

Creating a pattern (technological) move in India's Education System: Pre & Post COVID-19

The lockdown has augmented implementation of digital technology. Business houses, educational institutes, analytics, computer, data management methods and online education solutions have been involuntary to work in pushbike and progress in quality and delivery time to switch such situations. This is an idyllic period to assess and install new tools to make education delivery expressive to students who can't go to precincts. It's a chance to be more well-organized and creative while developing new and enhanced professional skills/knowledge through online learning and valuation. It is also a circumstance that use of technology in education is consequential in dissimilar concepts in the system, for instance the transfer from teacher-centric education to student-centric education. *Across all segments and verticals to create an advantage*" is well designed and premeditated for this fastidious issue (Volume-2 No.-2 Feb 2020) due to advent of technology in all the phase. In entirety we had acknowledged seven articles in various capacities with blended tactics and parade. The earliest and major articles categorization is Argument Based Credentials with three papers entitled/written by "Artificially Intelligent"-Arushi Verma, "Digital Payments and its Security"-Alok Raj, Nitin Jain & Surendra Singh Chauhan and finally a third ABC is "New Dimensions in Industry 4.0 (IoS: Internet of Skills)"- Nitin Garg & Nidhi Garg. The second nomenclature is Case Study in which we had a paper on "Data Breaches in Healthcare: A Case Study -AvishaRathee. The third nomenclature is Scrutiny Tip in which we had a paper, "Understanding the Vs of Big Data"- Manpreet Kaur. The fourth nomenclature is View point "Shifting of Video Conferencing Industry from Hardware based MCU to software Based MCU"- Vikas Dixit and finally a column by "Future of Technology"- Aryan Tiwari



We had also created some more innovative thoughts in this particular issue which is an insurgency and conception of editorial office such as Biographical note of a Luminary in an area of cyber, great enterprise contribution to society. We had also used some more filler which can categorically work as teasers and would be interesting for the readers.




Dr Subodh Kesharwani

To live in *tomorrow's* ecosphere, it will be crucial for a mankind to munch a high technology quotient. Educators around the ecosphere have been talking about the need to volte-face how we edify future generations. This might just be the disruption that the sector needed to get us all to about-turn how we educate, and question what we need to impart and what we are preparing our students for. So, as we educators handle new ways of communicating with our students away from our classrooms and lecture theatres. Pedagogics in digital education is a significant link between course content, educationists, technology and course-takers. Democratization of technology is now a significant issue, comprising internet connectivity, telecom infrastructure, affordability of online systems, availability of laptop/desktop, software, educational

tools, online assessment tools, etc. But it is a fact that technology-based education is more translucent and does not make adjustment in front vs back benchers or girls vs boys.

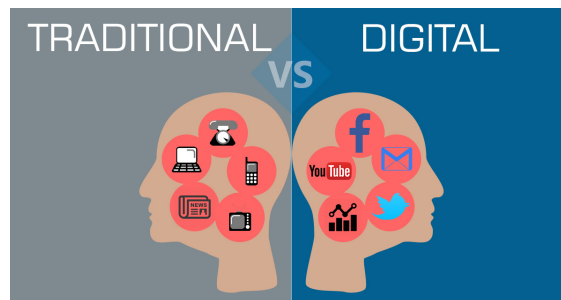
Takshasila (in modern-day Pakistan) was the most primitive recorded center of higher learning in India from possibly the 8th century BC. The imperative urban centers of learning were Nalanda (in modern-day Bihar) and Manassa in Nagpur, among others. Education in India is provided by public schools (controlled and subsidized by three levels: central, state and local) and private schools. Under various articles of the Indian Constitution, free and compulsory education is provided as an essential right to children between the ages of 6 and 14. The estimated ratio of public schools to private schools

in India is 7:5. The school system in India has four levels: lower primary (age 6 to 10), upper primary (11 and 12), high (13 to 15) and higher secondary (17 and 18). The lower primary school is alienated into five "standards", upper primary school into two, high school into three and higher secondary into two. Educational disadvantages are demonstrated in many ways, most often in poor levels of participation and achievement in the formal education system. There are other ways in which children may be disadvantaged, for example as a result of a disability, literacy difficulties, ill health, poverty etc. Before going into the depth of this entire education system and pedagogy there are certain questions that need to be answered.

