

Open Educational Mobile Application Development Affecting Studies

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Abstract

The current scenario of the world related to studies is abstracted. Due to lockdown in many areas and the situation of COVID, schools are shut down which is affecting students curriculum. By studying the analysis students are loving the online classes as it is convenient but they are not gaining any knowledge from it. As every coin has two sides this virtual studies also as some positive and negative sides. As the decision taken by the government the exams were held online which created a great impact on the students admission intakes in colleges and universities.

Keywords: power cutoff, teaching skills, cheating, lack of interest

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I. INTRODUCTION

The chief aim of any educational institute is to enable students to meet with their preplanned goals and help them achieving their success. The Agenda of the institute or the school should match their work, they should be ready for any situation and continue their work efficiently.

By watching the current scenario of the world Since the COVID -19 pandemic has disrupted the normal lifestyle of people across the globe, the virtual world has come to the rescue. Amongst many institutions schools have also shifted their base to virtual platforms to conduct classes online. Consequently, catering to the needs of all stages of education from pre-primary to university level, online education has emerged as an alternative to ordinary face to face classes. Accordingly, various stakeholders such as government and private organizations are trying their best to assist each other by sprucing up their existing online platforms, apps and providing training to teachers to use these apps and platforms to the optimum level. Moreover, efforts are being made by both government and non-government organisations and edtech companies to support the school system to make a smooth transition to the virtual world. Upskilling and motivating teachers, organising counselling sessions for stakeholders such as teachers, parents and students are some of the important measures taken by the administration in the recent past. Making a continuous effort to provide customised teaching-learning material suitable for online classes is another way of facilitating the schooling of children. The Central government has recently launched the PM e-VIDYA platform, with 12 new DTH channels, one for each class to reach out to all strata of society. These efforts have proved beneficial to a sizable chunk of the school-going population.

However, this alternative medium has also brought to the fore some stark persistent realities of society characterised by social inequalities in terms of availability of resources, essential to access these online classes/platforms. These digital initiatives are perpetuating the hegemony of elite schools over the education system, resulting in the digital

divide between rural and urban and rich and poor. This digital divide is also affecting the work and role of the government as well as non-government organisations across states as they are facing challenges due to the recent migration of millions of labourers to their native places. Both the central as well as state governments will have to make a road map not only for labourers' employment but for the education of their children too. Given the great difference in the infrastructure across states in terms of internet and allied facilities it appears to be a huge task. In addition, the non-government organisations that support the marginalised sections of the society in terms of health, education and livelihood and also collaborate with governments are facing financial crunch as most of the funds are being diverted to tackle the pandemic.

II. SMALL SURVEY ON STUDENTS AND TEACHERS REVIEW

Some universities and schools did survey of students and teachers to know their perspective on online classes. They did it thorough google forms or by asking students face to face on virtual classrooms.

Now let us see some questions asked to the students during the survey:

Students' experiences with online learning:

Students were asked about their interactions with others in the online environment, ways in which the course components facilitated learning, and their overall perceptions of the studies.

Many answered that they don't find it interesting to have online lectures even if it is convenient and can be attended at their comfort zone but at the same point more than 40% students liked it. As they don't have to show their face on camera and can do anything behind the camera.

What was especially effective?

The students were also asked what was particularly effective in the online class. Of the students who responded, 18% of the

