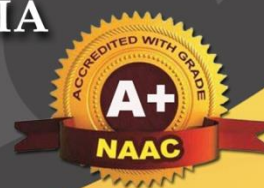## GOVT. V.Y.T. PG AUTONOMOUS COLLEGE
DURG (CHHATTISGARH), INDIA

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Department of English

2 DAY **International Webinar**

7 - 8 June 2020

Emerging Challenges in Teaching Literature & Language in the Virtual World

Book of Abstracts

A Souvenir

2 DAY INTERNATIONAL WEBINAR

7-8 JUNE 2020

Emerging Challenges in Teaching Literature and Language in the Virtual world

Book of Abstracts

A Souvenir

Edited by:

Dr. Somali Gupta

Dr. Suchitra Gupta

डॉ. अरुणा पल्टा
कुलपति

Dr. Aruna Palta
Vice Chancellor

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Date: 27.05.2020

MESSAGE

I am very much pleased to know that the Department of English, Govt. V. Y. T. P. G. Autonomous College, Durg is organising its First International Webinar on *Emerging Challenges in Teaching English Literature and Language in the Virtual world*.

The institute is playing an important role in the academic world by bringing together teachers and professors from across the world on one platform to discuss effecting teaching methods during this period of crisis.

My good wishes to the organisers for a grand success of the webinar!

Dr. Aruna Palta
(Vice–Chancellor)

To,
The Principal
Govt. V. Y. T. PG. Autonomous College, Durg (C. G.),
Dist.- Durg (CG.)

Principal's Message ...

I am extremely proud of the Department of English for organising the first International Webinar on *Emerging Challenges in Teaching English Literature and Language in the Virtual World* on 7 & 8 June 2020. The department has always been coming up with pioneering ideas in a way that enriches both the teachers and students.

Covid-19 has resulted in a gigantic crisis in education. It has forced universities across the world to suspend physical classroom teaching. Education has moved online with a lot of trial, error and uncertainty for everyone. Teaching English literature and language is indeed a very challenging task. The webinar organised by the department of English of this college is very contextual and focuses on the trials of a teacher of English in fulfilling the needs of a student in the virtual world.

I am also very happy to see that distinguished speakers from India,US,Serbia and Macedonia will speak on the issue that has impacted all of us. I am sure that the deliberations in the webinar will help the teachers and professors who participate init.

I congratulate the members of the Department of English and wish the Webinar all success.

(Dr. R.N.Singh)
Principal
Govt. V.Y.T.P.G. Autonomous College,
Durg 491001 (C.G.)

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Dr Ashok Thorat

Dr Ashok Thorat is the Founder-Director of Institute of Advanced Studies in English, Pune, a 18 year-old research institute and post-graduate college in English that has to its credit around 2000 alumni well-placed in 18 countries and in all the Indian States. The alumni include 133 Ph D, 176 M Phil students, and 900 post-graduates in English. 60 alumni are recognized by different Universities as Ph D Guides in English and more than 100 have cleared NET/SET in English.

Dr Thorat is also the Founder of **Center for Digital Humanities (2013)**, the first in India.He is also one of the **Founder-Members of DHARTI** (Digital Humanities Alliance FOR Research and Teaching Innovations).

Dr Thorat is a teacher, researcher, writer, and a public speaker. He has taught English in Pune University for 40 years, successfully guided 36 Ph D and 44 M Phil students, published 40 papers, wrote 12 books, edited 3 text books and produced 24 CDs on Phonetics. He has given more than 550 speeches in UGC-Sponsored Refresher, Orientation, and Faculty Development Programs in different parts of India. Dr Thorat participated in 165 national and international conferences and gave more than 100 keynote or inaugural addresses. Dr Thorat traveled for academic purposes all over India and visited about 40 major cities from the US, Canada, UK, Germany, Spain, France, Switzerland, Austria, South Korea, Thailand, and Myanmar.

