TECHNOLOGY ADAPTION AND THEIR EXPERIENCES DURING THE COVID-19 EPIDEMIC-LOCKDOWN
(A Case Study of Agra, Uttar-Pradesh)

Kishore Meghani, Research Scholar
M.B.A. Finance, M.A. Economics., M.Com. Accounts &Law,
CBSE-UGC-NET (Commerce)
NSE Academy Certified Market Professional (NCMP)- Level 1
Ex-Branch Head, The Nainital Bank Ltd.

Abstract

The purpose of this paper is to understand the Technology Adoption, Virtual Meetings, Teaching, Learning process, Students, Faculty, Ministries/Departments of the Government of India, and Corporate Engagement and their Experiences towards Virtual Classrooms and Virtual Meetings during Lockdown due to COVID- 19 Epidemic, India. Online education and online meetings is a hot topic that is widely concerned in various countries today. This study is confined to the positive side of COVID 19 and change in the Education Sector, Corporate Sector and Ministries/Departments of the Government of India. by adapting the technology and engaging all i.e. Top Corporate Executives, Employers, Employees, Government Ministers, Faculty and Students with various Virtual Sessions.

Keywords: COVID-19 Epidemic, Lockdown, Technology Adaption, Teaching, Learning, Online Education, Students Engagement, and Faculty Experience; Virtual Meetings;

I.   INTRODUCTION

The outbreak of COVID-19 (as is implied in the name COVID-19,'CO'stands for'corona','VI' for'virus', and 'D' for disease, and 19 represents the year of its occurrence) in India was a major public health emergency that had the fastest spread, the widest scope of infection, and the most difficult to prevent and control in India and on the other side India's fight against the COVID-19 outbreak has been unique i.e."Janata Curfew". The "Janata Curfew" was a positive step for further awareness and preparedness about the quarantine and provided the doorway for implementation of lockdown in several states. Prime Minister Shree Narendra Modi announced a 21 days nationwide shutdown, as the nation of 1.3 billion people shut down, the world health organization (WHO) said India s COVID fight could make or break the global war.[2].

Video conference platforms have seen a huge surge in demand owing to COVID-19 lockdowns around the world, as Google Meet crossed 50 million downloads on the Play Store, and Zoom registered 300 million daily meeting participants. Facebook has also rolled out its video conference solution, Messenger Rooms, to capitalise on the opportunity. [1]

II. REVIEW OF LITERATURE

Ms. Veena Shenoy, Ms. Sheetal Mahendra and Ms. Navita Vijay,(2020), [2]. examined and understand the technology adoption, teaching and learning process, student engagement and faculty experience towards virtual classrooms during Lockdown due to COVID 19, India.Inductive reasoning used in this study and qualitative research methods are used to collect the data from faculties associated with Higher education institutions in Bangalore and teaching courses such as PGDM, M.B.A, M.Com, M.C.A etc. The finding of the study suggests that during the lockdown period faculty have undergone the process of technology adoption and students are involved with various online modes of learning. There was lots of fear, anxiety and consciousness among students and faculty regarding COVID 19 and the Virtual engagement of students better than normal classrooms and attendance is almost 100 percent.

Longjun Zhou, Fangmei Li, Shanshan Wu, Ming Zhou,(2020), [3]. examined that, through the implementation of "School's Out, But Class's On", it has provided valuable experience for accelerating the integration of technology and education and for reforming the teaching methods of education in the new situation. The "School's Out, But Class's On" campaign launched by the Chinese government during the COVID-19 epidemic created a large-scale, normal online education application and analyzed the background of this large-scale online education, clarify the foundation of large-scale online education, and reveal the impact of the largest online education activities on society and education.

III. OBJECTIVE OF THE STUDY

To Understand the Technology Adoption, Teaching, Learning process, (Students,Faculty, Ministries/Departments of the Government of India, and Corporates Meetings) Engagement and their Experiences towards Virtual Classrooms and Virtual Meetings influenced during COVID19- Lockdown.

Limitations for Study

The study is limited to the sample frame of 12 faculty and 18 students and 10 Employer-Employee of the Private Companies in Agra, hence finding of this study cannot be generalized for entire India. The emotions and perceptions of faculty, students and employees towards the usage of technology and experience are different for different users.[2]. It has created the revolution in virtual engagement of Indian Education, Corporate and Ministries/Departments of the Government of India.

Methodology

The study is based on qualitative data collected from 40 respondent, which include 12 faculty,18 students and 10 Employer-Employee of the Private Companies in Agra, Uttar-Pradesh. Telephonic interview was conducted among respondents. Asked open-ended questions based on six categories.

