

Pedagogical Practices in the Technology-Intervened Indian Education System

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Abstract: Globally, the advent of technology has caused significant changes to the education system, and India is not an exception. The incorporation of technology into education has created new opportunities for teaching and learning, as well as the chance to improve pedagogical practices. This paper aims to investigate the pedagogical practices in the Indian education environment influenced by technology. The study is conducted by conducting a systematic literature review of research articles published in various journals and conference proceedings over the past decade. The review focuses on pedagogical practices in technology-enhanced education in India, including multimedia resources, collaborative learning, gamification, and personalised learning. Additionally, the paper addresses the obstacles and constraints educators face when implementing these practices and proposes potential solutions to overcome them. According to the study, incorporating technology into education can enhance the quality of teaching and learning in India. Nevertheless, it is essential to implement pedagogical practices that are applicable and effective in the Indian context. The paper recommends that educators receive the necessary training and resources to implement these practices effectively. The study concludes that technology-enhanced education has enormous potential to transform the education system in India and create more equitable and accessible learning opportunities for all students.

Keyword: Environment Influenced, Collaborative, Learning, Education System

I. INTRODUCTION

The ability of technology to level the playing field for pupils is one of the most crucial aspects of its use in education.—John King, U.S. Education Secretary. Technology is a potent instrument for transforming education. It can strengthen and advance relationships between educators and students, reimagine our approaches to learning and collaboration, close long-standing equity and accessibility gaps, and modify learning experiences to meet the needs of all students. Our institutions, including community colleges, adult learning centres, and universities, should serve as incubators for research and innovation. Educators should engage in cooperative learning, seek new information, and acquire new skills alongside their students. Education leaders should establish a vision for designing learning environments that provide the appropriate resources and support for the success of all students.

Teaching involves delivering a particular skill or subject matter or instructing someone to do something. Teaching may include demonstrating or explaining to a student how to perform a task effectively. Self-directed learning encompasses a range of activities, including listening, visualising, recalling, memorising, reasoning, self-evaluation, and critical thinking, as it is a personal and individualised process. The infant continues to gain knowledge through experience. Learning involves acquiring new understanding, knowledge, behaviors, abilities, values, attitudes, and preferences. Each student is unique and has distinct requirements and problems. In other words, some have well-developed intellectual skills, while others may be less capable; some are adept at self-expression, while others struggle; some are sluggish to learn. Others may be quick; some are outgoing, while others are shy and reserved. An effective educator must consider the differences and variations among students and provide information accordingly. It is purposeful, meaning learning is directed towards a specific objective or result. Learning experiences are meaningful when they are relevant to the individual's pursuits. An educator is expected to involve community members in health education activities so that they feel a sense of ownership over the program. In education, online learning occurs via the Internet. It is frequently referred to as "e-learning," among other terms. Because students are considered digital natives, technology in education is crucial. Modern students are highly connected to technology on a daily basis. They use the Internet to seek information related to their learning. They also collaborate and communicate with their peers and instructors via social networking and instant messaging applications. It has become commonplace to observe how frequently students utilise technology for learning. Therefore, it is necessary to incorporate technology into education to enhance students' learning experiences. Although technology can have a positive impact on learning, some educators lack the confidence to integrate it into their lessons effectively. Due to the lack of guidelines provided to instructors and educational institutions on transitioning from conventional to learner-centred instruction, technology is frequently employed for its own sake. Due to the limitations of nonverbal communication, technological education can be difficult for students. Other factors, such as interactions between students and instructors, material accessibility, and time management, can also influence the opinions of participants in online education. This paper examines pedagogical practices in the technologically enhanced Indian educational setting. It explores the evolution of scholastic practices over time. It will also include their connectivity with the virtual method and the answer to the question, "Do technology-enhanced pedagogical practices assist students in gaining a deeper understanding?" Additionally, suggestions will be provided at the conclusion to address and reduce the obstacles or inadequacies of the learning

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methods.

II. LITERATURE REVIEW

Fernández et al [1]. Investigated the Effects of competitive computer-assisted learning versus traditional instructional methods on the knowledge acquisition of medical-surgical nursing students. A total of 116 second-year medical-surgical nursing students, representing diverse genders, ages, computer experience, and educational backgrounds, participated in the study. They discovered that pupil work could be evaluated throughout the course. The instructors' burden was reduced, and students received instant feedback from the online judge, promoting independent learning and self-reflection. The methodology applies to all other nursing education institutions.

The primary objective of Bishnoi et al.'s [2] study was to examine the implications of online examinations necessitated by the rapid transition to remote learning, which lacked the customary planning, design, structure, training, infrastructure, and access to technological resources. The data for this study were collected through surveys and interviews with senior undergraduates. This study demonstrated how unequal educational opportunities resulting from inefficient implementation disadvantage a sizable proportion of students from predominantly disadvantaged socioeconomic backgrounds. This study has practical implications because it raises fundamental concerns about the abrupt transition to remote and online modes of learning and examination, which must be addressed to prevent jeopardising students' futures should sudden online education become mandatory once more.

