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Virtual Life Sheltering Real Life

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Out break of Corona virus pandemic has paralyzed the Globe. Normal life has been stopped for well. Closely nit Global village has been torn into pockets with sealed boundaries. The world has never before attempted such lockdown of enterprises and spacing of individuals, an unbelievable scene to tackle with. Over crowded offices, markets, learning institutions, entertainment hubs even the religious places suddenly turned into no man's land and the people caged into their houses ---An entirely changed and unimaginable scenario shook not only the supremacy of human race but put a question mark on its existence.For Most governments around the world it became mandatory to temporarily close the educational institutions. The circumstances forced this closure. It was the only way to save around two billion students and young researchers to stay physically safe although facing mental and intellectual dilemma .Secondly it was an attempt to contain the spread of COVID-19 pandemic. All the public and private sector organizations and institutes came up with their own set of challenges and limitations. Administrators and planners who were lost in planning for making homes at moon and mars were shocked to see millions and millions of homeless people thronging the roads, streets, parks rather everywhere they could see. So now they were spreading the sheets that how many people spaced six feet apart will fit in the existing offices and institutional structures. As don't succumb to the challenges is the drive force of human evolution and existence. So the fractured society resilient to return to pre COVID era searched for crutches and the digital world came forward to provide it. The digital technology that was seen as a disrupting force in many avenues was now providing a platform to analyze and provide solution and substitute for solving the crises.

The sudden and unexpected closure of educational institutions has created confusion and more stress for the educators. They are unsure of their obligations. They are perplexed about how to maintain connection with the students to support their learning in this period of transition. As they are the simulators of human resources. Large part of India still lack basic amenities so a structured and regular higher studies still remains a dream for many.

Institutional education in India has seen different eras. During Gurukul era students used to learn in Ashram in lap of nature. Children used to sit under the tree and write on leaves is a scene of Gurukul era, almost similar scene can be seen in educational institutes run by government in villages as children sitting under the trees on a mat or tightly packed together in a small classroom with a chalk and writing slate in hand. They used to listen attentively to their tutor on some subject or the other. Make a shift to urban institute an entirely different scenario will be seen in definite set structure. Even the image of the tutor changed. A teacher,who, used to be a mentor, restricted merely to a figure. A person who walks in the classroom and is welcomed by the sound of a dozen chorused 'Good Morning' and responsibility is to drill a definite portion of syllabus in definite time in the student's heads. . The institutions like IIMs and IITs that produce human resources to be consumed at the global levels have the facilities to teach and train their students. But they cater to the need of only ten percent of young learners. The COVID -19 pandemic has forced the organizations into a balancing act of protecting the health and safety of their human resources (educators and educate es) while simultaneously continuing their operations. As we begin our institute return to site strategy, it becomes clear that the work place impact would not be a temporary one and the organizations that seize the opportunity to change how they work will be outpaced by their competitor How can this paradigm shift enable us to do this? It is obviously a very stressful situation to teaching all students under the one roof and to create an environment where the students can learn best. " To rise to the challenges of our time, a move toward more inclusive education is imperative," says Audrey Azoulay (Director General of UNESCO). Rethink the future of education is more important following the COVID-19 pandemic, which further widened and put a spot light on inequalities. Failure to act will hinder the progress of societies" But moving to a word that values and welcomes diversity won't happen over night. "COVID-19 has given us real opportunity to think afresh about our education system," (Director of the Global Education Monitoring Report from The World Economic Forum COVID Action platform).

Educators are rassling to find new ways to communicating with the students who are presently away from their class rooms and lecture theaters. It is a good time for policy makers and executors to ponder on that how learning should look like for Generations Z , Alpha and beyond. Jumping back to the pre COVID time the process of teaching learning has leaped from writing on the traditional blackboards to smart boards and projector screens. The rise of modern form of communication has publicised a new breed of educators. They are providing education through radio and television. The emerging technology such as the latest feature in social media the internet and artificial intelligence

are surely going to change the life. Availability of study material and books on the internet are looked upon as substitute of teacher in the life of modern student. Educational institutions are taking their sessions on-line on video calling apps which have ensured anyone with a laptop will learn how to attend lectures online. Technology can be the most powerful tool for transforming education. It is supporting in forging relationship between educator and educate e. The collaboration of on-campus and on-line teaching learning process will increase the accessibility of students and will shrink the long standing inequality. There is no doubt that all these advancement have always been done in the favour of human beings as there is famous saying 'necessity is the mother of invention'. The limitations of student to confine to the resources found within the four walls of educational institute has been resolved. In this hour of crises the higher education institutes have geared themselves up to play the active role. They are offering well structured on-line degree courses as per the need of time. Now virtual world has seen more acceptance and in future will be more in demand. But in developing countries like India where we do not have basic civic facilities a smooth transition of teaching and learning platform from on-campus to on-line learning will be a Herculean task. This transition will go through a bridge of Blended learning phase. This is what Indian Government is going for. Government bodies are collaborating with stake-holders including leaders, educators, industrialist, researchers, finance rs, policy makers, technology developers, learners and their families to plan and execute the programme and courses to make the citizens techno savvy.

