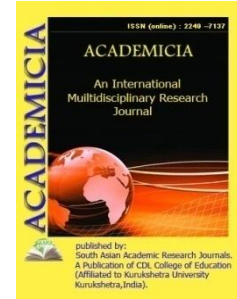




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**THE USE OF AN ONLINE PLATFORM WITH SPECIAL REFERENCE
 TO BANGALORE IN THE EDUCATION SECTOR BEFORE AND AFTER
 THE PANDEMIC**

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ABSTRACT

The title of the article is the usage of online mode of working in post and after COVID 19. The article used the survey technique to collect primary data. The correlative test has conducted to know the charges accrued. The Covid-19 pandemic has changed how we gatherings quickly. Up close and personal happenings were at that point average for some undertakings, and video meetings have considered being support measures for individuals who can't live due to momentous conditions. In the current Covid-19 reality, Video Conferencing has grown quickly as one of the critical business contraptions for an ideal corporate congruity. Numerous organizations improve the readiness of instructors and understudies to give a one-stop-shop. Warbler, for instance, a cooperation arrangement situated in Singapore at first created by Byte Dance as an instrument for inner development, has offered boundless video conferencing for instructors and understudies, programmed interpretation capacities, constant venture co-altering, and savvy schedule planning, among different highlights. Songbird has extended its worldwide worker foundation and designing capacities to guarantee solid availability, to accomplish this rapidly and in a period of emergency.

KEYWORDS: *Warbler, Accomplish, Interpretation,*

INTRODUCTION:

The Covid-19 pandemic has transformed the idea of how we meetings rapidly. Face-to-face happenings were already typical for many projects, and video conferences have considered being reinforcement measures for people who cannot live because of remarkable conditions. In the current Covid-19 reality, Video Conferencing has developed immediately as one of the significant business apparatuses for an ideal corporate congruity.

With this sudden departure from school throughout many places around the globe, some wonder whether it will continue to be a post-pandemic approach to online learning and how such a shift would impact the global education market. In 2019, the world's E-Tec investments reached US\$ 18.66 billion, and the global demand for online education was estimated at US\$ 350 trillion by 2025. Even before COVID-19, there has already been substantial growth and acceptance of education technology. Since COVID-19, there has been a considerable increase in use, whether it be language applications, virtual tutoring, video conference equipment, or online learning software.

Many online educational platforms, like BYJU'S, a Bangalore-based educational technology company, and an online tutoring firm established in 2011, are now the highest valued ed-tech business in the world. In response to the high demands. According to Mrinal Mohit, chief operating officer of the company, BYJU's reported that free live classes have increased 200% since the launch of its Think and Learn app.

Tencent school, meanwhile, has been extensively utilized since mid-February, after a quarter of a billion full-time students were ordered by the Chinese government to resume their studies online. It led to the most significant online movement in education history, with around 730,000, or 81% of K-12 students attending courses through the Tencent K-12 online school in Wuhan.

Many businesses improve the willingness of teachers and students to provide a one-stop-shop. Lark, for example, a collaboration series based in Singapore initially developed by ByteDance as a tool for internal growth, has offered unlimited video conferencing for teachers and students, automatic translation capabilities, real-time project co-editing, and intelligent calendar scheduling, amongst other features. Lark has expanded its global server infrastructure and engineering capabilities to ensure reliable connectivity, to achieve this quickly and in a time of crisis.

Alibaba's solution for distance learning, DingTalk, was to prepare for a similar influx: "The platform has taken over 100,000 new cloud-based servers to be deployed in just two hours last month to support large scale remote work — sets a new record for rapid capacity growth," says DingTalk's CEO, Chen Hang.

There are unique partnerships in some school districts such as Los Angeles Unified School District with PBS SoCal / KCET, with separate channels focusing on different ages and a range of digital solutions. Media organizations such as BBC are also pushing virtual education, with celebrities like the Manchester City soccer player Sergio Aguero teaching some content at the start of the April 20 Bitesize Daily, 14 weeks of UK curriculum-based training.



While some assume, with little training, inadequate capacity, and little planning, that the unplanned and rapid transition into online learning would lead to a poor user experience that is unsustainable, others agree, there will be a new hybrid education model that will have significant benefits. “Wang Tao, Vice President, Tencent Cloud, and Vice President, Tencent Education says,” I believe the incorporation of information technology in education will step up, and online education will eventually be an essential component of school education.