Using multimedia-mediated learning modules, Li and Yap [3] analysed the transformation of traditional teaching into learner-centred teaching classrooms. He examined perceptions of learning environments using three instruments: a pre- and post-test, a survey questionnaire, and the students' comments thesis, which demonstrated that the teaching and learning environment influence student comprehension and motivation. Based on the Pretest/Post-test results, he determined that students performed better in the online learning environment. The students embraced the use of the multimedia learning environment. The multimedia learning module's interactivity helped students achieve greater comprehension and motivation. Independent learning in a web-based environment also encouraged students to learn at their own pace, allowing them to concentrate better because they could organise their learning process.

Ravitz and Jason [4] investigated the possibility that computer use may be a potent catalyst for teachers to adopt more constructivist practices in schools with an informational and social support network and a sufficient technological infrastructure. Survey research at 153 schools of the National School Network provides evidence that, under these favourable conditions, teachers' sustained use of computers and exploration of Internet resources is associated with their increased use of constructivist teaching practices and may alter teachers' underlying pedagogical beliefs. The correlation between computer use and pedagogical change among secondary instructors of social studies, science, and non-core subjects is robust.

Garbe et al. [5] conducted a study on the remote education experiences of parents during COVID-19 school closures. He

intended to investigate parents' experiences and difficulties during school closure using an online survey. He discovered that parents supported the school closure policy and were generally pleased with the level of support provided by school districts, while also identifying some troublesome areas. The study's findings have crucial implications and suggestions for educators and policymakers. During the COVID-19 pandemic, Fogg et al. [6] studied the transition from direct care to virtual clinical experiences. Students at the undergraduate and graduate levels were surveyed to assess the transition to virtual clinical experiences. Most survey responses were positive about virtual simulation experiences, which provide students with beneficial learning enhancement opportunities. Negative comments about the personal impact of COVID-19 included problems with internet access and web conferencing logistics, a lack of motivation to study, family issues, and faculty ineptitude in teaching online. Joshi et al [7]. conducted a study titled impact of the coronavirus pandemic on the Indian education sector: teachers' Perspectives on online instruction and Evaluations. This research employed interpretative phenomenological analysis (IPA) of qualitative research methodology. The results revealed four obstacles that teachers confront during online instruction and evaluations. The problems were categorised as a shortage of technical support, including a lack of technological infrastructure, limited knowledge of online teaching platforms, and security concerns. Teachers' issues, such as a lack of technical knowledge, a negative attitude, difficulties with integrating technology into courses, and a lack of motivation, comprise the fourth category that inhibits their online teaching and assessment engagement.

During COVID-19, García et al [8]. studied student performance, equity, and U.S. education policy. His research reveals that online learning and instruction are only effective if students have consistent access to the Internet and computers and if instructors have received specialized training and support for online instruction. Research indicates that homeschooling is practical for pupils with access to sufficient, individualised, and well-planned resources.

Sá et al [9]. examined the COVID-19 pandemic as a Chance to Promote the Sustainable Development of Higher Education Teaching. This study employed a qualitative methodology, utilising content analysis to analyse the collected data. He concludes that there is a need to improve sustainable digital development in higher education teaching, which entails significant obstacles that higher education institutions must overcome if they wish to remain at the forefront of success in the international education market. Venkatesh et al [10]. created and tested a theoretical extension of the Technology Acceptance Model (TAM) that explained perceived utility and utilization intentions in social influence and cognitive instrumental processes. They discovered that social influence processes (subjective norm, voluntariness, and image) and cognitive instrumental processes (job relevance, output quality, result demonstrability, and perceived simplicity of use) significantly influenced user acceptance.



Mishra et al [11]. discovered that the global education system has disintegrated during the COVID crisis. Following the financial crisis, online education emerged as a pedagogical departure from conventional education methods. He conducted a study that revealed the various modalities of online teaching, analysed the challenges faced by teachers and students, and provided an evaluation of both online learning methods. He developed a conceptual framework for the global implementation of online education. This study employed a qualitative methodology, utilising content analysis to analyse the collected data. To achieve improved learning outcomes, he concluded that a multimodal approach is the most effective way to address the challenges at hand. Developing a curriculum that reflects the discernible changes in students' content knowledge and learning experience, and encourages critical thinking, is necessary.

Innovative pedagogical practices in higher education: An integrative literature review was conducted by Santos et al. [12]. They sought to identify the strategic guidelines that foster a conceptual shift in higher education students through student-centred instructional approaches. Their methodology involves an integrative literature review, utilising the PICO method, and is applied to the ERIC and EBSCO electronic databases. They identified four thematic categories: dissonance between concepts and approaches to teaching; mixed approaches with ICTs association; digital simulation; and approaches used in large classes. They concluded that using new pedagogical practices encourages student engagement, enhances critical and creative thinking, reduces apathy, and fosters peer learning.

Postareff et al [13]. investigated the impact of pedagogical training on higher education instruction. They conducted interviews with 200 teachers from the University of Helsinki, dividing them into four groups based on their level of pedagogical instruction. According to the findings, pedagogical training had an impact on scales measuring conceptual change, student-focused approach, and self-efficacy beliefs. They concluded that only the teachers mentioned the positive effects of pedagogical training on instruction.

