life as well as educational growth. This step has shown the new path to overcome Covid Challenges in 190 countries.

Keywords: Covid, Flexibility, Accountability, Teaching

INTRODUCTION

This is true that changes are the rules of nature and in context of time changes inherently are brought or happening. The mode of action and modus operandi must have been changeable in view of time since the stagnation on the particular focal point may never refer to the signified growth in a respective aspect of the work. The global pandemic that has ushered the world and has distorted all established systems of education. The sudden natural biological curse is highly contagious and has almost spoiled the academic structure and the mode of teaching learning procedures. Despite of all efforts the control has not been possible, finally a number of global meets have been called to channelize and to maintain the academic pyramid of education at every level and stage. The institutions and government bodies have joined together to find the concrete solution for constant growth of education in research and academic. The best one option is possible with incorporation of digital media in studies. Teacher and student both are not much competent always to take the assistance of these media sources frankly.

Pandemic has disrupted the whole educational and the pandemic has distorted as much as it was never expected. likely 1.6 billion children adversely and directly have got affected. The future of those students has been put at stake. (Sumitra Pokhrel 2021). The mega challenge was posed and it seemed for certain days that 2020 the year would likely be acknowledged as the dark year in the academic history of the world. Researchers diligently and tirelessly were trying to seek solutions to maintain the academic growth of the next generation. Institutions and schools were shut down and it took almost one month to finalize the next mode of teaching learning in countries. The disruption occurred by the current covid-19 is unprecedented, and the resulting economic and social measures are responsible for massive changes. Krishnamurthy, 2020). In a very short span of time it was clear that it is inevitable find the solution to smoothen the entire education system. Transformation was not the need only, it is absolutely urgent and necessary (Krishnamurthy, 2020). According to UNESCO, higher education institutions (HEIs) were dilapidated completely in 185 countries in April 2020, affecting more than

1,000 million learners around the globe (Marinoni et al., 2020). Global higher education has undergone a great crucial phase of dramatic transformation from traditional mode of education to digital mode of education (Dwivedi et al., 2020). The sudden forced closure of face-to-face teaching has led academics and students into “unfamiliar terrain” due to the need to adapt swiftly to total e-learning settings (Carolan et al., 2020).

In duration of the transition phase, the adaptability and expertise in application of the online media has become the matter of great concern also for the faculty members of universities and colleges. The responsible teaching faculties have gained the knowledge of perfect application of different online platforms and the art of digital media incorporation. The institutes must have been ready to provide the ample facilities and the support to the faculty members so that this would be possible to cope up with the new situation. The Covid has disrupted and shattered all gone methods of teaching and besides those the positive points should also be marked. The covid 19 has thrown the people to learn the digital and computer world. Under the compulsion of the situation, most of the teachers have learnt how to impart and how to grasp knowledge.

education in a scenario of digital transformation, disruptive technological innovation, and accelerated change in the educational framework. The emergence of disruptive innovation is a time of risk and uncertainty, but it is also a time of opportunities, bringing talent and innovation to the education system. By definition, a disruption implies a sudden break or interruption. When applied to education, disruption involves a break from traditional, established educational models of knowledge transmission (Carolan et al., 2020; Mishra et al., 2020). Innovations that change the direction of education replace or displace existing models. They interrupt the functioning of established educational models in unexpected ways, first improving the model and then affording new ways of understanding its ongoing development. Disruptive educational innovation replaces existing methodologies and modes of knowledge transmission by opening new alternatives for learning. It also introduces new advances in education systems through information and communication technologies. This educational disruption considers both the student and the professor as engines of learning to promote an open curriculum enabled by new digital education. It also involves innovation in teaching methods; such as the development of new learning materials, mechanisms, and spaces; and the transformation of the role of students and the way they absorb and use educational knowledge. Disruptive innovations meet the needs of existing customers as well as the needs of currently available services (Christensen et al., 2006). Successful educational innovation and transformation must, however, be based on sustainability, scope, and scale (Carolan et al., 2020). The idea of online education has promoted the new trend of teaching where the more number of students have attended and they are convenient being at their homes .The evidence based evaluation and assessment are the prime part of education.

