E-LEARNING AS ALTERNATIVE PEDAGOGICAL DISCOURSE FOR CULTURAL COHERENCE AMIDST ADOLESCENTS IN COVID-19 PANDEMIC

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ABSTRACT

COVID-19 Pandemic has created an alarm among people with wearing mask, using soap and sanitizer regularly, maintaining social-distancing, frequent lock-down and people-curfew, habituating in window-shopping and specially being accustomed with online classes. In India, the word 'culture' consists of rituals, obeying ancestral, following rules of family and community, and obviously respecting others' cultures. Endowing own self depends on respecting others but today's society confronts with problems regarding lack of respect, patience and love as we see teachers get humiliated during online class, or suffer from hard-up. A question has been arisen whether the society forgot to value the education system or the education system is unable to keep up its quality especially among the adolescents. Nowadays the online class as an alternative pedagogy ingurgitates the whole educational system. Teachers and parents are the important stakeholders of this education system and their responses about this online pedagogy matter towards neo-normal cultural coherence and sustainability as education is the main weapon to build them. This study is going to find the reflection of online pedagogy as an alternative to develop coherence and sustainability in our culture by collecting data from 60 adolescent students through self made questionnaires. There is a conflict to choose e-learning system as alternative pedagogy during pandemic situation to imbibe the cultural coherence.

Key Words: Adolescents, Alternative Pedagogical Discourse, Cultural Coherence, Pandemic Situation.

INTRODUCTION

Due to COVID-19, a pandemic has loomed large in the society and people have become captive in own homes and have started working through online. As the schools are still closed so students are also compelled to complete their courses through online method. During these days cultural crisis has become arisen by sharing hatred through online media. So is this possible to accept this e-learning process as an alternative method of study especially for the adolescents as because this age group is very sensitive and dealing with crisis in their own role playing. The online media works as instigation by using their emotions and eagerness. Cultural crisis may destroy their dignities, so it is the time to understand cultural coherence and the way to indulge it through online education (Schaeffer & Konetes, 2010).

DEFINING CULTURE AND ITS CRISIS AND COHERENCE:

The term culture could be understood through approximate descriptions. It relates to people and includes their particular shared rituals, history, language, habits (food and clothes), customs, beliefs and values (Rice, 2009).

Culture is to transmit to generation to generation. Social change and mobility, economical changes, and technological advances especially the uses of internet have created this cultural transmission complicated. Cultural crisis appears to be especially acute for individuals thought to be products of the modern age as capitalism, limitless urbanization, smaller family sizes, greater geographical mobility, and an explosion in information and technology pave the way for a very different world, one that requires flexibility and adjustment. Buttressing the crumbling walls of value and rituals in different cultures creates disparities (Chen, Hsu & Caropreso, 2005).

If cultural coherence is the key of peace and better future then people must learn to imbibe with it. There are philosophical foundations in every cultural ritual which could be obeyed by all as everyone seeks respects so giving it first could be the main motto of education. Education helps people to get inclusive in a society by accepting individuality. Valuing others opinion and beliefs is the learning way of cultural coherence (Wiggins, 2011).

E-LEARNING AS ALTERNATIVE PEDAGOGICAL DISCOURSE:

Over 1.2 billion children in 186 countries are out of the physical classroom as the COVID-19 Pandemic has become the result of schools and university closures all across the world. Since March 2020, India too has become the part of all over digitalization as the schools and the colleges have been closed. Digital platforms like zoom, google meet, etc. have become the only way to access learnings. Students can get free learning for a limited time by the online learning platforms like BYJU'S, VEDANTU (for school education), UDACITY (for higher education). Many top-B schools like IIMs have started their new batch in online mode (Ruth, 2010).

The web-based learning, virtual classroom opportunities, computer-based learning, digital collaborations are the essential part of the E-Learning process. A report of Google KPMG in 2017 on 'Online Education of India: 2021' shows us that, by 2021, the online education industry in India will see a growth of about X6 times. From the enrollment of 1.6 million of online education users in 2016, it was expected to touch the 9.6 million of a huge number by 2021. According to a forecast of 2017, the revenue of Indian online learning industry was estimated to be worth $1.96 billion. But as a result of low-cost internet and COVID-19, today these numbers would stand much more that of the expected (Barabasch & Keller, 2021).

ADOLESCENTS DURING COVID-19 PANDEMIC:

A neonormal set-up is now shaping our society by wearing of masks, use of sanitiser, frequent washing of hands and keeping physical distance from others. Frequent lockdown, curfew, steering clear of the mass crowd --all together have regulated our movement and time. During this period behavioral changes disturb the social unity and cultural coherence especially in the adolescence.