Examining the advantages and disadvantages of the flipped classroom is done by Akcayir et al. [14]. The review comprises a total of 71 research articles on the flexible classroom. According to the findings, the most frequently cited advantage of a flipped classroom is improved student learning performance. Additionally, we encountered several challenges with this model. The majority of these are related to activities outside of class, such as inadequate pupil preparation before class. Several additional challenges and numerous benefits of the flipped classroom are elaborated upon. Mulenga et al [15]. investigated the entry point for digital learning in mathematics education. One hundred and two prospective mathematics teachers from Copperbelt University (CBU) were surveyed to acquire data. A cluster analysis methodology was utilized. The results revealed that participants scored higher in cluster 2 for digital learning in mathematics than in clusters 1 and 3. This is a clear indication that prospective teachers in clusters with low scores are more likely to demonstrate low proficiency levels in mobile technology and the adoption of social media in mathematics pedagogy.

III. METHODOLOGY

To obtain the required findings, we employed both primary and secondary research methods. We analyzed research papers for secondary research and designed the questionnaire for primary research. The secondary research findings have been mentioned in the literature review section of the report. The findings of this questionnaire are discussed in the results and discussion section of the report. We chose the questionnaire to capture the observations for primary findings because the in-person interview could not be conducted due to time constraints. Moreover, conducting around 100 interviews would also become hectic for us.

A. Data Collection

The survey was conducted through Google Forms to determine PEDAGOGICAL PRACTICES IN THE TECHNOLOGY-INTERVENED INDIAN EDUCATION ENVIRONMENT. A total of 93 responses were collected from Tier-1 university students. All the dimensions we have considered for our study are broadly classified into online and offline modes. Here, the technology-interviewed dimensions are mentioned in online terms, while the offline dimensions refer to traditional dimensions. Doing this will make it easier for the students to understand the questions. Additionally, following the COVID-19 pandemic, people are accustomed to using both online and offline terms.

B. Dimensions

1. Time management: Time plays a vital role in a student's life, so it is worth asking questions about time management.
2. Availability of resources: Students from low-income and middle-class families often lack sufficient resources to afford the necessary equipment for online education.
3. Usability of resources: Most teachers find it difficult to use new technologies (a result of a secondary survey). Hence, this question is included to get some feedback from the students' side.
4. Assistance or help: Getting help in both traditional and technology-intervened methods is essential.
5. Health issues: Students may develop health issues from continuously using electronic devices for extended periods.
6. Comfortless: To know how comfortable were/students are in using the needed resources.
7. Distractions: There were distractions in traditional methods, but what are the new varieties of distractions in these new era studying methods?
8. Procrastination: Generally, students procrastinate more when they are in their comfort zones and there is no deadline pressure. Hence, to obtain detailed feedback from students, this dimension is chosen.
9. Learning efficiency: How efficiently students can learn is one of the best ways to compare and evaluate the effectiveness of different teaching models.
10. Learning quickly: Sometimes, innovative work is needed more than hard work. So, how quickly can students learn in these two modes?

11. Productivity: How much students can extract what they want from themselves and the resources.

12. Student-teacher relationship: It is imperative to build a strong connection between the sender and the receiver for effective communication and learning to occur.

13. Staying motivated: During challenging times, such as the COVID-19 pandemic or personal problems, motivation plays a crucial role in studying. Is there anyone to motivate you? How do you motivate yourself? These questions are essential to ask again.

14. Study environment: The environment in which one studies affects the learning process of that student. Is the environment suitable for your studying or not?

15. Peer learning: As peer pressure also motivates you to grow, peer learning is that much important. Are the students readily available for someone to assist them?

16. Participation: Along with knowledge, presentation, and communication skills are also important. If someone asks questions and expresses doubts in class, then not only does his doubt get cleared, but he also develops his communication skills.

17. Learning Flexibility: How flexibly can a student learn? It has both negative and positive effects. More flexibility can sometimes distract you from your studies and involve you in unproductive activities.

18. Usefulness: Let us directly ask students which mode is helpful to them.

19. Meaningfulness: How meaningful are the activities that you are doing for studying?

20. Anxiety: Anxiety to ask doubts, ask questions, and communicate in front of fellow students. Doing this can be easy for some people and tricky for others.

21. Ease of asking doubts: How easily the queries of a student get answered.

22. Evaluations: Along with learning efficiency, evaluations are crucial in the study process. It not only tells a student about their progress, but it is also essential from the teachers' side.

23. Lecture delivery: How effectively does this process happen in both modes?

24. Hybrids: Hybrids are always the solution. Let us ask the students about this.

25. Future scope: What do students think about the future scope of both pedagogical practices? Will students be willing to continue these online pedagogical practices in the future?

IV. RESULTS AND DISCUSSION

After collecting the data through the Google form/questionnaire, some advanced Excel techniques were used to analyse the data. We made pivot tables for all the columns and made some graphs and correlation matrices. Here in this section, we have discussed the results obtained from the data. The title of each graph represents the question asked in the form. The findings of each chart are discussed under it.

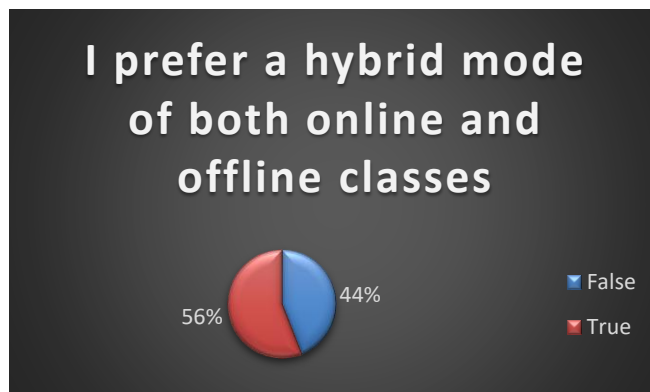


Figure 1 Dimension: Hybrids

Due to remote studies, students have started preferring a hybrid model of online and offline classes in today's era. The above result is likely due to the habitual lifestyle of relying heavily on technology, which was accelerated by the COVID-19 pandemic.