Dr Thorat is a public intellectual who has worked as an expert on several important UGC bodies and statutory bodies of more than 20 Indian Universities. In Pune University, he worked as the Dean, Faculty of Arts & Fine Arts for 11 years, Chairman, BOS for 15 years, Member of Senate and Academic Council for 20 years each, in addition to a dozen important bodies like RRC, BOE, BCUD and Committee for Perspective Plan. He has been appointed as an Advisory Board member for the journals published from the UK (*Journal of Multicultural Discoursers*) and the Netherlands (*Pragmatics and Society*). Dr Thorat is a member of several learned bodies and has received some prestigious awards.

Dr Thorat's areas of interest are teacher training, pragmatics, communication, digital humanities and doing research.

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Dr. Nadežda Stojković, Associate Professor, University of Niš, Serbia,teaches English for Specific and Academic Purposes at the Faculty of Electronic Engineering and Faculty of Medicine.

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Advisory Editor for Cambridge Scholars Publishing, UK; President of the Expert Council of the Master's Program Theory of Methodology of Foreign Language Teaching and Intercultural Communication, St Petersburg State University, Russia;

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Author of four international ESAP textbooks.

Editor of three ESP monographs for Cambridge Scholars Publishing, UK, and two for Vernon Press, Spain/USA. Invited plenary speaker at a number of international conferences.

Dr. Dhanashree Thorat

Dr. DhanashreeThorat is an Assistant Professor of English at Mississippi State University. Her research is situated at the intersection of Asian American Studies, Postcolonial Studies, and Digital Humanities. Dhanashree is a founding Executive Council member of the Center for Digital Humanities, Pune in India. She serves as the lead organizer for a biennial winter school on Digital Humanities, and advises the center on digital archival projects and DH curriculum development. Twitter: @shree_thorat

Prof. Dr.SolzicaPopovska

Professor SolzicaPopovska is a faculty of Philology in "Blaze Koneski"at in the ESP Department 1999.

Since 2011 she has been appointed to teach courses at the Translation and Interpreting Department including: Theory of Translation and Interpreting; Culture and Civilization of Australia and Canada; Comparative Cultural Studies: Macedonian Versus Anglophonic cultures; Professional Terminology for Translators and Interpreters (medicine); International Organizations and the Translation.

Prof. Popovska has translated several books including translations from Macedonian in English of the monographs *The World is Our Challenge*, *Concrete and Space* and *Krushevo*, by M. Popovski, *Enlightenment in Macedonia* by G. Stalev (as a part of the National project for translation of Macedonian books in English) as well as the book *TheLost Pharos* by L. Kotrel, from English in Macedonian.

Her main fields of interest are: application of humanistic methods in the higher education.She was the principal researcher in the bilateral project entitled **Possibilities of fostering emotional intelligence as a generic competence in translation and interpreting students (MK 08-2016)** during the 2016 and 2018, the partner institution being the Institut fur Translationswissenschaft from Graz, Austria. Prof. Popovska is a member of the Macedonian Association of English Teachers, the national branch of the European Society for the Study of English and a member of the International Editorial Board of the *Journal of Teaching English for Specific and Academic Purposes*(ISSN 2334-9212, online, ISSN 2334-9182, print).

Dr. Rooble Verma

Dr. Rooble Verma has 20 years of teaching and research experience. **Presently** he is working asan **Associate Professor (English)** in the University Teaching Department in English, Vikram University, Ujjain. He is also **Head of the Department of Foreign Languages, Vikram University, Ujjain**. He has also served National Law University, Jodhpur and UP Technical University, Lucknow prior to joining Vikram University, Ujjain.. He has **Edited** a **book** entitled *Emerging Trends in Technology Management*published from**GIFTPublishingCompany**, **New Delhi.** He has also edited the book entitled *SimhasthaVimarsha*, *Gyansetu* and *Vikramangana.*He haspublished **19** research papers in books and anthologies and **48** papers in International and National journals. He is **the Editor- in- Chief** of the journal*Research Journal of Language, Literature and Humanities.*Advisory editor of a Peer Reviewed International Journal entitled *'Contemporary Discourse'* published from **Mumbai**, Editor of Journal *The Vikram* and Member Editorial Board of the journal *IJELR*. He haspresented papers and participated in **17 International Conferences,29 National seminars and conferences** and **21 International** and **National Workshops, 6** online conferences, workshops and seminars**.** He has been resource person in more than two dozen seminars, conferences, workshops**.** He has translated poems "My Heart Leaps up when I Behold.." by William Wordsworth into Hindi and "Naya Varsha" by Harivansha Rai Bachchan into English. He has organized five National Seminars and three national Workshops in English. He is national debater and has participated in leading national Debate competitions in Youth Festivals, ICWA Debate, Cooperative Debate Competitions and many more.