- **Why is Indian education system good?** People are less unemployed and approximately of them are even freelancing or rather self-employed. One of the best optimistic things is that child labor has gone down to an excellent extent. There are also reservation systems available for the socially underprivileged people.
- **How bad is Indian education system?** The Government of India is well conscious of the problems in the Indian education system, but has been slow in responding to them. School infrastructure is in a poor state and many school teachers are not properly qualified, with 31% of them not having a degree. Subsequently, the state of learning is very poor.
- **Does Indian education system need change?** The Indian education system is not the only unique that needs change, but also the mindset of teachers, students and parents need a serious upgrade. To truly restructure we need to take examples from countries which have established a scratch in their education systems.
- **What are the problems in Indian education system?** Insufficient, Inopportune distribution of Funds or Lack of it – Funds are the major reasons for the Education problem in India. If funds are obtainable, they are not being used effectively. At times, the lack of funds hampers education and many times, the funds are just inadequate to solve the matter
- **Why Traditional Education is important?** It was a method to defend, preserve and progress traditional indigenous skills and cultures. Education was a noteworthy step towards empowering indigenous peoples to contribute more entirely in their communities. It was an essential asset to attain freedom and social justice.

Thus, Indian education system has experienced a significant transformation since the dawn of independence. The government has implemented many ways to eradicate the basic problem of literacy in even the remotest areas and has been successful in many instances. Some of the features of education system are

- Innovation design education.
- Enhancement of social competencies.
- Strengthening of theoretical knowledge.
- Enhancement of inventiveness.
- Multiple advisor system.
- Building good morale by providing moral education.
- Multifaceted Research Activities through Minor and Major Research Project.
- Career oriented guidance



Thus, Indian education system which somewhat traditional in nature focuses on important points:



- it is completely effective, i.e. the child learns all he/she needs to know to become a functioning adult;
- although the **education** involves harsh trials and ordeals, every child who survives them is allowed to "graduate";

On the other hand, the system which influences society to pressurize their children and push them into something that they are not interested in:

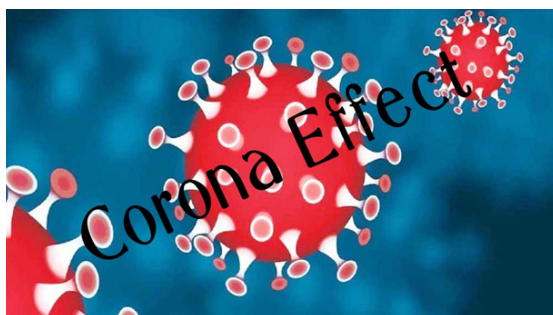


- The Indian education system is just like a platform where people get into their career trains inappropriately. In India only two busy trains exist: Engineering and Doctor.
- None of the Indian schools/colleges concentrate on the internal abilities of a child.

- None of the institutes concentrate on the interests the student has.

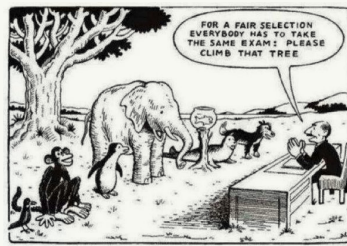
Comparative Learning Phenomenon Pre & Post Covid 2019

COVID-19 is a pandemic that illustrates how globally interconnected we are – there is no longer such a thing as isolated issues and actions. The COVID-19 pandemic is a health crisis, an economic crisis, and also a crisis for children’s education. UNESCO reports that in response to the pandemic schools have closed in 160 countries, affecting more than 1.5 billion students. In the best-case scenario, schools seamlessly adopt online learning, students continue to interact virtually with each other, and parents step up as temporary teachers. For this scenario to be realized, a series of factors have to line up to perfection: Schools need to have the resources to implement remote learning, students need to have access to computers, printers, and reliable internet connections at home, and parents need to have the ability, time, energy, and patience to turn into home-school instructors, on top of other responsibilities.