Different sorts of methodologies are applied for summative and formative assessments .Some of them are as follows

DESCRIPTION

Assessment methodologies	Description	Supportive technologies
Diagnostic Evaluation	Exercises, questionnaires, tests that assess students preconceptions ,competences and information regarding the new topic	Online questionnaire on web portal Interactive and gamified presentation Online questionnaires
Evaluation using video tags	The students may answers different questions by adding tags to you tube videos .The teachers can review the students' answers by examining the labels	Videos on you tube
Group or collaborative analysis	The students answers and complete the work or assigned task individually or in a group .Evaluation may be anonymous and voluntary and in sequence	Video conference platform Online questionnaire
Self Assessment	The student analyzes the work presented and evaluate it	Questionnaires Online questionnaires on web portal Rubrics
Objective questions	The students wil choose the correct answers from several options based on the content knowledge of lessons	Multi response questionnaires onwebportal.
Interview	The students join the interview session actively and through the questionnaire the final diagnostic assessment is done	Questionnaire on web portal

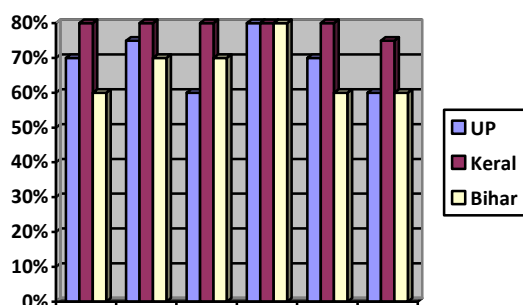
Final Evaluation	The test session is conducted and students will positively attend.	Questionnaire on web portal. Test reports to be submitted by the teachers on web portal and plagiarism tool should be in connected to the work submitted by the students. Furthermore glitches and doubts to be solved through video conferencing
------------------	--	---

The pandemic has distorted and paralyzed the educational sector and the education system was too damaged to make it recover. The new technology was the last and least hope . That has been decided that every record and the procedure of teaching learning should only be controlled and maintained though the application of online platforms viz. Zoom platform, meet platform, WebEx platform, video conferencing, you tube apps, telegram apps. A number of teachers were not familiar with digital teaching learning procedures. Some of them were afraid of the use of different apps. Due to cyber security issue some of us were hesitant in sharing the information.

Data collected from the few government colleges and universities of in India In the context of challenges to adopt the new mode of teaching with the incorporation of new digital media and technologies.

The analysis of the problems of teachers through the questionnaires.

State	Teaching on zoom(%of comfort)	To upload material (%comfort)	To convince students to join (%comfort)	Teaching on meet (%comfort)	To work on google form and to create GCR(%Comfort)	To conduct on linetest(%comfort)
UP	70%	75%	60%	80%	70%	60%
Keral	80%	80%	80%	80%	80%	75%
Bihar	60%	70%	70%	80%	60%	60%



The transitional phase of teaching is absolutely a technology based education and the bare truth is that teachers besides students are likely to update with the current changes. Different government agencies have initiated the online education for teachers. The enhancement of technical teaching is the prime part of current education.

The covid 19 biological nature

The pandemic has impacted the human several times and its rate of infection was sparky and speedy. Initially corona virus has spreaded over China and a number of countries could not have guessed its lethal nature and its spiky speed never left any part of the world untouched..The scientists are sacrificing their days and nights to infer at the point how to acknowledge the root remedy and the sources of root recovery. Its proliferic nature has engulfed all human in its grip. The death rate of Covid -19 surges, researchers are scrambling to uncover as much as possible about the biological nature of the latest coronavirus, named SARS-COV.

The year 2020 has been acknowledged as the darkest year for a number of European and Asian countries. Here the brief record of the surge corona is discussed in India.

India has got gripped in paws of corona completely by the end of July 2020 and all the steps taken by the government does not seem much favorable to control speedy surge of Covid 19. India recorded the spike in new cases with 52,123 Covid -19 cases confirmed. takes the total Covid-19 tally to 1583,792 confirmed cases. The death toll is now at 34,968 with 775 deaths recorded in the last 24 hours. (<https://www.india-briefing.com/news/aadhaar-linking-in-india-now-a-mandatory>)