Many institutions have already experienced positive transformations. For instance, with ‘DingTalk ZJU’ the Zhejiang University has successfully over 5,000 courses online for just two weeks. The Imperial College of London began offering a coronavirus study course, now the best-known class on Coursera in 2020.

Some already boast the advantages: Dr. Amjad, a University of Jordan professor who has taught his students with Lark, says that “It changed the way they teach. It helps to reach students more efficiently and effectively, particularly during this pandemic, through chat groups, video meetings, voting, and document sharing. It is also easier for students to interact with Lark. Also, after coronavirus, It will stick to Lark and believe that conventional offline education and e-learning will go hand in hand.

However, some students who do not have access to the internet and technology have problems participating in Digital Learning. This gap can be seen in countries, and between income brackets, such as while 95 % of students in Switzerland, Norway, and Austria have computers to use for their schoolwork, only 34% in Indonesia do, for example. There are problems to be overcome.

The United States is a significant difference in affluent and challenging circumstances: while almost every 15-year-old from a privileged background claims that they have a computer to work on, almost 25 percent of those from deprived backgrounds do not.

The study suggests that students retain 25–60% more information on the average in their online learning compared with just 8–10% in a classroom – primarily due to the willingness of students to learn quicker on line and 40–60% less time for online learning. The findings of several studies suggest that learning online can be achieved more efficiently in many ways.

Online learning is always less active for groups of different age groups. The consensus for children, particularly young children, is that it needs a structured environment because children are more comfortable to distract. There must be a combined effort to provide that structure to replicate a physical class / reading through videcapabilities in order to get the full advantage of online learning.

Becoming fun and efficient learning through technology has been crucial, according to Mrinal Mohit, from BYJU. “Over some time, we have seen that smarter incorporation of games demonstrated higher engagement and encouragement for younger students to learn, in particular, and they fall in love with a witness.

In a book, 21 Lessons for the 21st Century, author Yuval Noah Harari explains how schools tend to focus on traditional skills and rote education rather than on skills like critical thinking and adaptability, which are more relevant for potential success. Can he? This pandemic has destroyed an education system that many say has already lost relevance?

Several institutions are uploading lectures to YouTube while the Kendriya Vidyalaya Sangathan is deploying its Swayam Prabha platform, which has lectures on the German Teaching and Technology Service and online to support students. Andhra Pradesh is trying to draw on Doordarshan to eliminate barriers to entry.

- Though teachers worry about students using them because of disruptive applications; smartphones are the next best alternative.

Teachers may have technical constraints, too, said K.R. Maalathi, an educator. Teachers had requested laptops to plan their curriculum at a higher secondary school.

“These teachers are equipping for classes, but other institutions may not. All institutions will have to carve out an infrastructure plan to move forward,” she said.

Because of these limitations, several schools include coaching academies, which in the next academic year have specialists and a standardized online program for students.

The lack of familiarisation with technology causes many teachers to seek support from their children in designing software and coping with technology gaps. They are unable to cope with technical gaps.

Sudha Sharan, Chairman of Gopal Sharma Memorial School, Powai said that June had scheduled for the Maharashtra State Board, but ten days of revision and exam have been missed. “The problem is that we do not need much technical support because of the lock-out, so we seek to compensate.

It is tough for parents to adapt to a child’s online program. Because of the lock-out, there is no domestic assistance available to add to household work. Some parents are suggesting that schools go online in April only to merit charging fees.

Meena Raut, a linguistic teacher (name changed), was overwhelmed by the fact that “many parents were able to hear talk in the afternoon while they were in class. That is distractive.” She said that a whole domestic struggle hears from their children’s homes.

Governments put the last fee payment date on May 31, and kids of all classes promote. Poddar International School uses Google Hangouts.

Teachers are expelling from their comfort areas in the national capital.

“Teachers all over are trying to get their work done online. It is important to accept this new reality, work within its boundaries and take advantage of its opportunities,” says Metro Delhi International School’s Naomi George, who teaches Social Studies and English to primary and secondary school students.

Teachers in school exchange prepared videos with PowerPoint lessons and host active learning through Google Classroom. Most of the teachers and students are technologically trained and competent.

“It is necessary to work through how children feel or what they do while locking down, and teachers must be attentive,” said George.

“We were picked up from guard and did not predict such a long lock-out so that we would not prepare our students,” said Anita Keskar, Senior Director at the Institute for Girls Training, providing vocational training to girls. The new reality is more difficult for educational institutions that are not so used to digital technology.