The age group of 10-18 years of children is remarked as individual by The UN Convention on the Right of the Child. They also define the period between 10-19 years as adolescences period. One-fourth and one-third of Indian populations are respectively adolescents and young people.

Social distancing among the beloved ones like family and friends is too hard to maintain. But it is the only major tool to prevent the spread of corona virus. These types of maintenance like

wearing masks whenever out of the house and keeping distance from gathering is seemed to be a punishment to the adolescents. They could be felt stressed at this situation when the matter is related to traumatic events, expressed as excessive worries, unhealthy eating, getting attention and attachment, but here is the responsibility of the adults to take care of the adolescents by mental, physical, and professional help (Schaeffer & Konetes, 2010).

The study shows us (Watson, Gemin, Ryan & Wicks, 2009) about the impact of the communication gap and the cultural gap for the consequent detachment between the younger and the older. Now it is the big responsibility of education to reweave the web of intimate and personal relations of older and younger generations, as well as the adolescence is a time of big changes. Adolescents can be particularly overwhelmed when stress is related to a traumatic event, expressed as excessive worry or sadness, unhealthy eating or sleeping habits, and difficulty with attention and concentration. Adults can provide stability and support to help them cope, as well as facilitate access to professional help and distress emergency hotlines, as needed.

SIGNIFICANCE OF THE STUDY

As education is the weapon to change the society, here people believe that it could make a bridge between adolescents and older members of the family as well as the society. It could also diverse regions, in order to achieve understanding and revive the loyalties upon which the moral, as distinguished from the economic and political order, rest. It is the function of news and, more especially, of art, literature, and the humanities to create the understandings which make for moral unity solidarity in the community, in so far as it can be created and maintained by art, literature, and formal education (Merry, 2005).

Clear identities and purposes, another argument runs, elude today's adolescents, and fixed standards by which morally responsible choices might be made are eroded to the point of non recognition. This has led one author to note, "modern individuals lack a clear identity and purpose in life because they lack cultural coherence" (Rudestam & Schoenholtz-Read, 2009).

As the cultural intolerance increases and socially offensive activities are going on, people are misled through various virtual messages, they are also entrapped by hackers. Ample sources of illegal activities which trap people by clicking links. Adolescents get provoked through sexual

activities through these online sources and also they are trying to expose themselves in a wrong way. So there are the questions that; is online education enough to imbibe with cultural coherence among the adolescents? What are they actually learning through e-learning process and how do they learn? These are the main questions to gauge in this study.

OBJECTIVES AND HYPOTHESES OF THE STUDY

This study is going to probe the learning style of the adolescents through e-learning process and what they are learning through this medium. This is also focusing on the effects of online material that they are interacting with. Lastly it is to gauge that why the cultural coherence is needed for the adolescents in this pandemic situation and how this online e-learning process can fulfill it. So the particular null hypotheses of this study are;

- There is no significant relation between cultural coherence and online-engagement among the adolescents during post-pandemic.
- There is no significant difference in cultural coherence between adolescents using online programs and adolescents using offline program.

METHODOLOGY

Sample and Sampling: 60 students from class VII to IX were taken from four (4) different secondary schools in Hooghly district of West Bengal. This sample was selected through random stratified random sampling. 20 students from each standard and 15 students from each school were selected.

There is the breakup of the Sample

Schools↓	Standard→	VII	VIII	IX	Total
Using online program	A	5	5	5	15
	B	5	5	5	15
Using offline program	C	5	5	5	15
	D	5	5	5	15
	Total	20	20	20	60

Table 1. The breakup of the Sample

Technique and Tool: Two questionnaires regarding online classes and cultural coherence were given to the students. These tools were made in 5 point Likert's scale as there were 5 options to choose any one as answer e.g. Always, Never and Often, Seldom, Doubt; both the questionnaires consisted of 10 items. Dimensions of measuring Cultural Coherence (influenced by Antonovsky's Components of Coherence) were: *Communicating with others, Tolerance to others' activity, Acceptance of others' beliefs*. Another scale of measuring e-Learning involvement has five more dimensions e.g. *Exploring Knowledge, Dependence on Virtual Content, National/ International Resource Persons, News and Information Familiar with ICT*.

RESULT AND INTERPRETATION

The result of t-test between the mean of the students pursuing online program and offline program is presented below. It has been calculated through SPSS.