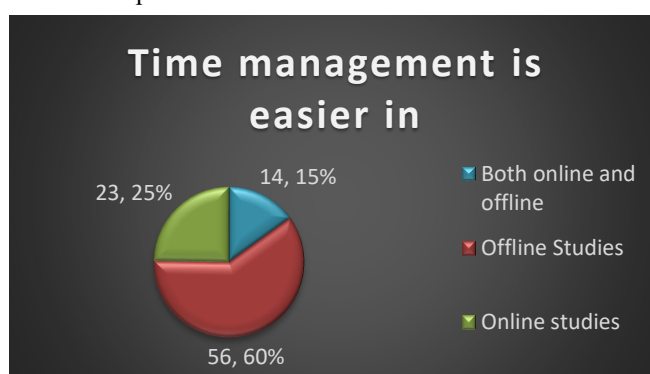


Figure 2 Dimension: Time Management

Most students say that time management is easier in offline studies, as everyone is used to it and it is the conventional way of studying. Moreover, in online studies, students tend to procrastinate and don't follow a scheduled lifestyle, which can lead to chaos. Still, some students chose online studies to improve their time management skills. They can multitask and work on multiple things simultaneously, apart from their studies. Their travel time is also saved, and they can choose where to invest that time.

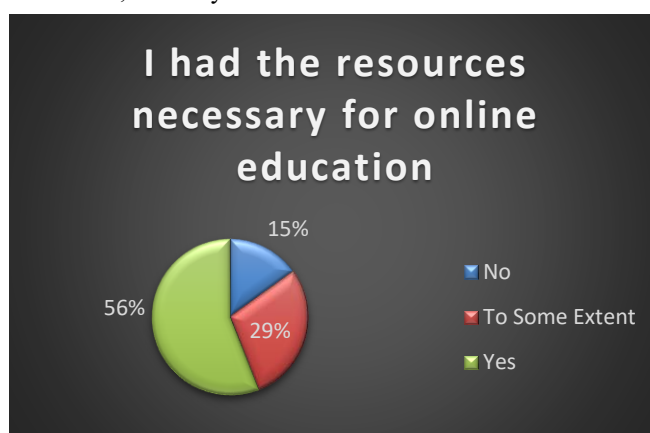


Figure 3 Dimension: Availability of Resources

The chart indicates that most students had the necessary resources.

However, technology has intervened in education, urging Students are to have their resources. This creates difficulty for those who face financial instability. To some extent, students face problems depending on the area they live in, such as Jammu and Kashmir. In these places, most people don't even have internet connections. Poor and lower-middle-class families also face limitations on expenditures for such resources.

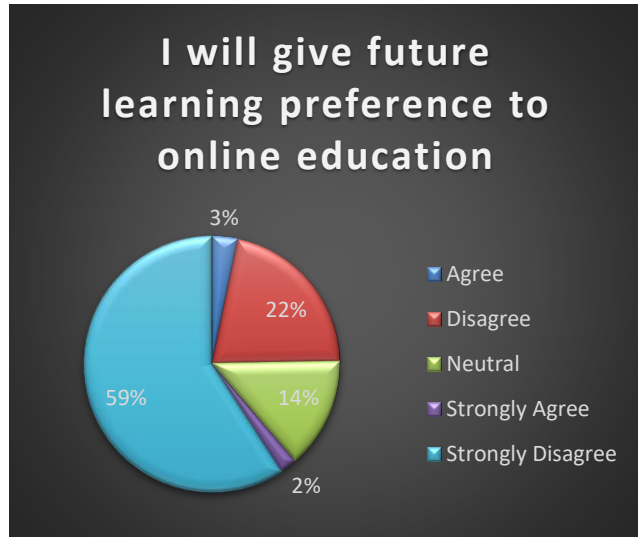


Figure 4Dimension: Future Scope

To see the future scope of this technology-intervened education system, this question was asked. Most of the students find it more convenient to study in offline classes. This result is justified in further discussions. However, conventional methods still encourage emotional connections between the tutor and the student. Despite staying at home with their families and having everything at their ease, students still chose traditional methods for studying.

