

Reckoning the role of Technology in the field of Education in the Post-Pandemic Phase: A comparative study of effective Pedagogical and Andragogical practices

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Abstract

The modern ways of computing have provided the existing world with several opportunities to share and transfer information through the virtual world, offering greater comfort as it could seldom function in the real world. There is no question that it generates a better world for the people and specially too, it attains an indispensable position in inculcating knowledge and education. However, how to use digital technology more effectively in the field of education needs to be far acknowledged than merely knowing of its electronic contents. Its synchronous and asynchronous methods of communication are to be analysed as how digital challenges shall be met with the needs of the post pandemic phase, especially in the field of education. This paper explores how a wise and effective use of technology can be made a feasible practice in the field of education. It also dwells into making a comparative study to perceive how an advent in technology is distinctively equipped in the effective pedagogical and andragogical practices.

Keywords: Education, Technology, Synchronous and Asynchronous Pedagogical and Andragogical Practices.

Introduction

For long, we lacked effective learning techniques or technology-based learning but a fact is technology-based education appropriates many steps towards revolutionising the education for better. Technology and education are a great combination if used together with a right reason, vision, and objective or even if when the adverse circumstances like the pandemic catastrophe occurs where the world has to find an alternative to conduct new governance through technological methods.

In the pandemic phase, when the world got gripped in the wheels of corona virus, it is transpired that several industries provided numerous technologies that assist the proper and convenient online/virtual inculcation of education. To name a few are like NIIT, IL&FS, HCL Infosystems, Tata Interactive Systems, Tech etc. The online platforms were launched like Google meet Microsoft teams, Zoom classes, Webex software etc.

The Indian government also underpinned our education system by reforming the National **Mission on Education** through information and communication technology. Now, this is indeed evident that our government set up a perfect ambience to provide online teaching to the students. There in, the education navigated with as easy as falling off the log. The government ensued skilled measures to circulate education to each of the provinces during the lockdown. Online education was accredited. Students were able to watch audios/videos of lectures online, either even later as per their convenience. They were able to make pause, rewind, and forward and could practice along those lectures. Otherwise, it also eliminated the travel time and travel costs of students and of teachers.

However, during the pandemic phase, it was found evident that the online learning management system adoption was still poor in many parts of India where students did not have the access to computers or broadband internets. In this concern, our government decided to provide computers and very affordable internet data for mobiles for the people survive in the remote areas. The government also asked the experts to create such educational contents that consume less data and should be easily accessed at remote areas; that also helps them to continue educating themselves during the post pandemic phase too, as commuting much in crowd still was still banned.

The use of technology is born as an indispensable need in the post pandemic phase too. In India, many colleges are using **online learning management system** by which students can easily login to get course material, notes, articles, and reference guides. Students can attend live classes with teachers and tutors. Live classes help in saving time of both students and teachers. **Pre-recorded lecture or videos** can be uploaded on the online learning management system which makes it easy for students to go through it by **multiple times** as they long. There are also certain websites; **you tube channels and podcasts** that offer video lectures by eminent scholars and teachers in various subjects. UGC too has provided Swayam Portal that offers multiple courses to students so that they can enhance knowledge through virtual attainments.

This way, the precautionary distance from getting affected by the corona virus and by not commuting to any institution, saves number of lives and if it reoccurs, our nation has readied to provide unobstructed education.

However, there is a distinct mechanism for inculcating education to children, even if it is through onlinemode. In schools, it is hailed as pedagogical mechanism ('leading children') which determines a need to provide an attentive and special delivery mechanism in classes. For teaching adult students is the andragogical practices ('leading man') which relies more on self-learning than depending entirely on the lectures.

Defining Pedagogy

When people talk about the pedagogy, they refer to the way teachers deliver the content of the curriculum to a class. Whenteachers plan a lesson, they identify various means to deliver content.

Pedagogy in education can either be teacher-centred or learner-centred with a low-tech or high-tech approach. Teacher-centred learning focuses on the teachers of how they deliver lectures directly that remains adhered to the fact how much knowledge teachers possess. High-tech and low-tech approaches determine teachers' skills in applying technology in delivering lectures. High-tech includes technology such as Google wares, personal devices, web quests, software machineries and apps. Low-tech is more paper based, like worksheets, assignments, and hands-on projects, discussion on Real world examples, general knowledge, and topics on the courses.