One-Sample Test						
	Test Value = 0					
					95% Confidence Interval of the Difference	
			Sig. (2-	Mean		
	t	df	tailed)	Difference	Lower	Upper
online program and offline program	98.544	59	.000	1.500	1.47	1.53

Table 2. The result of t-test between the mean of the students pursuing online program and offline program

It has stated that there is a significantly difference between the mean of the students pursuing online program and offline program. This means that online program or e-learning process may affect the cultural coherence of adolescents.

The result of correlation among the components of e-learning and dimensions of cultural coherence is showing below. This result was calculated through SPSS.

Cultural Coherence	E-Learning				
	Exploring Knowledge	Dependence on Virtual Content	National & International Resource Person	News and Information	Familiar with ICT
Communicating with others	0.037	-0.337*	0.310*	-0.337*	-0.310*
Tolerance to others' activity	0.221	-0.321*	0.021	-0.323*	0.021
Acceptance of others' beliefs	0.321*	-0.301*	0.21	-0.301*	0.213
Making jokes of other genders	0.037	0.327*	0.037	0.317*	0.317*
Reaction on sensitive issues	0.320*	0.320*	0.320*	0.320*	0.320*
Being sensitive to other people	0.331*	0.331*	0.331*	0.331*	0.331*

Table 3. The result of correlation among the components of e-learning and dimensions of cultural coherence

Interpretation of correlation is that;

Communicating with others is not correlated with Exploring knowledge (0.037), positively correlated with National and International Resource Person (0.310), but negatively correlated with Dependence on Virtual Content (-0.337) and News and Information ((-0.337) and familiar with ICT (-0.310),

Tolerance to others' activity is not correlated with Exploring Knowledge (0.221), National & International Resource Person (0.021) and Familiar with ICT (0.021), negatively correlated with Dependence on Virtual Content (-0.321*) and News and Information (-0.323*).

Acceptance of others' beliefs is correlated with Exploring Knowledge (0.321*), negatively correlated with Dependence on Virtual Content (-0.301*) and News and Information (-0.301*), not correlated with National and International Resource Person (0.21) and Familiar with ICT (0.213).

Making Jokes of Other Genders is not correlated with Exploring Knowledge (0.037) and National and International Resource Person (0.037), correlated with Dependence on Virtual Content (0.327*), News and Information (0.317*) and Familiar with ICT (0.317*).

Reaction on Sensitive Issues is correlated with Exploring Knowledge (0.320*), Dependence on Virtual Content (0.320*), National and International Resource Person (0.320*), News and Information (0.320*) and Familiar with ICT (0.320*).

Being Sensitive to Other People is correlated with Exploring Knowledge (0.331*), Dependence on Virtual Content (0.331*), National and International Resource Person (0.331*), News and Information (0.331*) and Familiar with ICT (0.331*).

The results after analyzing of data through SPSS have stated that both of the null hypotheses are rejected at the 0.5 level of significance. It could be said that the online program affects the adolescents in cultural coherence.

Questionnaires and percentage of responses have been shown in the chart below;

Cultural Coherence						
	Items	Always (%)	Often (%)	Doubt (%)	Seldom (%)	Never (%)
1	Do you have very mixed-up feelings and ideas regarding different cultural rituals?	23	27	12	9	29
2	Do you feel that you can keep certain socio-cultural situation under control?	10	6	5	14	65
3	Do you feel that you're being treated unfairly regarding your culture?	45	23	10	5	17
4	Do you ignore any situation that does not match your culture?	28	11	5	4	52
5	Do you like to measure a cultural situation in right proportion instead of biases?	32	13	8	3	44
6	Do you think that you are clear about your cultural perspectives in life?	40	11	11	2	36

7	Do you get surprised by certain cultural behaviour of some people?	48	11	5	5	31
8	Do you feel awkward regarding the conservative activities in your culture?	42	21	6	7	24
9	Do you think that your day-to-day cultural activities are rational?	57	13	9	8	13
10	Do you feel any sad sack situatioan due to your cultural atmosphere?	33	11	4	7	45

e-Learning Engagement						
	Items	Always (%)	Often (%)	Doubt (%)	Seldom (%)	Never (%)
1	I like to get engaged in online classes rather than physical classes.	31	10	7	11	41
2	I keep myself busy in using smartphone even after the online classes.	48	11	1	7	33
3	I usually try to find answers from Google besides books.	68	21	2	1	8
4	I pretend myself as a Game Character and always search about the character in internet.	21	18	4	16	41
5	I watch some online channels what are suggested by my friends but not by my teachers or parents.	22	22	5	10	41
6	I register everything what I see during scrolling up the smartphone.	11	16	7	16	50
7	I like to watch amusing things rather than educational.	37	21	1	9	32
8	I like to watch queer videos rather than talking to parents.	30	32	3	7	28
9	I think twice before liking or commenting any photos or videos in the social media.	27	18	4	11	40

