



## ICSSR Sponsored Two-Day National Seminar

On

**SOCIAL INNOVATION & ENTREPRENEURSHIP IN INDIA**  
(In collaboration with Krishna University, Machilipatnam)

**25<sup>th</sup> & 26<sup>th</sup> February, 2022**



**ISBN: 978-81-947453-1-0**

Editors

**Dr. D. SURYA CHANDRA RAO**

**Dr. BUSHAN. D. SUDHAKAR**

Organized by

**DEPARTMENT OF COMMERCE & MANAGEMENT**

**K. B. N. COLLEGE (AUTONOMOUS)**

ISO 9001:2015

NAAC "A" Grade (Cycle: 3)

Sponsored by: **S.K.P.V.V. Hindu High Schools' Committee**

Kothapeta, VIJAYAWADA – 520 001

A College with Potential for Excellence (UGC - CPE)

All India 92<sup>nd</sup> Rank in NIRF by MHRD (2017)

BAND PERFORMER IN ARIIA

**VOLUME - 1**

## INDEX

S.NO	TITLE OF THE PAPER	PAGE NO
1	Job Satisfaction With Reference To Steel Pipes Private Limited, Sriperumbudur , Dr Ashok Kumar Katta, Associate Professor at School of Management studies, Vels Institute of Science, Technology and Advanced Studies <sup>2</sup> Dr P Subba Rao Professor and HOD, GIET Engineering College, Rajahmundry, East Godavari (Dt), Andhra Pradesh.	1-7
2	Challenges and Opportunities for Online Education in India Sri P.L.Ramesh, , Department of Computer Science,, Vice-Principal KBN College, Vijayawada	8-15
3	DIGITAL TRENDS IN FINANCIAL ENVIRONMENT, N.Vanaja <sup>1</sup> , A.Soujanya <sup>2</sup> , <sup>1</sup> U.Padmavathi, <sup>1,2</sup> Assistant Professors, CMRIT, Hyderabad & <sup>3</sup> Asst.Professor, IARE, Hyderabad	16-20
4	Innovation in social entrepreneurship: How social enterprises innovate in their organization. Dr Rajkumar Pillay, Assistant Professor, , Institute of Public Enterprise, Secunderabad, Telangana.	21-29
5	The Role of Entrepreneurship in India, Dr.B.Sankar Babu,,Associate professor, Institute of public enterprise, Hyderabad	30-41
6	Skills Development For Youth In India: Challenges & Opportunities. K.Jyothi, Principal, S.V. R. Government Degree College, , Nidadavole	42-51
7	Women empowerment in India: a critical analysis, Durga Bhavani Dhlipudi MBA,(Ph.D.),Associate professor, dept. of MBA, Priyadarshini institute of technology and science,Tenali.	52-59
8	FAMILY ENTREPRENEURSHIP - AN EMERGING PHENOMENA <i>Dr. M Srinivasa Narayana</i> , Professor, KL Business School, KL University, Vijayawada, Dr A Anuradha, Assistant Professor, KL Business school, KL university, Vijayawada ,	60-63
9	"Digitalization Of Higher Education" A path far away to go G Narayana Rao , Lecturer in Commerce , Dr.LHR GOVT Degree College,Mylavaram	64-69
10	Food Traceability for Smart Agriculture using Block chain and IoT Dr.S.Gopi Krishna <sup>#</sup> , <sup>#</sup> Professor in CSE, Sri Mittapalli College of Engineering, Guntur, Andhra Pradesh, India Dr.S.Venkata Ramana <sup>*</sup> PG Director, KBN College (Autonomous), Vijayawada, Andhra Pradesh, India	70-80
11	Challenges and Opportunities of Big Data in Health Care, Dr. Prabhavathi Mandepudi Lecturer in Commerce, Government College for women (Autonomous) Guntur.	81-87
12	Skill Development Opportunities and Challenges in India Dr. Priyadarshini Kambam, Lecturer in Commerce, Government College for women (Autonomous) Guntur.	88-89
13	Technology and Education: challenges and opportunities, J.panduranga rao, Lecturer in physics, KBN College (autonomous) , Vijayawada	90-96
14	Online Education – A review literature era of learning on Global platform Beesetti Jyotsna, Asst Prof Gates institute of Management and Sciences, Vijayawada, A.P	97-103
15	Strategies for the growth of E-Commerce Companies, Dr K.Suryanaryana, <i>Associate Professor, Department of Management Sciences., R.V.R &amp; J.C.College of Engineering, Guntur, AP</i>	104-108
16	A study of Social Entrepreneurship in India, Dr.M.Venkateswara Rao Vice – Principal, kbn College (Autonomous) Vijayawada	109-116
17	Online teaching & learning of higher education in India during covid-19 , Lt. Dr. Chilukoti Nagaraju, associate professor, Department of commerce, Government degree college,Avanigadda	117-121
18	Challenges and Opportunities in healthcare systems: a systematic review, Dr.Rajeev.b M.Com.,MBA.,MA.,PGDTM., Ph.D., HOD of Commerce Department , A.S.N college Tenali	122-125
19	Indian Agriculture: Issues and Challenges, Shaik kareem MBA, Music. Associate professor, Priyadarshini institute of technology and science, Tenali	126-134
20	Social Entrepreneurs in Indian Health Care Sector- Conceptual Framework of Indian Healthcare System, Mohammad rafi shaik Associate professor, Dept of mba, Priyadarshini institute of technology and science Near Tenali.	135-139
21	A STUDY OF SOCIAL ENTREPRENEURSHIP IN INDIA, Dr Vinod Krishnarao Gawande, Principal, City Premier College, Wardha road, Nagpur.	140-147
22	Women Entrepreneurship in India, Busa Himaja,, Research Scholor Acharya Nagarjuna University	148-152
23	Parent involvement and Children's Academic and Social development in elementary school, Dr.V.Anuradha, Associate Professor, K.L University, Guntur	153-158
24	Adolescents' academic achievement and life satisfaction: the role of parents' education, Dr KVB Ganesh, Assistant Professor, KLUniversity, Vijayawada,	159-163
25	Problems and Perspectives of Manufacturing Gold Bullion, Smt M. Velanganni, (Lecturer-in-Commerce, YA Government Degree College for Women,, Chirala, Prakasam Dist.)	164-167