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student responses praised the professors for their clear communication with the class. Specifically, 15% of responses appreciated the feedback between professor and student, with one student commenting that their professor “was extremely available and listened to feedback regarding course materials.” Another remarked, “Communication was encouraged so much that it almost felt like an in-class experience which I really enjoyed.” Many others mentioned the “teacher’s feedback,” “teaching style,” and the “interaction with the professor.” In addition, 23% of comments noted that the lectures, tests/quizzes, and other class materials provided by the professor were valuable, and 10% of comments addressed the organization of the class and website. One student noted, “The organization was key. The modules were really well organized and planned out, and each assignment and its respective due date were always abundantly clear, which made for time management to be easy!” And for one student, “The professor showed us some great online resources (particularly videos) that were extremely helpful in helping us understand the material.” The flexibility of online courses and the opportunity for students to work at their own pace and schedule was mentioned in 21% of comments. One student noted, “The flexibility it allowed – I could work when I wanted to and get ahead to a certain degree, I could complete the work from anywhere, I could also review lectures/videos several times to make sure I understood the material.” Others appreciated how online classes were “very easy to manage while working and being occupied with other life tasks.” The discussion and communication among peers were also important (receiving 18% of mentions). One student commented, “I thought the discussion was useful because it required everyone to interact with one another virtually which, in my opinion, eliminates the aspect of students being reserved in the classroom.” Another pointed to the benefits of peer-to-peer learning through discussion, “I liked how you could always go back and read classmates responses, which allowed me to see different views on a matter and help me to go back and look at the evidence that goes along with the new views.” Many viewed discussion forums as an easy way to communicate and appreciated discussion boards for review and preparation for assignments.

What was less effective?

Although communication was praised in many student comments, it also emerged in responses to the question of what was less effective in their online course. In fact, the most common response was limited communication with both the professor and other classmates, with 28% of comments mentioning this as a weakness in the online class. One student pointed out that “It’s difficult because everyone is doing assignments at different times so leaving comments is difficult and even harder to respond to those.” Another commented, “The lack of face-to-face instruction and reminders 7 sometimes led to misunderstanding or missed assignments.” And another student wrote, “Discussions did not feel like ideas were being argued/modeled.” Furthermore, 8% of students mentioned the challenges of coordinating a group project online. One student commented, “Group projects were very difficult due to time zone changes and schedules.” In addition, there were a number of comments (9%) about the course organization and the difficulty in

navigating and getting material for the course. For example, one noted, “It was tough to grasp the organizational structure. There was a lot going on in the modules and there were a lot of due dates to keep track of.” And several others noted the confusion they had regarding the format of the class and the professor’s expectations, “The fact that it was entirely online made it difficult at times to understand what I had to do and what exactly the teacher’s expectations for each assignment were.” Finally, 23% of comments addressed lectures, quizzes/tests or other class materials provided by the professor. One student commented, “Some video lectures were not as necessary as others or spent an imbalanced amount of time covering additional information rather than on the most difficult topics.” Or, “Online testing felt very restrictive and I don’t know how much I absorbed by watching recording of class lectures.” A small number of student comments asked for more lectures and or shorter readings.

Teachers review on online classes?

20% teachers liked the concept of online classes specially the lady teachers as it is convenient for them to handle the classes and house together. While 50% don’t find it effective due to students feedback and the technical errors happening some or the other day like lack of technical equipments, signal problem, students misbehaviour, lack of experience of using some technologies.

Also some teachers complained about increasing students misbehaviour as they are not able to punish them strictly and day by day students were becoming more coward.

Also the cheating done by the students in the online exams were unstoppable.

III. RESULT

Due to the pandemic situation in the world all the Universities and schools has to take decision to teach students online. As this pandemic went too long they also had to take the exams online as there was no other option left for them. But due to all these situations students faced many difficulties in studying. Also the teachers and faculty faced problems in handling everything online.

As per the surveys of some institutes, schools, universities it has been seen that around 90% students love online classes but are not satisfied with it as it is not helping them to increase their knowledge. Also the extra-curricular activities are stopped like sports and functions which has lost the students interest. Students are facing lack of technology and signal crash in some areas which is affecting their studies. Also the students are not gaining any practical knowledge in online classes as they can only listen to teachers and cant do any practical things like lab experiments.

In some colleges were its mandatory to have practical knowledge in some fields such as interior designing, civil engineering, robotics, medicals, etc. Students are not able to understand the concepts clearly. Even it is difficult for the teachers to tech them online.

Some parents are facing difficulty as it is not financially convenient for every student to afford the online classes. In rural areas there is always problem of power cut-off this becomes barrier for students.

IV. CONCLUSION

By concluding the current scenario all the colleges, universities and schools should work on the problems and should also see that students don't copy in their exams and attend the lectures carefully.

V. REFERENCES

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