(i)   Technology Adaption.
(ii)   Teaching and Learning.
(iii)   Student's Engagement and Experience.
(iv)   Faculty Engagement and Experience.
(v)   Corporate Engagement and Experience.
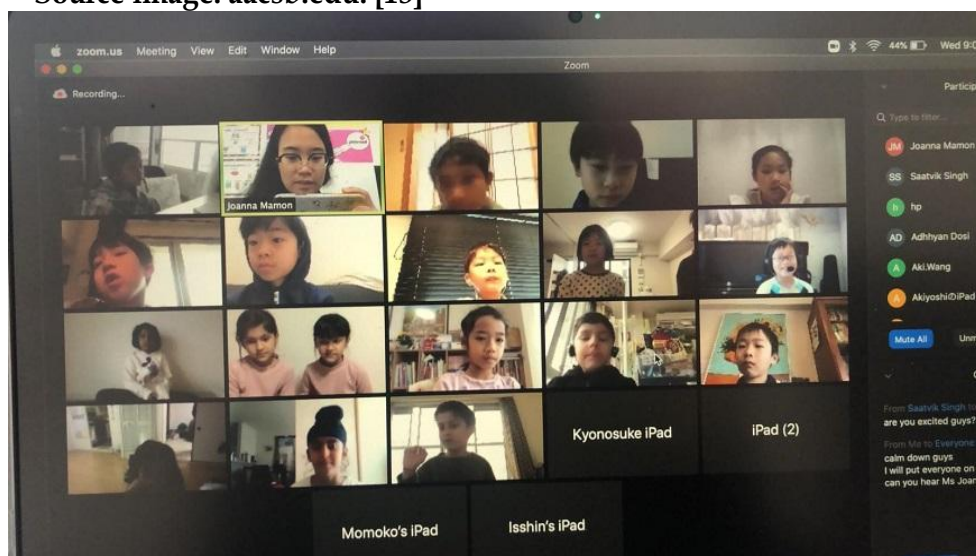(vi)   Government Ministers Engagement and Experience.

Towards Virtual (Classrooms and Meetings) during COVID-19 Lockdown.
The following are the opinions shared by faculty students and corporate based on their experience of the virtual (Classroom and Meetings).

COVID 19 Lockdown: Technology Adaption

Source image: aacsb.edu. [13]

Source image: Businessworld.in. [8].

The "e" of e-Learning stands for electronic learning, efficient learning, exploratory learning, experiential learning, expanded learning, extended learning, easy-to-use learning, and enhanced learning. The United States is the birthplace of e-learning. After 1998, e-Learning has been being spread worldwide, and has rapidly expanded from North America and Europe to Asia.[3].Technology adaption was ecstasy and the faculty has to change their mindset towards the virtual classroom and adopt technology for the betterment of students and students also adopt for their own betterment.After the adaption of technology; faculty are using virtual modes for meetings, guest sessions, faculty development programs, students mentoring, club activities online and various competitions for faculty and students. Technology has created the revolution in the Indian higher education system and it is widely accepted by all due to the crisis.[2].

On the other Side The government has allowed companies to conduct Annual General Meetings this year through video conferencing and other audio-visual means amid the coronavirus pandemic.[16]. The ministry permitted companies whose financial year ended on December 31, 2019 to hold their AGMs by September30, 2020.[4].[16].

COVID 19 Lockdown: Teaching and Learning

Source image : Times of India. [7].

For online classes the tools used by faculty during lockdown for teaching and learning through online modes are Zoom, Google Hangouts, Skype meet up, Google classrooms, LMS, ICT, YouTube, etc. Faculty, Students, Corporate, feel there is no much difference between online and offline sessions as they can share PPT, play videos and use board and marker as regular classrooms and Video Conference Hall for meetings. It proved the hybrid system of teaching through offline-online mode [2] and meetings through physical-virtual appearances.

COVID 19 Lockdown: Students Engagement and Experiences

Source image: Times of India. [7].

The Virtual Classrooms are very easily operated by students of age groups from 6 years to 18 years, by simply clicking a secure virtual classroom link.

There is a various initiative from the Ministry of Human Resources Management (MHRD), an offering of free Swayam courses. Many institutions subscribed to online free courses for students during the lockdown period. E-Library sources and E Books have been shared with students. ICT Initiatives of MHRD (e-Brochure) [5].

COVID 19 Lockdown: Faculty Engagement and Experiences

Source image: Times of India. [7].