The students know how to cut and cut pieces of fabric if they are not in front of us, “she says.” Some of our subjects are very practical and useful — beauty, fashion, and tailoring, office management, travel, and tourism — so it is tough to teach from a distance.

The Kendriya Vidyalas Apex body, KVS, reported that the system of live and registered secondary and senior secondary level lessons of the National Institute of Open-Level Schools are sharing with schools for coordination of students, teachers, and parents, with effect from April 7, select teachers clarifying their doubts via Skype and live webchat.

“The changes are thrilling as I can see all my classmates,” said Vivek Akki of Hyderabad Public School of Begumpet when his favourite teacher comes on board.

“As parents, it is a new experience for us,” she says. HPS, Ramanthapur’s headmaster, Narsimhareddy, said the emphasis is on class 10 and 12. “We have not begun online classes, but have video links to teach students to support them with jobs from educational services. HPS, Begumpet, a leading school, has gone online.

Sparshita Guda from Tarnaka, who is in class 10, said four daily courses are offering via Zoom in the Narayana group of schools.

There is no live teaching at some schools using Google Classroom, but students and teachers connect through video lessons. “I get video lessons and jobs,” said Sanjit Kaila, a 10th class DRS International School student. Kompally says that the Veda, 7th-grade student at Abhaya Waldroff School is also used to test the success of students.

Students may also leave their notes for teachers’ clarifications. Online classes are higher for lecturers in Bengaluru.

K.R.Venugopal, a vice-chancellor at the University of Bangalore, said: “Online enrolment is 90% while daily classes are 80%.” Several teachers said they struggled with technology when students played music or cookery class audio clips during conferences.

Literature review:

E-learning has been used extensively for various industrial revisions, not only for academic purposes but also for enterprises and corporate workers (Judith B. Strother, 2002). Across many fields such as education, health care, businesses, business and pharmacy, e-learning has led.

A pharmacy awareness review report by M. Sandra emphasizes that there is little to no data to suggest that pharmacy e-learning substantially increases practitioners’ skills in the long-term. The evaluation shows that e-learning is beneficial; however, at an individual level and has quality and sustainability limitations for value-added (Sandra M. Salter et al . 2014). The research does not provide any evidence, however, to prove that shortcomings are showing as surveys or case studies. E-learning was also explicitly used for teacher and student purposes in health systems. A study by Kai Ruggeri and others emphasizes the various forms in which telehealth and remote learning have benefitted. The rise in digital literacy rates and the need for e-learning infrastructure have been cited as essential steps to meet the goals of integrated e-learning. Nonetheless, no objective evaluation of analytical methods was applied to prove the conclusions of the study (Kai Ruggeri et al., 2013).

A thesis by R at the University of Tehran AlzahraSafiyeh tried to explore the relationship between e-learning and student motivation. The study uses a survey based on questionnaires and University students as respondents. Quantitative methods such as personal correlation was applied, and a relationship has formed between the dependent and independent research variables. The results suggest that e-learning has a significant impact on the motivation of students. However, it is based on a single university and does not use interviews, and thus the results are not backed by corroborating evidence of face-to-face interviews or a global audience.

Through their work, researchers Sekiwu Denis &Naluwemba Frances have studied various aspects that make e-learning an efficient tool for information transfer. According to the report, the low cost and easy adaptation of courses for fast improvement are one of the factors which make e-learning in the changing environment due to the dynamic nature of technological upgrades, especially in the developing world. The work emphasizes that e-learning programs are a path for growth and prosperity. The study lacks the student’s point of view and fails to include education quality in a low-cost compromise (Sekiwu Denis &Naluwemba Frances 2014).

English is used officially for foreign commerce, businesses, employment, and higher education, as an international language. Non-English-speaking students must understand English to learn and do business easily with their counterparts in other countries. The utility of e-learning in English education for Saudi students is exploring by a study by Intakhab A. Khan from the Kingdom of Saudi Arabia. It says that learners’ involvement is an important aspect, and e-learning helps students to connect with the technology efficiently through their innovative methods. Creating opportunities in the school, making it useful, and successful were some of the reasons that the study underlined for students in Saudi Arabia as a measure of the success of e-learning in English. The report has restricted the use of the research base to only one country (Intakhab A. Khan 2016).