Online Education: Building Learner Autonomy and Engagement

Ashok Thorat
Founder-Director
Institute of Advanced Studies in English &
Center for Digital Humanities, Pune, Maharashtra. India

In the context of education, mushrooming of webinars and rampant discussion of online education are the two major bi-products of the COVID pandemic. Educationists, policy-makers, and teachers are seriously engaged in weighing the advantages and disadvantages as well as opportunities and challenges that online education offers.

The benefits of online education are undeniable: reduced costs, great flexibility for the student and the ability to train thousands of students all over the globe at the same time. In addition, you can monitor what students are doing at any given moment. The challenges are also well-known: unequal access to the Internet, inadequate computer literacy, lack of motivation and time management, uninspiring course content, etc. For various reasons, the completion rate for online courses is estimated to be less than 50%. The drop-out rate is obviously higher than that in the conventional mode. For this reason, Indian universities are advocating for blended mode of education, i.e., a blend of online and offline teaching and evaluation.

Whatever the future strategy for imparting instruction, we cannot deny the fact that the systems are heading for a change. It may not be a drastic change, but a cautious and gradual shift towards online education is clearly seen. It is, therefore, time to explore both the opportunities and challenges of the emerging situation and to prepare the stake-holders for a more smooth and meaningful entry into the new mode of education.

In this context, two factors demand our immediate attention: learner autonomy and learner engagement. The concept of learner autonomy is defined as learners' ability and willingness to take responsibility or control of their own learning (Holec,1981; Little, 2000; Benson, 2011). This is closely linked to the notion of student engagement that refers to meaningful student involvement in development of their own learning environment, classroom management and learning activities. The development of autonomy could therefore be seen as crucial to student engagement, i.e., students need to be able as well as willing to engage. With the advent of technologies, language and literature learners are faced with unprecedented opportunities and a wide range of alternatives to engage with, in their self-directed learning.

Learner autonomy and engagement have a special relevance in developing countries, where a dissonance often exists between what formal education offers and what many learners want or need. New technologies are providing new means of accessing knowledge, but the language lessons remain largely unchanged. Almost by default, successful language learners in developing country contexts are autonomous learners who exploit out-of-school resources. From professional classes and self-study to the use of u-tube channels and other online sources, the learners deploy strategies that promote autonomy as a means of confronting low-resource challenges. Motivation being high, this also enhances learner engagement and, consequently, there are desirable results.

Learner autonomy and learner engagement are interrelated and cardinal issues in online education that is based on the concept of flexibility. This presentation, therefore, focusses on the challenges faced in developing learner autonomy and engagement in online education and probable strategies and solutions.

Keywords: *online education, learner autonomy, learner engagement, challenges, solutions.*

Guiding Principles for Online Teaching of English for a Specific Profession

NadeždaStojković
University of Niš, Serbia

One of the most prominent contemporary trends in teaching English as a foreign language is English for Specific Purposes (ESP), an approach that prepares students for a successful entry into the global, competitive, interconnected world of professions and sciences. ESP is linguistic training of students for the world of work. It is mostly taught to the adult population of learners either preparing for their profession (at universities most notably), or in various formats of life-long learning.

The premise and the outcome of ESP is making students able to linguistically function most successfully in their designated, chosen, desired professional/scientific environment so that they can thus respond to the challenges of the present day economy and secure for themselves a prominent job position, maintain it and advance in their careers. For offering these benefits ESP courses are directly linked to the overall economical advancement of a society.