Online teaching & learning of higher education in India during covid-19  
Lt. Dr. Chillukoti Nagaraju, associate professor,  
Department of commerce,  
Government degree college,  
Avanigadda-521121. Email: cnr333@gmail.com

#### Abstract

The COVID-19 pandemic has generated a world-wide consciousness that the present way of lifestyle does not work. There are many areas need the revolutionary changes and it has become obvious, one among is educational sector. In India, educational institutes/universities remain closed since the mid of March-2020, because of the fast spread of COVID-19. Emergency lockdown has a preventive measure upended the life of students, parents and teachers. To combat this inevitable crisis educational sectors started conducting the online classes. The sudden changeover in teaching/learning method has raised new challenges and opportunities. In this study, a survey based-investigation has been carried out to analyse the efficacy of online teaching and learning method compared to traditional teaching method. A questionnaire-based survey is prepared to collect the data from different degree students, faculties and parents with general publics. A total of 874 responses gathered from people of different background participated in the survey. The analysis of collected responses confirm that the traditional chalk and talk methodology is often better than online sessions. Results and analysis indicated that lack of facilities, infrastructure, technical tools and the internet access are the major drawback for conducting online sessions. The suggestions and recommendations are provided to improve the current online teaching methods

to outreach many students and improve quality teaching/learning experience.

**Keywords:** COVID-19, lock down, Higher education, online learnings, traditional teaching

#### INTRODUCTION

In Wuhan, the pneumonia of unknown cause was first detected and reported to World Health Organization (WHO) Office on December 31, 2019 (Wang et al., 2020). Since then, this epidemic spread all around the globe (Guo et al., 2020). World Health Organization broadcasted the name novel corona virus disease (COVID-19) on February 11, 2020. WHO announced the COVID-19 is a pandemic on March 11, 2020. On September 26, 2020, there were 32,110,656 active cases with a death count of 980,031 in world (Worldometer, 2020). On September 26, 2020, India reported there are of total 960,969 cases and 93,379 deaths (MoHA, 2020). Coronavirus is affecting the normal life in every possible manner. An unprecedented worldwide lockdown has not only made our life miserable, but also imposed us to live inside our homes. Extremely rare events like this are witnessed only once in a lifetime or two. Indian government announced we need to adjust to this environment, by maintaining social distance among themselves (MoHA, 2020). The lockdown effect shuts almost all sectors which made large impact on economy in most of the countries (Stefana et al., 2020). The country's economy is affected badly by the following

sectors such as, automotive, transportation, shopping malls, hotels, restaurants, tourist, sports leagues (NBA, FIFA, IPL, WWE, Formulae 1, golf) and public events, airbus, service sectors (amazon, flipkart, ekart), education and so on (Fernandes, 2020). Many of the aforementioned sectors are re-opened after undergoing lockdown period of 50-70 days. However, still the educational institutions remain closed as they find it difficult to maintain social distance in place.