10	I like to share every memes with my friends in social media because these are funny.	39	23	10	5	23

Table 4: Questionnaires and percentage of responses have been shown

DISCUSSION

Using online program may help an adolescent in imbibing cultural coherence, but teachers and parents should take care of them during the online program that what content is followed by them. It is very common to share memes and jokes regarding religious community and genders to spread hatred to each other, adolescents must be kept away from all these hatred as the this age group is very sensitive to build any concept (Ruth, 2010).

Showing off in social media, living in reel life or virtual world and ignoring the realty prove loneliness and insecurity of adolescents; which make them rude, impolite, unrestful or shy to communicate with others. So it is not desirable that adolescents will use internet, smartphones, or ICT every time for sake of e-learning program. As it has been shown that business mongers are there to send various links during any news or opening files; it is forcible to click on the popping up links and many obnoxious photos get opened. It is also very harmful to the adolescents to get rid of the seductive photos as they are passing through the time of hormonal change. They become entrapped unwillingly by the popping up links, advertisements, games etc. They become unguided through random use of internet. These are the possible causes of the difference between the adolescents using online program and offline program (Barabasch & Keller, 2021).

Various political and religious issues are being discussed in social media and practices of intolerance get imbibed through these. Memes and jokes get shared regarding women and misogyny gets practiced unknowingly. A laughing activity may despoil someone's life, thus case of suicide, depression, violence against women have been increased during pandemic when doors are closed and vaulting subconscious with hatred (Sánchez, De-Pablos-Heredero, Medina-Merodio, Robina-Ramírez & Fernandez-Sanz, 2021). There are ways to get exposed and making money through online, adolescents get entrapped with these also by playing games,

making videos etc. So that online program affects negatively on the cultural coherence among the adolescents (Rudestam & Schoenholtz-Read, 2009).

Though there are antithetical sides of using internet or online media, still there are hopes by showing positivity through this medium. People get engaged to collect money to help others, being sensitive towards animals and nature, motivational speeches and dialogues help to be energetic and especially it helps to be creative and shows alternative ways to be productive (Villegas & Lucas, 2002). Hence it could be said that it is up to the person who uses it. Sharing fake news or spreading hatred go against the cultural coherence and also the constitution.

CONCLUSION

Various online activities like, Do it yourself (DIY), making art and craft, digital paintings, Webinars etc. help the adolescents to keep engage themselves in creative and productive work. Especially when the schools are closed for a year they may get help from their teachers through online classes, which could be very productive and dynamic for their mental development. Teachers may help them to build their own views through providing online materials, PPT presentation, motivational videos and organizing cultural online programs etc thus they may connected always and whenever a student need a teacher's advice s/he may reply.

Kendriya Vidyalaya Sangathan has been running their online classes throughout the pandemic situation as learning should not get stopped. Various universities and colleges have conducted webinars, e-symposiums, and online conferences during lockdown period and so on. Many non government organizations (NGOs) have started online programs for self developing courses, and also many governmental and private institutes have started online short term courses. SWAYAM a central governmental initiation has created a scope for online courses to develop skills and explore knowledge. MOOC is also a successful program to continue the online e-learning process. So there are various ways to make effective e-learning program for the adolescents and it could be taken as an alternative learning-teaching process especially during pandemic situation.

These online programs are to develop professional skills, explore knowledge, increase views and opinions, and communicate to others to share perspectives etc. so that learners may uncoil

their biases and rigidities. Cultural coherence is none other than accepting others' views regarding any topic or matter, it also help people to obey gender diversity (Chen, Hsu & Caropreso, 2005). It never creates hatred or intolerance and indifferent behaviors to others for being different but it helps to understand individuality of everyone. The pandemic situation is the worst time for the humanity from the perspectives of health, economy, moral, emotion and education too. So that adolescents, who are going to helm the society in future, must be sensitive and responsible for a better society. They deserve better platform of education to get engaged in effective goodness through online programs. Teachers and parents must give their time to guide them for cultural coherence through online programs. During closed-schools days e-learning may be an alternative by filtering its contents and pedagogy. The educational institutions may use Information Communication Technology in pedagogy to assure quality education in this pandemic outrages as a viable alternative of effective teaching-learning platform in educational institutions until the physical classes get started.

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