To say bad is being lenient, It’s worse. So worse that it needs a thorough revamp at the earliest. First of all, education should be free. It is not. They are charging like they are selling gold. Education, legitimately, is a service, but openly and essentially a business. The politicians, education officers and the education sellers connive and rob the gullible general public in broad daylight. There is no monitoring of donations collected by schools, there is no monitoring of standards, there is no monitoring of processes and procedures. The Government of India is well conscious of the problems in the Indian education system, but has been slow in responding to them. School infrastructure is in a poor state and many school teachers are not properly qualified, with 31% of them not having a degree. Subsequently, the state of learning is very poor. The major disadvantage of the prevailing system of education is that it is not easily reasonable. Today in India more than 37% of people are living below the poverty line. So, they can’t afford education even at primary level.

TABULATED COMPARISON PRE & POST COVID		
Pre Covid-19	Post Covid-19	Observation
The majority of students in our educational institutions today are from Generation Z, a generation that has grown up in a truly globalized world. This generation, the oldest of whom are now 25 years old, is likely to be reflecting on their education as a result of a truly global pandemic, with many facing cancelled exams, sporting events and even graduation. This generation is defined by technology, where the terms FOBA (Fear of Being Alone) and FOMO (Fear of Missing Out) express their expectation of instant communication and feedback – effected through apps like Instant Messenger, Snapchat and WhatsApp. That includes from parents and educators, something being amplified with the current remote learning.	The impact of lockdown on the education system is far more than the Government anticipated, new figures show. Data published for the first time shows that zero percent of children are going to school every day. Education chiefs have suggested that this could be down to “pester power” with children of key workers refusing to go to school because most of their friends do not have to. Schools are providing childcare rather than formal education, meaning that it is less appealing to youngsters.	We have been talking about virtual classrooms and various online tools today allow us to make the engagement between the teacher and students as close to a real, in classroom type experience, as possible. Going forward, these tools can also make the teachers and parent meetings as well as staff/management meetings more time and cost saving while providing the necessary interactivity. It my personal observation that a blended approach of learning will come and more important blended enrollment will come in which the existing schools will enroll students in a brick & Mortar mode and in online mode with no restriction on enrolling students as teaching will be online base. The pandemic will provide roof to think out-of-box such as: Coronavirus-related disruption can give educators time to rethink the sector. Technology has stepped into the breach, and will continue to play a key role in educating future generations. In a world where knowledge is a mouse-click away, the role of the educator must change too.



Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein

On the other hand, we have to keep in mind that customization in education is required as there could not be a rocket science for all the things. Based on the scenario, theme and demand the process need to be created. It is well versed from the below figure that based on the expertise and utility system need to be created. Our education system exclusively emphasizes on bookish data and science principally, but is that all to learn? There might be a better supernumerary, science developed, but games and thought process didn't.

Also, the Coronavirus is acting two-fold for education system in India. On the darker side it has forced the institutions to shut and examinations to be postponed, but on the brighter side it is making the students and teachers "tech savvy". Schools are conducting online

classes so that course remains at par and other higher institutions are also conducting exams online. Moreover, various institutions are conducting online seminars and workshops. So, it is expected that Indian education system will turn out to be better post Coronavirus.

With the publication of this present 2nd volume of Cybernomics a peer review magazine which is not just a periodical but rather a peer/blind review bulletin which has efficaciously accomplished its first-year production cycle with great accomplishment both online and print. In totality, we have published 100 reviews of reviewers with respect to particular articles linked with 100 scholarly magazine articles covering the range of Cyber topics related to all streams. As a main editor capacity when we initiated this particular magazine, the editorial team, the publisher, Scholastic Seed Inc., and Its Academic content mentor KA-Research Academic Management Society a 11 year old non-profit research company had only one target in mind to produce a high quality magazine revolves around the economics of cyber field that our peers and readers will be proud of. As the Editor and together with my fellow editors and other editorial staff, we are happy to report that we have achieved our first milestone gradually and a lot more needs to come in the coming year. The excerpt of the same is mentioned below with a snapshot which gives a footfall and citation our article has across the board.