In India, higher education system at present is at a transition stage. A stage where changes have taken place for good and more transformations in thoughts and processes are desired. Higher education system in any nation today seeks a relook. Higher education for academic institution and students must cope up to online teaching aids still remains a big question in the emergency situation of COVID-19 (Bao, 2020). COVID-19 enforced the academic higher education universities across globe to cancel the traditional chalk and talk (in class face-to-face education) methodology and change to the online teaching/learning (Bao, 2020; Dilucca et al., 2020; Wang et al., 2020). The change originates the challenge of sensitivity of learnings and new opportunities that the technology offers. This changeover has been easy for the autonomous/deemed and private institutions, in the other hand it is a challenge for the public ones. As the COVID-19 emergency arises many universities in India to temporarily close the onsite classes.

Further, some of the universities have decided to start the online classes to the students in a trial basis in the urban areas. This sudden transition of teaching methods to online classes made students

and faculties in a confused mode. The ongoing online classes is now turned out towards the question of learning quality (Crawford et al., 2020).

There may be many advantages and disadvantages of online classes for both faculties and students. For teachers, online classes allow new method of teaching with access of advanced tools and technology involved in it and can reach to many students (Appana, 2020). Contrary, student can acquire knowledge of using different online tools and methods, pay much attention to recorded/live conversations of world class professionals, listen and watch classes many times and working at their own promptness (Arkorful & Abaidoo, 2015). Inability to have a face-to-face connect with students and facilitate free conversations, discussions, and mentoring, lack of online teaching experience consumes more time and practice, technological difficulties with high speed internet access and getting used to learning and being evaluated online are identified as major limitations (Arasaratnam-Smith & Northcote, 2017; Claywell et al., 2016; Sun & Chen, 2016).

The study on Higher education degree courses during lockdown period of the COVID Pandemic situation in India, decision has taken to conduct classes through online mode. Higher education starting from Bachelor of Arts, commerce, science and all technical education have started the online classes to their students using online tool.

The aim of the study is to investigate/identify the knowledge, practice and utilization of online courses and the quality of understanding amongst the students and faculties during

lockdown period of the COVID-19 pandemic situation in India. The study also analyses the quality and outreach of the online classes with various stake holders of different higher education streams through online Questionnaire based survey. In addition, suggestions and recommendations are high-lightened to impart better teaching and learning experience viz. online mode.

### **METHODOLOGY**

A web-based survey has been conducted through the set of questionnaires' from the various higher education institutions composed of both students and faculties. The acquired knowledge and technical aspects of online teaching is often difficult to correlate with the quality of the learning experience (Kebritchi et al., 2017). A paradigm shift from traditional in-class face-to-face education to online teaching during COVID 19 has determined lack of availability of internet facilities and technical support. The Outbreak of CORONA Virus in India was officially confirmed in the month of January and the higher education institutes have already started their curriculum and the seriousness of COVID-19 was reported in the early month of March. The cluster of few cases of COVID-19, which results in closure of lower education institutions and their activities in the third week of March.

### **Digitally Connect to Students for Conducting Effective Online Classes**

The major role of government during this pandemic situation is to provide the right hardware and software, high speed internet access, storage capacity, uninterrupted power supply and so on for attaining effectiveness in

Teaching Learning Process. Free access for digital libraries, e-books, patents and journals to be given for students and faculties. The list of popular digital libraries in India are, Archives of Indian Labour, National digital library of India, Digital library of IIM Kozhikode, ETD at IISC, Nalanda digital library, Librarians digital library, Vidyanidhi: Digital library and E-scholarship portal, Indira Gandhi national centre for Arts digital library and so on. For an effective online learning experience, the designed content material must enable student to engage digitally and dynamic always. Faculties need to send the content material to the students well-in advance before starting the online class and this enable fruitful discussion after class session finished by the faculty. To enable student's attentiveness in each class, surprize quizzes and questionaries are to be mandated.

### **Key Strategies to be Adopted for Enhancing Online Teaching/Learning Experience**

Online education has not been included in the curriculum by many institutions. Several institutions are now persuaded that online education has continued to stay, which will be part of future academic activities. Digital technologies to be included for learning management systems, enrolment and academic programs, faculty governance, assessment of students, etc. The roles of Teacher, student and Parents are equally important for adopting this, both should change their mind set toward adopting the same. The pandemic epidemic has definitely confirmed that reform is imminent, and a great combination of conventional teaching with online mode should be available. The secret to success in the online teaching

learning process is that the system has to be accessible for both students and staff.