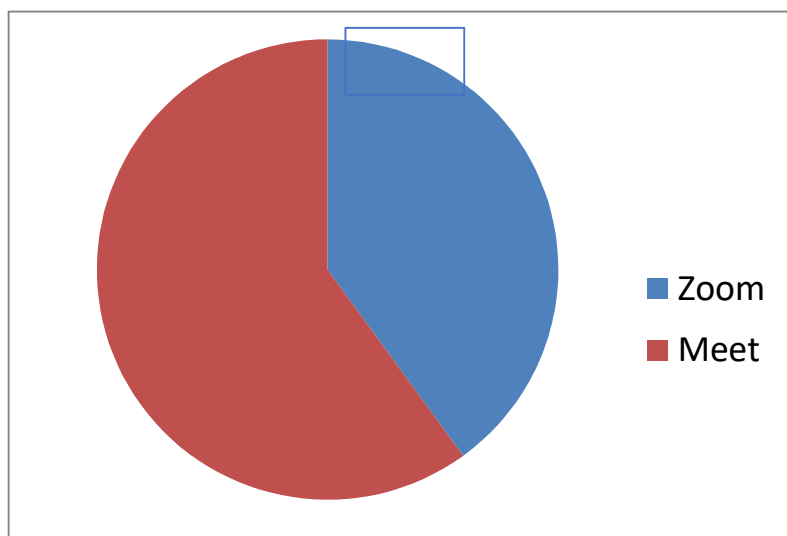
The above provided data is a simple data whereas the rate of its infection was very high and people were instructed to stay at home. This pandemic has especially broken the teaching learning system. It was not possible to keep the education procedure stagnant for the long stretch of time. The decision for online teaching has finally inferred and stakeholders (faculty, student, parents, researchers) have accepted the decision unanimously.

The Challenges in online teaching are constantly and continuously appearing in way of complete channel of teaching learning channels. The time has absolutely changed and reformed, the incorporation of online platforms has been mandated by the higher government agencies to make flow of teaching incessant. ZOOM and MEET have been inducted as online teaching assisted tools. A number of students stay in remote area and there network connectivity is another important glitch to make the participation regular in class. Faculty as well students are not much familiar, it takes time to be adaptable with the system. A few questionnaires were set to collect the consent for the better convenient with one of them. The set of questions has been administered for a group of students as well as teachers.

Framed questions are as follows

1. Zoom application is easier from the security point of view
2. Are the faculty members comfortable while they are engaged in class?
3. Is there a nuisance of sharing screen?
4. Which one is more preferred by the students?
5. Which one of them seems better in view of controlling the class?
6. In context of students which one of them carry better applications
7. Is the meet more understandable?
8. Is zoom more comprehensible?
9. Is meet more supportive in sharing contents in duration of class comparatively zoom?

Survey done



The online teaching has gained surprising popularity in view of covid19 and this mode of teaching has been proved as the source of hope for teachers, student's aweless parents. The government in India has passed and issued the guide lines to follow in phase of first lockdown. The concern has got aggravated due to the shattered situation of higher education. Now onwards it was not possible to continue class room teaching. The immediate transformation ushered and the traditional teaching has been replaced by the moderate innovate online teaching learning procedures. A number of platforms got involved viz WebEx, meet, WhatsApp, google class room video class room chat etc. Besides all such compensatory moderate advanced online options a number of parents and students along with teachers are not satisfied. The questionnaire methodology has been administered for the assessment in this context. Around 850 responses were received under the few categories.

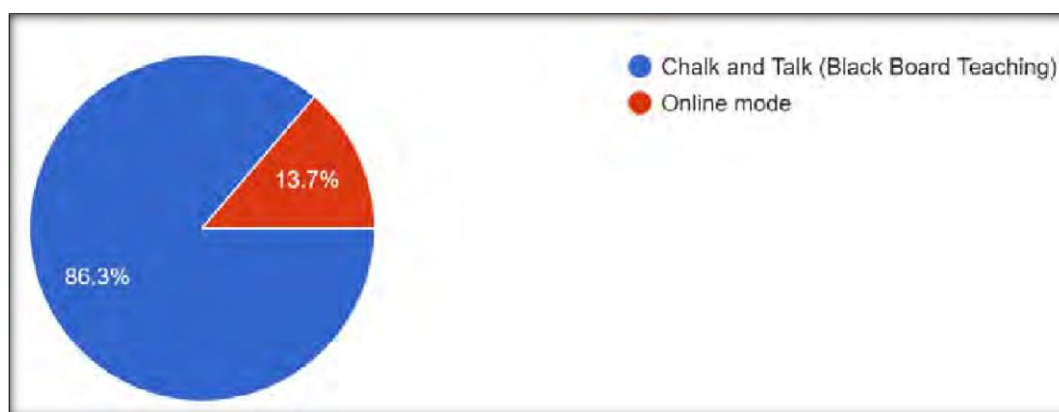
Male and female both participated in session