Y. Levy investigated a different aspect of e-learning to monitor its effectiveness. The study considers the opinions of declining students and compares them with productive students. There was a marked difference of opinion, as e-learning was ineffective and unnecessary. The study thus shows that e-learning activities are tailored to students by purpose, success, and an individual approach. The research does not, however, report on the additional factors involved for e-learning students to drop out (Yair Levy, 2007).

Also, interactive videos play a significant part in assisting students in evaluating the topics and gaining a deeper understanding of the study content. Throughout classroom studies, e-learning has been consistently made equivalent to 3D, various software, and multidimensional approaches (Dongsong Zhang et al. 2006).

A data mining analysis into developments in e-learning reveals that analysis into e-learning moves the emphasis from the quality of e-learning to teaching methods. Medical education and training were found to be aggressive e-learning users and present a broad area for the potential application of e-learning. The study notes that there are significant differences in scope, expectations, and applicability to develop and develop courtesies (Miklian, 2018). Government policies play a significant role in raising the quality of e-learning for students and businesses. The drawbacks of the studies include, however, an absence of empirical evidence in support of expressed views and confirmation of results (Jui-long Hung, 2010).

Objectives:

1. To measure the satisfaction level of a teacher by online mode of teaching.
2. To know the excellent online platform from the teacher.
3. To find out the preferable mode of teaching by the teachers.

Hypothesis:

1. There is no significant relationship between the gender of the tutor and the platform he uses to conduct a class.
2. There is no significant relationship between class the student belongs to and the selection of online platforms.
3. There is no significant relationship between the mode of teaching with the pandemic.

RESEARCH METHODOLOGY

The initial analysis of the data obtained for a research report is the primary data analysis. Primary data analysed to understand the data collected in response to or to support research questions or to reject research hypotheses initially intended to evaluate. To determine the relative level or degrees of the variables under investigation, quantitative information collected for relying on measurements or assigning numerical values to units where qualitative data is the textual data provided in the form of participant transcript or descriptive accounts by researchers. This article provides an overview of basic data processing techniques in both quantitative and qualitative terms.

Data Analysis:

Correlations

	Gender	Select your preferable online platform from the following list
Gender	Pearson Correlation Sig. (2-tailed) N	1 -.067 432
Select your preferable online platform from the following list	Pearson Correlation Sig. (2-tailed) N	1 .162 432

Four hundred teachers (M=1,29 SD=0,46) and an excellent online teaching platform (M=2,05 SD=0,74) surveyed on their genders. An analysis of Pearson data indicates a strong negative correlation. = -0.07 r. The impact of sex on the selection of the teaching platform is higher.

Correlations

	Please indicate your class standing	Select your preferable online platform from the following list
Please indicate your class standing	Pearson Correlation Sig. (2-tailed) N	1 .135** 432
Select your preferable online platform from the following list	Pearson Correlation Sig. (2-tailed) N	1 .005 432

Four hundred teachers (M=2.05 SD=0.74) tested for their status and their preferred online teaching platform (M=1.69 SD=0.80). An analysis of Pearson data indicates a somewhat positive relationship. R=0.05. R = 0.05. The impact of the study by the teacher reduces the influence on the choice of the teaching tool.

Correlations

	What class format do you or would you prefer	Do you prefer regular face to face mode of teaching incurrent
What class format do you or would you prefer	Pearson Correlation Sig. (2-tailed) N	1 .616** 432
Do you prefer regular face to face mode of teaching incurrent	Pearson Correlation Sig. (2-tailed) N	1 .000 432

Four hundred teachers ($M=1.47$ $SD=0.61$) and preferred teaching model in a current pandemic state surveyed ($M=1.34$ $SD=0.47$). An analysis of Pearson data indicates a somewhat positive relationship. $r= 0.61$. In the current pandemic situation, the influence of the class format prefers moderate influences on preferable methods of learning.

Finding and Conclusion:

The study findings show that e-learning is a popular subject for many studies. Articles, documents, and studies on the effectiveness of e-learning have inundated with online and offline sources. However, despite the nature and importance of the subject, less work is carried out to examine the utility or adequateness of e-learning for students and professors.

There are gaps in recognition of issues, such as what is the best forum for education? Which is the auspicious form of teaching? Are we really in need of online teaching? Who is the teacher's favourite online platform? Such questions illustrate the difference between conventional education and modern online education.

Finally, the current research gaps can be addressed by involving students' views and analysing the effectivity of e-learning in adding value to the lives of the students, rather than focusing solely on the technological aspects of it.

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