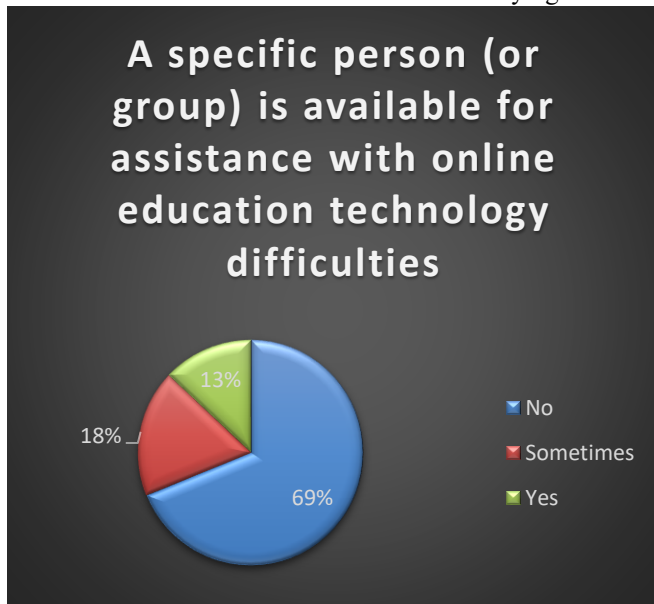


Figure 5Dimension: Availability of Technical Assistance

Due to remote studies, students find it challenging to keep up with technological advancements and receive expert assistance. Most of them live with their parents and families, who often fail to provide them with the necessary technical expertise.

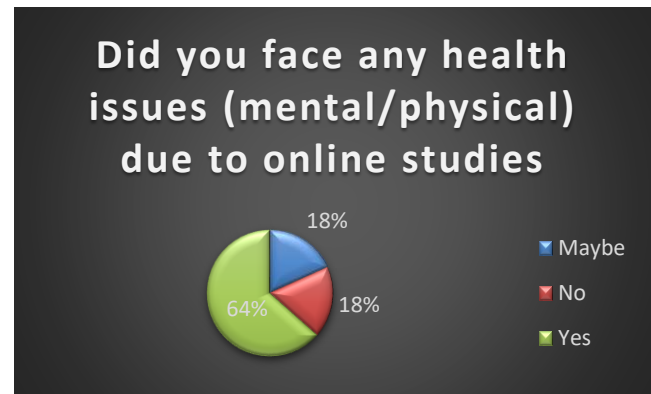


Figure 6Dimension: Health Issues

Students suffered from mental and emotional health issues while studying through technology. Headaches, body aches, and eye strain were the common health issues during online studies.

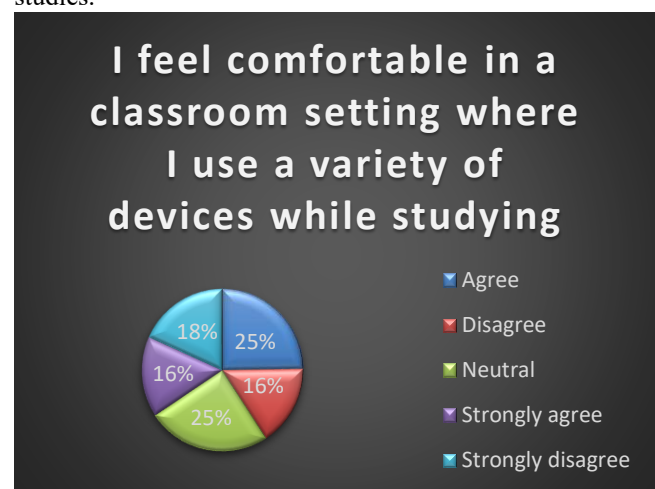


Figure 7Dimension: Comfortness

Students either agree or are neutral about being comfortable in a classroom setting. Sometimes, classroom settings can be challenging when numerous technical devices are used to teach students. They find it hard to keep up while studying with both offline and technological devices. In some scenarios, students are required to bring their laptops and devices to class, along with the necessary software.

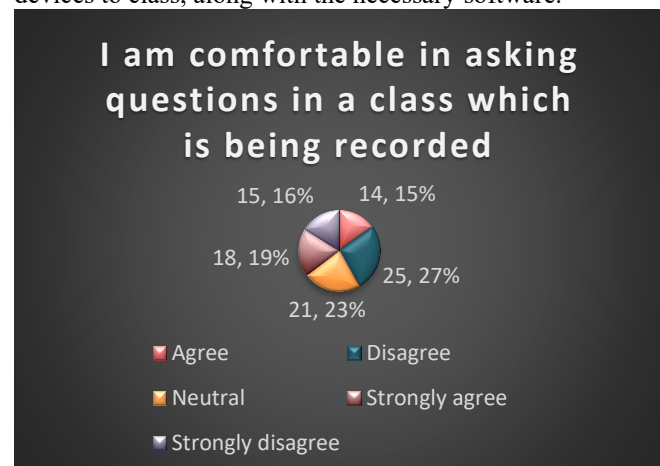


Figure 8: Dimension: Asking questions

This chart has almost an equal proportion for all the categories. However, it can be said that most students (27%) do not feel comfortable asking questions in class, which is being recorded.