Universities like Harvard, Stanford offered their MOOC (Massive open and online course) free to the students. In India all IITs have such educational technology infrastructure to run online courses (e.g., NPTEL, the technical version of SWAYAM). Alternatively, any teacher can also use personalized tools and techniques.
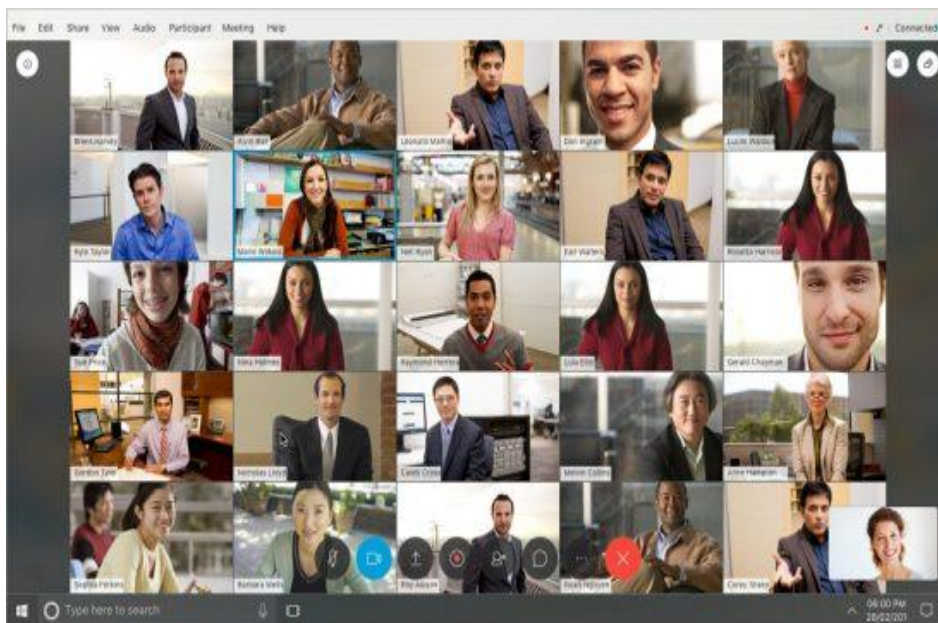
A few crucial matters for excelling in a Distance Learning Module (DLM) are-

1) Concern (for learning or content)
2) Communication (with students)
3) Consideration (being flexible)
4) Consistency (follow up)

The above four are the rule of four C's.Multiple communication modes like creating email groups, informing via Whatsapp/Telegram app, using web-based live video conferencing platforms (like WebEx, Zoom), and also teaching webs (like Moodle, Google Classrooms) are in use.[6]

For teachers, the biggest challenge is that they can't easily use eye-contact with their students to see how they are participating in class or whether or not they understand the lessons. As they started experiencing it, it becomes like a habit, they started loving teaching students online.

COVID 19 Lockdown: Corporate Engagement and Experience.

Source image: cisco.com. [9]

Corporate "Time that used to be spent traveling is time that can now be used productively by employees."

Taking into consideration this situation, the Ministry of Corporate Affairs (MCA) had provided a framework for conducting extra-ordinary general meeting of the company through VC or OAVM.MCA issued another Circular and permitted the companies to hold the annual general meeting through VC or OAVM during the calendar year 2020. [10-12].

COVID 19 Lockdown: Government Ministers Engagement and Experience.

Several Government Meetings have moved to NIC Video Conferencing, a platform developed by the National Informatics Centre.[1] The platform was recently used to hold discussions on various topics and was attended by principal secretaries, secretaries, and tribunal chairpersons among others.[14].

A messaging app developed by The Centre for Development of Telematics (C-DOT), called Samvad, will also be made available to high-level government officials and another version of it for the public, according to ET.[14].

IV.   CONCLUSIONS AND FINDINGS

Schools have ensured that students stay safe at home, and continue to learn and keep progressing. The school is taking virtual interactions and collaboration beyond the students as well.

It is also considering recording classroom sessions so that absent students can revisit the class and teachers can also do self-assessment after the class is over.[15].

It provided valuable experiences for accelerating the integration of technology and education and for reforming the teaching methods of education in the new situation (Virtual Classrooms) and Ministries/Departments of the Government of India, Corporate Engagement for (Virtual Meetings) during Lockdown due to COVID-19 Epidemic, India.

- Time Saving
- No Need to Travel
- Less Time Spent Traveling Equals More Time For Work
- Cost Savings (Economically Beneficial)
- Increased Productivity & Efficiency
- Convenient
- Environmentally Friendly
- Better Attendance
- Anytime & Anywhere Concept

Financial support and sponsorship

Nil.

Conflicts of interest

There are no conflicts of interest.

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