As an editor, and on behalf of our editorial team we are au fait with the value authors place on high-quality and unbiased peer review conducted in a suitable form. In accumulation, we value the consequence of rapid publication, and so to that end we have structured our editorial team to encompass Associate Editors, a Social Media Editor, and a Video Editor so we are capable to expedite the processing of submitted manuscripts. We have instructed all those involved with the periodical in an endeavor to endow with the highest standard of script review, editing, and publishing. We have implemented meticulous peer review as a decisive factor, and this will be replicated in the quality of published articles. We also want to plead with all those who are mesmerized in being part of this energetic and obsessive team to get in contact with us, as we will greet your attachment. We persuade colleagues working in related disciplines of cyber and Information technology as an appropriate medium for the publication of your own high-quality research. To end, we are certain that the CYBERNOMICS will transport top-quality articles that will tolerate and benefit everyone attentive in technology and cyber sciences. We hope that the CYBERNOMICS will undergo to be a noteworthy conduit for scientific information on a regional and a very comprehensive international level. Please support us grow by citing articles that you read in CYBERNOMICS. We look forward to receiving your contributions in the near future. I am thankful to have worked with such an enormous squad of contributors. It was an honor to incarcerate their thoughts and systematize them for the readers. I would like to acknowledge all the contributing authors for their submissions. They are the accurate and marvelous person who have given us their know-how first handedly, their name and their conviction on these particular write-ups. They ought to have credit for the success of the magazine CYBERNOMICS.

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Subodh Kesharwani is an academicians with a bronze medal in his Post graduate and Doctorate in ERP System in 2002 from Allahabad Central University. He is one of the researchers who had concentrated his research on Total Cost of Ownership [TCO] & critically evaluated ERP vendors including SAP.

Dr. Kesharwani is presently an Associate Professor, School of Management Studies with a total 21 years of hardcore teaching and research in Information System and its linkages with various domains of management at Indira Gandhi National Open University, New Delhi. He is presently an expert in various burgeoning areas and had delivered a talk as a trainer on MOOCs, Team Building, E-commerce, Technology Enabled Learning, E-resource, Technology Usage in research, Block chain use in governance, Internet of Thing, Enterprise Information System, Free & Open Source Software, etc.

Dr. Subodh had developed and coordinated a program in Entrepreneurship & Business Skills in collaboration with Rajiv Gandhi Foundation (RGF), India and Commonwealth of Learning, Vancouver, Canada which provides training to the trainers at IGNOU. He is presently a program coordinator of IGNOU-ICWAI alliance. He is also a founder Editor-in-Chief of a peer reviewed refereed journal entitled "Global Journal of Enterprise Information System [GJEIS] from 2009 onwards, which has completed its 12 years term and published 12 volumes and 50 issues till date both in printable and virtual format, the journal GJEIS www.gjeis.com is equipped with DOI from Crossref USA and listed in almost 50 directories in the world with an impact factor of 2.89 of 2019-20. He is also a founder Executive Editor of a monthly magazine CYBERNOMICS www.cybernomics.in published since 2019 by E-publishing Aggregator Startup group which also mentors periodical "Scholastic Seed Inc." placed in New Delhi, India

Dr. Kesharwani had participated as a debater in diverse TV shows and participated in Interactive Radio Counseling including Gyanvani and Gyandarshan. He had written a Book entitled "Enterprise Information Systems-Contemporary Trends and Issues" in a co-authorship with Professor David L Olson (University of Nebraska, USA. which was published by WORLD SCIENTIFIC, USA. <http://www.worldscibooks.com/business/7287.html>) He had another text book on ERP system which caters a B.Tech VI Semester CS and IT Students. He had developed educational contents for various academic Institutions such as ICAI, IGNOU and contributed articles for various journals/ Magazines, etc. He had chaired a good number of technical sessions at various conferences & seminars nationally and globally. He is presently running a "Blockchain Federation for Indian Researcher" which he thinks can bring paradigm shift holistically.

Dr. Kesharwani had been awarded "IT Innovation & Excellence Award 2012" in the field of ERP solutions, by KRDWG's Selection Committee at IIT Delhi. He is in the panel of the Steering Committee of the International Journal of Computing and e-Systems, TIGERA-USA. He was in the key panel of a round-table workshop conducted by the Ministry of Corporate Affairs in Association with Indian Institute of Corporate Affairs to streamline "Corporate Data Management and Governance". He was one of the resource persons who shared the experience with the 12 different ITEC countries participants who had attended International MDP conducted by the Ministry of Finance, Government of India.



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