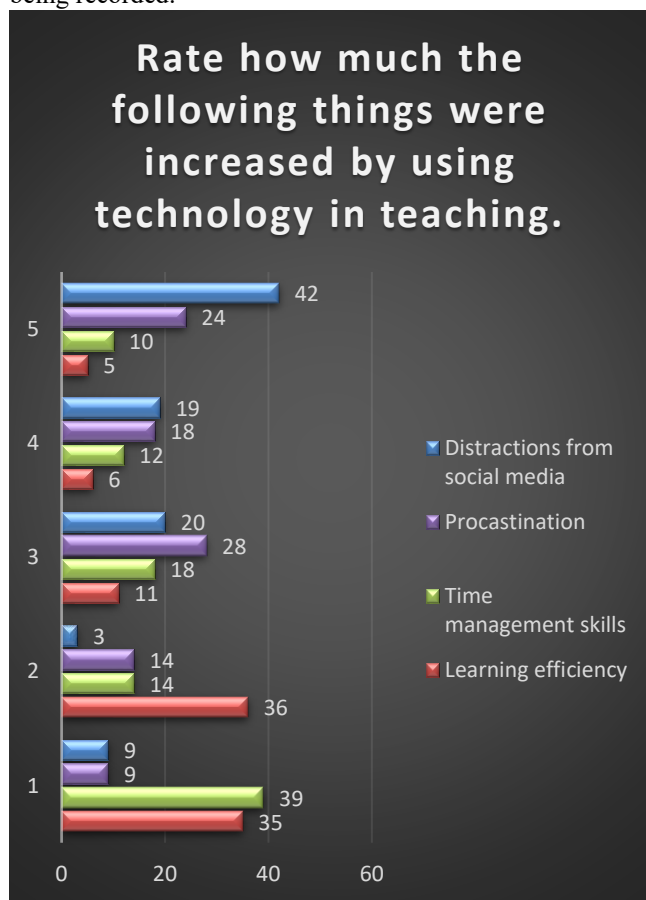


Figure 9: Dimensions: Distractions, Procrastination, Time Management Skills, Learning Efficiency

Here, four dimensions — distractions, procrastination, time management skills, and learning efficiency — are being rated by students on a scale of 1 to 5. Where one is for strongly disagree, and five is for strongly agree. The X-axis shows the number of students, and the Y-axis shows the ratings given to each dimension. The result shows that most students lost their concentration due to the intervention of these technologies in teaching methods and got distracted (mean rating=3.88) by social media and other platforms.

Procrastination (mean rating=3.36) also increased during these online studies. This increase can have several reasons, such as studying in one's comfort zone, a lack of vigilance, no strict deadlines, and primarily due to a poor internet connection.

Time management skills (mean rating = 2.35) received a mean rating of less than 2.5, indicating that most students were unable to develop their time management skills during the online teaching. The result also matches with a question asked above about time management. Hence, neither the skill nor the time management got a good review.

Learning efficiency (mean rating = 2.03) also decreased due to these new online teaching methods. Hence, given its importance, it can be concluded that the traditional methods were sufficient for the students.

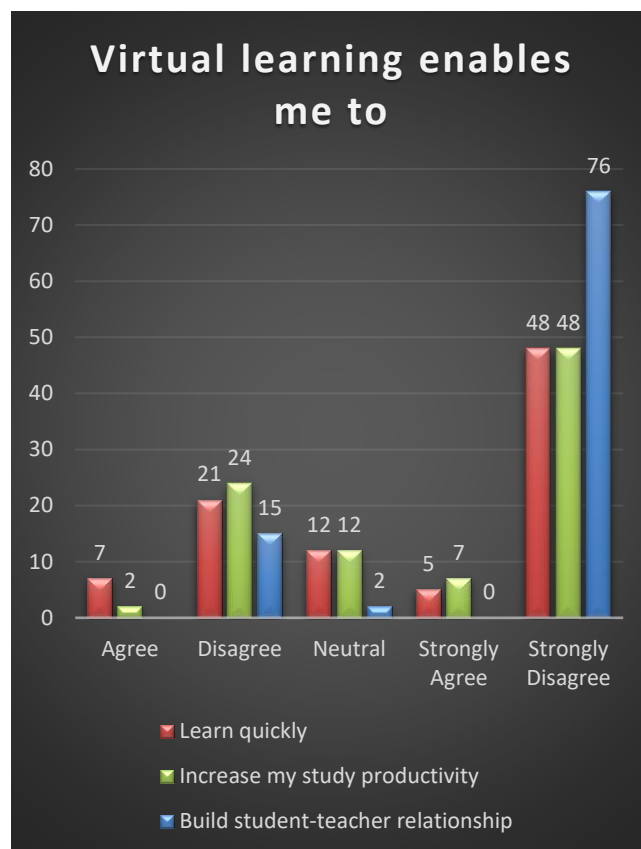


Figure 10: Dimensions: Productivity, Learning speed, Student-Teacher Relationship

Correlation Matrix	Increase my study productivity	Learn quickly	Build student-teacher relationship
Increase my study productivity	1		
Learn quickly	0.840503131	1	
Build student-teacher relationship	0.185704707	0.326476647	1

Table 1Correlation Matrix: Productivity, Learning Speed, Student-Teacher Relationship

Here, the Y-axis represents the count for the number of students, and the X-axis represents students' feedback for the mentioned dimensions. Suppose we convert these values to ratings on a scale of 1 to 5. Where one is for 'strongly disagree' and five is for 'strongly agree', we calculate the averages and discuss the results. Most students strongly agreed that their productivity (mean rating = 1.88) and learning pace (mean rating = 1.92) were decreased and adversely affected. Based on the results of procrastination and the ratings for distraction from social media and other platforms, it can be concluded that productivity and learning pace will decrease. There was no in-person interaction between students and teachers, a lack of student-student interactions, and peer learning decreased the student-teacher relationship (mean rating = 1.21).