Defining Andragogy

Andragogical mechanism means imparting instruction to adults wherein they need a corroborated self-study rather than merely relying upon the content shared by educators. Andragogical practices involve many strategic methods like involving case studies, enactment of few roles on the scripts, simulations, getting inspirations, academic tours, field visits, and making self-evaluation. These strategies assist adult sophomores in the furtherance towards their proper education and to peep out of their callow learning methods. They attain maturity in solving the problems and become self –dependent in handling practical situations. The German educator Malcom Knowles coined this term –Andragogical Method of teaching. Knowles provided six principles to motivate adult education or we can say andragogical system (Wiki Sources).

- **Need to Know.** To adults, it is crucial to know why it is necessary for them to learn something.
- **Experience.** They learn even if they commit errors and finally that leads to gaining experience.
- **Self-concept.** They construct their own methods of learning that assist them to become confident and experienced.
- **Readiness.** They are more interested and ready to learn what interests them.

- **Problem Orientation.** They are more preoccupied in solving the problems than accepting the content provided to them.
- **Intrinsic motivation.** They are self –motivators and identify their own calibre and pursue accordingly.

Differences between Pedagogy and Andragogy

Malcom Knowles distinguished it from Pedagogical Practice.

Pedagogical	Andragogical
Students are totally dependent on the teachers. Everything is taught by teacher. Students' progress and responsibility is evaluated by teacher.	In andragogical students are self- dependent. The method requires self-evaluation and self takes responsibility for the process.
Students get less personal experience in pedagogical. They only experience with the things or get to know about things which are taught by teachers as a result they have lack of experience.	In andragogical, students have more of personal experience. They explore more things in their life. They are self-made with relation to their experience.
In pedagogical, students only get to know what teachers inform them. They don't use their own minds to explore things they are bound under the limited syllabus. Learning is not prescribed by self.	In andragogical, students get to know everything what they long for. They use their own minds to explore things and are not bound under the limited syllabus. Learning is prescribed by self.
Students are not self-motivated they are motivated by external sources. Like- parents, teachers etc. The topic is completed by a pass or fail grade.	In andragogical, students are not motivated by external sources they are self-motivated person. Topics are completed by mastery.

The online teaching differs in both pedagogical and andragogical mechanisms which need to be discussed how better teachers and students can undertake training in these differing practices, specially the way technological rooms advance; that has become an increasingly important part of students' lives beyond schools or institutions or within the classrooms, even in the post pandemic phase.

Due to current educational practices, students have become reliant on technology that suggests that teachers too should corroborate a few systems, advertently as advanced and as per requisites to the current scenario to teach in relevance to the need of an hour. For

example the institutions should convert or modify the existing curriculum to more closely as associated to an online mode of teaching. **In pedagogical practices**, teachers should devise such lectures that help students to learn even through a virtual communication. Similarly, **in andragogical method**, students should be asked to make observatory studies through a distance that they can afford or manage. The institutions should avail of the best bandwidth forums to provide unobstructed online teaching. Many academic and good activities must be held through online mode to keep students engaged and to keep learning. Some audios too must be provided to students so that they can hear those repeatedly. **In pedagogical practices**, students should be promoted to higher classes based on their hard work they show in classes. **In andragogical practices**, they should be asked to make online projects and presentations and they should take online interviews, and should write articles, books, and creative writings that they should narrate online or can post on multimedia as well. They should make short films, should make case studies, should participate in inter –university competitions, online. This way, their aptitude will be enhanced and they will become more self –dependent and self –motivating.

Over all, the post pandemic phase is a difficult phase as it was in the pandemic time. Keeping in mind, the precautions and safety measures to see the catastrophe does not escalate more obstacles in the persuasion of education, new governance affords best advent of technologically advanced methods to provide best education even amidst the corona scatter; be it if a bullion method of introducing online platforms to connect institutions to the students. Nonetheless, it certifies more appropriate **in pedagogical practices** whereas **andragogical practices** too require it more conveniently. In andragogical practices, a slight discussion and a wallowing space to the students more is needed than in pedagogical methods.

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