To support my paper I made a small survey on twenty-five students from State of Haryana and Chandigarh. Elementary education and Higher education, Government Organization and Private Organization, Urban and Rural Background, Educated and Uneducated Parents, Lower-Middle Class and Middle Class economic status were set as variants for the study. It was found that there was great disparity in access to education.Poor economic status was identified as the main barrier followed by urban rural background and educational status of parents. It was found that forty percent parents of lower middle class parents were not able to support their children for their studies during the lock down period. At many places people do not use technology in their life on daily basis that it can act as a tool of learning or they reside and work at the places that are out of the range of signals of any connecting network. The impact of physical closure of educational institutes is more on vulnerable and disadvantaged communities and there is dire need to assist the continuation of education through remote learning otherwise drop out rate will exceed the present rate. In the UNESCO's 2020 Global Education Monitoring

report also it has been stated that more than a quarter of a billion children and young people have been left behind and are totally excluded from the education system around the world even prior to pandemic, and the pandemic has made the problem worse.The report looks at the rate of participation in more than two hundred countries and identifies poverty as the major reason. It is evident and clear that when the education institutes are closed and a hearty effort is made by the Government and institutions to keep the learning on going parents are supposed to facilitate the learners at home and they are struggling to do so, specially true for the parents with limited resources and comparatively lesser education. We are facing a big challenge that is we have to move the learners from their class room and lecture theaters to the cozy corners of their homes for learning. This transition has to take place in a big number but in small time and is presenting numerous challenges both human and technical. Educators, researchers and technocrats have to develop high quality digital learning content and simultaneously tools that can facilitate delivering of the content and engage the interest of the learner.No doubt technology has certainly revolutionized education and from the tireless efforts of the educators and government the initiating point of teaching learning process has smooth end. The educate-es are also mentally prepared for off campus learning. The other important requirement is ubiquitous connectivity of the remote areas with electricity and internet facilities. Government will need to develop Housing and Urban Development Programme centered on increasing access to broadband for low income group households to provide the families high speed internet access and low cost devices. Another major challenge in present digital world of internet sharing and cloud computing is about security. How far the stored data and information is safe and secure poses a big question. It   is beyond imagination how our personal information can be misused if a third party gets access to it. In India mandatory linkage of AADHAR with bank account and phone number has caused an expression of apprehension and stir among Indian's with a fear of misuse of bank details by third party. Also, the right of citizens to ones privacy might have been compromised. In remote learning programme all the educators and educate es will use technology to support their teaching-learning process. So there is urgency to continuously protect the privacy of the data of the learner and researchers and the similar facility should be extended to the families and educators as they need to visualize the progress of learner. Net security is perquisite for educational institutes as institutional data, management and learning system will be continuously at risk of being attacked. Blended learning won't be as easy to implement as to speak. Every individual will have to adopt digital citizenship along with the citizenship of the country. They will have to embed it in their behaviour that they go for

informed, safe and ethically responsible use of technology. This concept embrace a range of technical skills and literacy that can include internet privacy, safety and security. Now learning will need double layered infra-structure. In the center will be educator and educate e. The first layer will comprise of three six virtual elements that are necessary for the smooth functioning of the real elements of first layer.They are high speed internet connectivity at educator end, high speed internet connectivity at the educate e end, quality digital content and resources, low cost and high quality devices, data privacy and security and above all digital citizenship. These type of collaborations work to solve the expanding access and validating alternate education pathways. We see these kind of collaborations as a model for higher education : affordable, collaborative, skill based credentials and embedded in higher education institutions as a whole. We must change how we think about spaces, cyber security, meetings, travel, events and policies and we must not forget our educators and educate-es. We will have to honestly account for flexible new ways of working like increasing work from home, flexibility in leaders, team members, work places and goals etc. Although the virtual world became alive when the physical world lay down restrictions but it is accompanied with its own restrictions. How far the remote learning will be useful in developing non-cognitive competence is a matter to ponder upon. One of the major role of education is to develop wholesome personality---A person who is not only acceptable in global workforce but emerge out successfully in all spheres of life. He should be able to persist through a challenging problem, resolve disputes, handle conflicts and should pleasantly interact with peers. All these skills need first hand, real life experiences.On the other hand the need of the hour has changed to acquire expertise in communication skills, online reputation management, information literacy, managing cyber bullying, creative credits and copyrights etc. Projects based on authentic learning experiences are required to be embedded in remote learning because life won't present virtual problems only. It will put forth real life challenges. Along with long screen hours and comparatively less physical activities and social mingling can pose life style health problems. Moreover it is infantry stage of digital learning in India. It is too early to comment on the out come or pros and cones of it. It is true that for now virtual world has filled the breach of physical world and provided shelter to real world but only time will tell that Can human race survive under this shelter? Or it has to search for alternatives for its survival.

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