Furthermore, we created a correlation matrix to understand the relationship between each of these quantities. The productivity and learning pace have a positive correlation of nearly one. This is obvious, as productivity increases, so does learning speed. Developing the relationship between a student and teacher would not significantly affect productivity and learning pace, as the value is less than 0.5. We think that peer learning and student-student relationships would have a more significant effect on this.

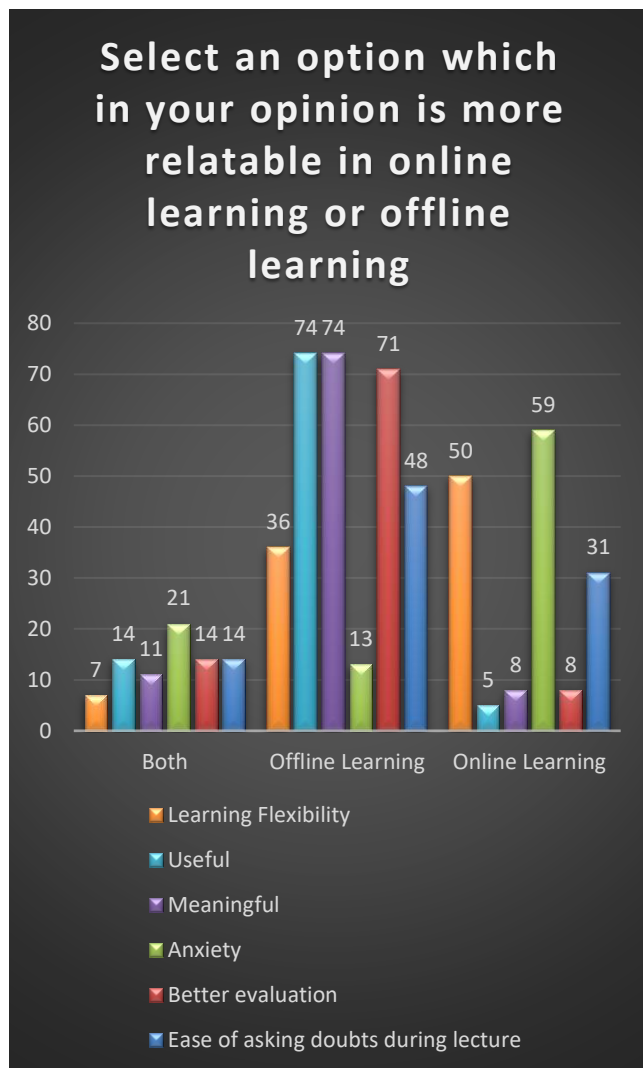


Figure 11: Dimensions: Learning Flexibility, Usefulness, Meaningfulness, Anxiety, Asking Doubts, Evaluations

Correlation Matrix	Learning flexibility	Useful	Meaningful	Anxiety	Ease of asking doubts during lecture	Better evaluation
Learning flexibility	1					
Useful	0.198965171	1				
Meaningful	0.316628333	0.848617523	1			
Anxiety	0.131442248	0.283062874	0.035112731	1		
Ease of asking doubts during lecture	0.18106029	0.277415895	0.339307966	0.174209488	1	
Better evaluation	0.274476315	-0.029333707	0.287267368	-0.041479513	0.102916494	1

Table 2Correlation Matrix: Learning Flexibility, Usefulness, Meaningfulness, Anxiety, Asking Doubts, Evaluations

Here we directly ask students about the mode. This question will help us conduct a comparative study between the two modes of teaching and studying. Students find the offline classes more valuable and meaningful. It is easier for them to ask questions during offline class lectures due to the in-person communication. The evaluation was also better in offline classes, according to the students. Learning flexibility is more evident in online courses, as students typically receive recordings of the lessons and lectures to review at their convenience. Surprisingly, anxiety was higher in online classes. However, students generally have the flexibility to keep their microphones and videos in off mode.

From the correlation matrix, most of the values are less than 0.5, meaning they have little to no effect on each other. Still, meaning and usefulness, being very similar words, have a higher value. Usefulness and evaluation quality follow a negative correlation. It may have a reason for facilitating cheating in online assessments. The same reason follows for

the negative value for anxiety and better evaluations. Students can't perform well in exams if they are nervous and have anxiety.