The framed questions are given below

1. Which mode of the learning/teaching you prefer?
2. Your opinion on Online Teaching?
3. Which online tools you are aware of?
4. Do you feel online class creates curiosity?
5. Which type of course was more effective to understand through online?
6. Convenient time for online teaching/learning?
7. Do you feel revision of the topics require after college re-opens?
8. Do you feel that COVID - 19 lock-down affected the placement activities?
9. Do you feel lock-down affected your individual/professional growth?
10. Do you feel laboratory/practical teaching through online mode is effective?

The questions are framed with two or more specific options to select the answer for the respondent. For each question, sufficient space has been provided to suggest or recommend his individual opinion.

After analysis of their witty answers, it has been inferred that most of the stakeholders (teacher, student, parents, male and female) favor the chalk and Talk Teaching.



CONCLUSION

India's higher education system is the world's third largest in terms of students, next to China and the United States. India's higher education system has gone under a number of changes after independence as to reform for the better human resources. The pandemic has thrilled, jolted and shocked the established traditional teaching. The online teaching is absolutely the instrumental cause for the growth of technical knowledge of stake holders and on the other side in dearth of improper infrastructure for online teaching a number students have lost their enthusiasm and zeal for studies in a long stretch of covid phase This online teaching is one of the great in direction of teaching in a time crisis, it is not going to be the permanent mode. The institutes and universities should wait the further instruction to reopen. The emphatic and bold focus should remain how to implement rigid rules of covid 19 for the safety of students as well as teachers.

REFERENCES

1. Aguilera-Hermida, A. P. (2020). College students' use and acceptance of emergency online learning due to COVID-19. *Int. J. Educ. Res.* 1:100011. doi: 10.1016/j.ijedro.2020.100011
2. Bao, W. (2020). COVID-19 and online teaching in higher education: a case study of Peking University. *Hum. Behav. Emerg. Technol.* 2:2. doi: 10.1002/hbe2.191
3. Carolan, C., Davies, C. L., Crookes, P., McGhee, S., and Rox-Burgh, M. (2020). COVID 19: disruptive impacts and transformative opportunities in undergraduate nurse education. *Nurse Educ. Pract.* 46:102807. doi: 10.1016/j.nepr.2020.102807
4. Christensen, C. M., Baumann, H., Ruggles, R., and Sadtler, T. M. (2006). Disruptive Innovation for Social Change. *Harvard Business Review.* 94–101. Available online at: <https://hbr.org/2006/12/disruptive-innovation-for-socialchange> (accessed September 29, 2020).
5. Dwivedi, Y., Hughes, L., Coombs, C., Constantiou, I., Duan, Y., Edwards, J., et al. (2020). Impact of COVID-19 pandemic on information management research and practice: Transforming education, work and life. *Int. J. Inf.Manag.* 55:102211. doi: 10.1016/j.ijinfomgt.2020.102211
6. European University Association (2020). EUA 2020: Preliminary Results of the EUA Survey on "Digitally Enhanced Learning at European Higher Education Institutions. Available online at: http://www.ehea.info/Upload/Board_DE_UK_72_5_3_EUA_survey_Covid_19.pdf and https://eua.eu/downloads/publications/briefing_european%20higher%20education%20in%20the%20covid-19%20crisis.pdf (accessed December 10, 12, 2020).

9. Govindarajan, V., and Srivastava, A. (2020). What the Shift to Virtual Learning Could Mean for the Future of Higher Education. Harvard Business
10. Review. Available online at: <https://hbr.org/2020/03/what-the-shift-to-virtuallearning-could-mean-for-the-future-of-higher-ed> (accessed September 29, 2020).
11. Jensen, T. (2019). Higher Education in the Digital Era: The Current State of Transformation Around the World. International Association of Universities