### 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 sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since independence. The COVID-19 pandemic has severely affected the economic and educational health of India. The first decision, the Central government took in the field of education was to close schools and colleges, including higher education universities. The government and higher educational institutions quickly announced that online classes will be conducted by the institutions. Paradigm shift from traditional face to face teaching method to Online teaching poses technical difficulties that affects the efficacy of Teaching-Learning Process. The survey has been conducted with various stake holders of all higher education courses to know the efficacy of Teaching-Learning process. More than 60% of the students are not ready (due to lack of technical, infrastructural, and high-speed internet access, and power supply, limited network data per day) for the online classes. Survey indicated that the online sessions of problematic subjects are difficult, but theoretical subjects are easy to understand. Most of the students felt that Morning 8-12 time is effective for conducting the online teaching. Students felt selected portions which are covered during the emergency lockdown period via online, needs to be revised in face-to-face classes after reopening of institutions. The suggestions and

recommendations are made to improve the efficacy of online teaching learning process. Further, the precautions to be taken by the universities to avoid rapid spread of COVID-19 cases are high lightened, if colleges/universities open before vaccinating the individuals (public, staff and students).

### REFERENCES

- Appana, S. (2008). A review of benefits and limitations of online learning in the context of the student, the instructor and the tenured faculty. *International Journal on E-learning*, 7(1), 5-22. Waynesville, NC USA: Association for the Advancement of Computing in Education (AACE). Retrieved on 5 October 2020 from <https://www.learntechlib.org/p/22909>
- Arasaratnam-Smith, L. A., & Northcote, M. (2017). Community in Online Higher Education: Challenges and Opportunities. *Electronic Journal of e-Learning*, 15(2), 188-198. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1141773.pdf>
- Arkorful, V., & Abaidoo, N. (2015). The role of e-learning, advantages and disadvantages of its adoption in higher education. *International Journal of Instructional Technology and Distance Learning*, 12(1), 29-42. Retrieved from [http://www.itdl.org/Journal/Jan\\_15/Jan15.pdf](http://www.itdl.org/Journal/Jan_15/Jan15.pdf)
- Ary, E. J., & Brune, C. W. (2011). A comparison of student learning outcomes in traditional and online personal finance courses. *MERLOT Journal of Online Learning and Teaching*, 7(4), 465-474. Retrieved from [https://jolt.merlot.org/vol7no4/brune\\_1211.htm](https://jolt.merlot.org/vol7no4/brune_1211.htm)
- Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*,

2(2), 113-115.

<https://doi.org/10.1002/hbe2.191>

Claywell, L., Wallace, C., Price, J., Reneau, M., & Carlson, K. (2016). Influence of nursing faculty discussion presence on student learning and satisfaction in online courses. *Nurse educator*, 41(4), 175-179.

<https://doi.org/10.1097/NNE.0000000000000252>

Crawford, J., Butler-Henderson, K., Rudolph, J., & Glowatz, M. (2020). COVID-19: 20 Countries' Higher Education Intra-Period Digital Pedagogy Responses. *Journal of Applied Teaching and Learning (JALT)*, 3(1), 1-20.

<https://doi.org/10.37074/jalt.2020.3.1.7>

ISO 9001:2015

NAAC 'A' GRADE CYCLE 3

## KAKARAPARTI BHAVANARAYANA COLLEGE (AUTONOMOUS)

Sponsored by S.K.P.V.V. Hindu High Schools Committee

Kothapota, Vijayawada - 520001

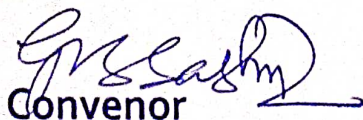
A College with Potential for Excellence (CPE) All India 92<sup>nd</sup> Rank in NIRF by MHRD (2017)

Recognized as Band Performer in ARIIA by Ministry of Education, Govt. of India.



## Certificate

This is to certify that Prof./Dr./Mr./Ms....*Chilukati... Nagaraju*..... of  
.Government Degree College, Avanigadda..... has  
Participated/Presented a paper titled ...."*Online Teaching & Learning  
of Higher Education in India during COVID-19*".....  
.....in the **ICSSR** Sponsored Two-Day National Seminar on  
'**SOCIAL INNOVATION & ENTREPRENEURSHIP IN INDIA**' organized by  
Department of Commerce & Management, K.B.N. College (Autonomous), Vijayawada  
on 25<sup>th</sup> & 26<sup>th</sup> February, 2022.

  
Convenor

  
Principal