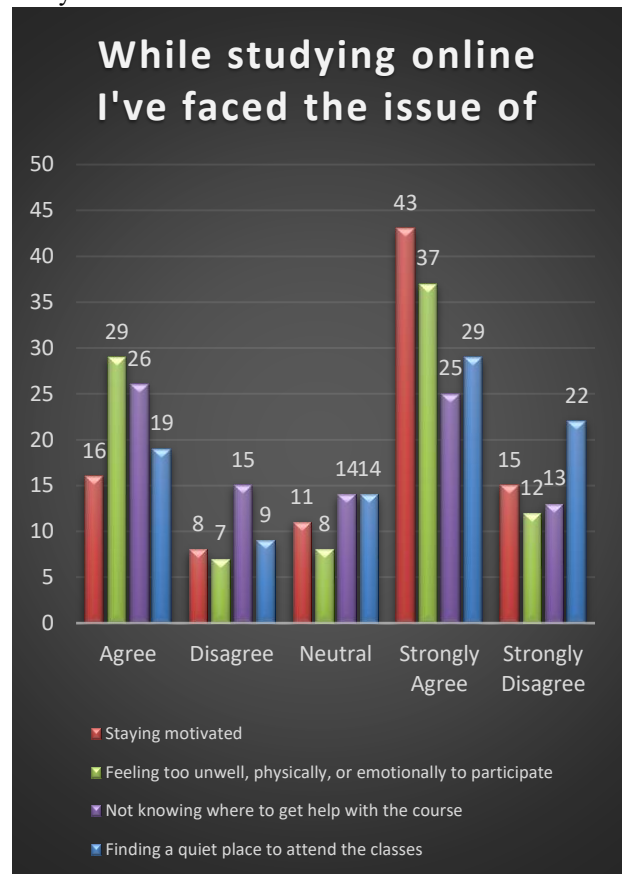


Figure 12: Dimensions: Motivation, Study Environment, Study Material, Participation

Correlation Matrix	Staying motivated	Finding a quiet place to attend the classes	Not knowing where to get help with the course	Feeling too unwell, physically or emotionally to participate
Staying motivated	1			
Finding a quiet place to attend the classes	0.646717912	1		
Not knowing where to get help with the course	0.378594328	0.218191277	1	
Feeling too unwell, physically or emotionally to participate	0.638702181	0.36801701	0.606081914	1

Table 3Correlation Matrix: Motivation, Study Environment, Study Material, Participation

Here we asked students about the issues they faced in studying online. Again, if we convert these values to ratings on a scale of 1 to 5, where one is 'strongly disagree' and five is 'strongly agree', and then calculate the averages, we discuss the results. Most students have faced issues with staying motivated (mean rating = 3.68), not knowing where to seek help with the course (mean rating = 3.37), and 37 out of 93 students reported feeling unwell physically or emotionally. It was unable to participate in online classes (mean rating = 3.77). Some students couldn't even find a quiet place to attend classes (mean rating = 3.25). As these are the personal reasons of these students, there is no need to give reasons for them. But it is interesting to discuss the correlation matrix. If someone can find a quiet place or an environment suitable for studying, their distractions would decrease, and their motivation to learn would increase. If someone fails to receive any help or assistance with the study material, or if they are not feeling well or are ill, their motivation to study will decrease.

If someone does not participate in discussions and learning resources, they will not get sufficient information about the study material. This is indicated by the value $0.606 > 0.5$. Other dimensions with values less than 0.5 have little effect on each other.

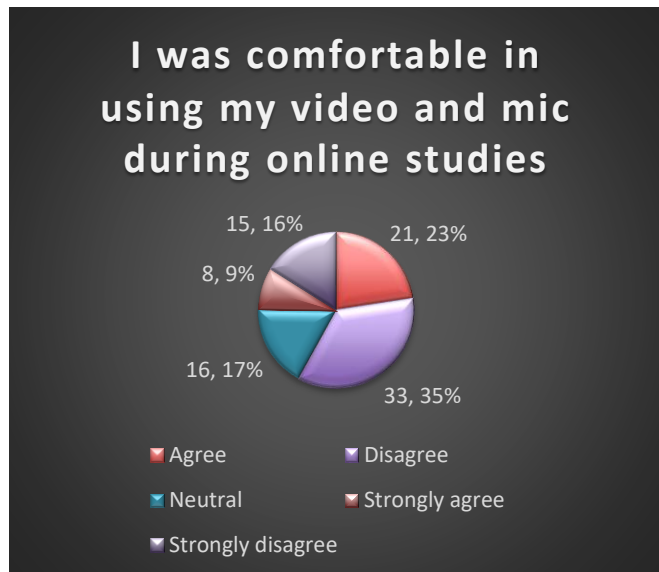


Figure 13: Dimension: Comfortless in using the mic and Video Camera

This chart indicates that most students (35%) felt uncomfortable using their video cameras and microphones in online classes. The reason could be anxiety, as discussed above. Again, the lack of a good internet connection can also be a genuine reason for this. Still, 21 out of 93 students were comfortable using the mic and camera.

V. CONCLUSION

From the results and discussion section, it can be concluded that students are comfortable with traditional methods of studying only. Around 25 dimensions were considered for gathering students' feedback, and the same conclusion can be drawn from almost all of them. To gain insight into their perspective, some questions for a comparative study were also asked directly of the students. This also implied that conventional studies are superior to technology-intervened pedagogical practices. It can also be concluded that the acceptance behaviour of students in adopting internet-based new technologies for learning is not satisfactory. These are the results from some secondary sources for teachers and professors. Even most of the students were not motivated to study during online classes. However, sometimes we need to do things that are not of interest to us and in which we are not comfortable. The COVID-19 pandemic is a prime example. Earlier, there was a time when no one had even imagined such a reality, but now it is a reality. From our responses, it shouldn't be ruled out that many students were comfortable doing online studies and were motivated to adapt to this new teaching technique. Currently, this online platform is not widely used, so students and teachers are not very familiar with it. But if sufficient time is given to it, it can be developed to its most advantageous state.

DECLARATION STATEMENT

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Conflict of Interests/Competing Interests.	There are no conflicting interests to the best of my knowledge.
Ethical Approval and Consent to Participate	The study does not require ethical approval.
Availability of Data and Material/ Data Access Statement	Not relevant
Author Contribution	I am the sole author of this article.

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