The essential tenets of ESP course are the following:

- Lecturer is to closely study the profile of students, their learning type preferences, their background, motivation for study, acquired proficiency level.
- Lecturer also needs to familiarize themselves minutely with the language used in the professional setting students are to enter, to observe lexis, dominant grammatical and rhetorical structures, and alike.
- Course design is uniquely made according to the needs assessment of the students, meaning observing the reasons why students are taking this course – which profession/occupation they are preparing for.
- Based on this, teaching/learning content material will be made, using authentic material from the world of students' chosen career, and/or modifying that material according to the students' initial proficiency level.
- Also, needs assessment will determine the methodological approach to be applied. Most often methodology will be in the form of communicative simulation of representative professional situations students will encounter.
- ESP training subsumes preparing students for further self study making them independent learners, and as the professional and scientific world develops once they finish formal education they will need to continue linguistically educating themselves in order to keep pace with the advancements occurring in their work.
- ESP courses are very well suited for online formats of teaching.

In summary, ESP courses are tailor made according to the profile of students to linguistically match the provenance of their future chosen profession/science. This talk will elaborate on why they matter today, what types of ESP courses there are, how to design and carry out a successful ESP course. It will offer participants a useful set of directions how to start their own ESP teaching.

Importance of the Emotional Intelligence in the Virtual Classroom

SolzicaPopovska
Blaze Koneski
Skopje , Macedonia

Distant learning is not a complete novelty in the world, but the reason and the circumstances for its recent becoming predominant way of teaching/learning certainly are! The imposed lockdown and the possibility of the disease spreading have emotionally affected both teachers and students of every age! The lockdown has made us face with ourselves, the members of the family and the priorities we support, our value system and finally our world view! The possibility of uncontrolled spreading of the virus has loaded us with fear both for our lives and for the lives of our beloved! In such an emotionally burdened milieu emotional intelligence becomes an important factor for preserving the common reason, the health and the wellbeing of every one of us! Successful coping with the fear (which is definitely one of the crucial parts of the self-awareness/self-management pair of competences) needs re-thinking, revisiting our personal and collective value systems and worldviews.

In addition, the effect of the imposed distant learning to teachers who have not been trained and prepared for this very specific teaching approach, as well as the lack of appropriate and unified IT, result in frustration and stress that many teachers have been facing at the beginning of the imposed distant teaching process. The same applies to the students! So, along with the **uncertainty** and **the fear for life**, we have to cope with at least two more mind/body devastating feelings**: frustration** and **stress**! That is why it is important to seriously reconsider the impact of the emotions on all participants in the teaching/learning process and to try to take the most of the existing Emotional Intelligence activities by applying them for the benefit of both the teachers and the students.

This paper treats of the specific teaching/learning circumstances, the relevance of the emotional intelligence in the virtual classroom, and the personal experience of the author with application of different EI activities with four different groups of students (Culture and Civilization Studies and Medical Terminology for translators and interpreters and two ESP courses for Science and Technology students). In addition, some questions will be answered concerning the students emotional response to the distant learning experience by a short questionnaire created for the purpose of this research! We expect that the initial recommendations for improvement in terms of the emotional aspect present in the distant learning teaching approach that we come up with, will be helpful to any teaching/learning community.

Teaching English for Science and Technology (EST) in Virtual World: Issues and Challenges

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The key issue in any education system is accessibility of knowledge. So to develop a strong system of education a strong viable pedagogical structure supported by a language that meets the requirements for "expounding and exploring the knowledge" is required. Today English language is accepted as the language which is recognized as the global language for learning. Initially any language serves the general purpose to perform LSRW skills but its role changes with its requirements in different fields and operations. These requirements are field specific therefore the lexical items, terminology, phraseology and other linguistic elements need to be designed for that particular field. English language also has evolved to serve the linguistic requirements of different fields. Such specialized field is the field of science and technology where the English needs to be taught for two reasons such as developing linguistic competence and communicative competence in that particular field. English language catering the requirements of students, researchers and teachers of science and technology is known as English for Science and Technology (EST) which aim to provide learners with the language basis to access and understand materials on science and technology. Therefore the syllabus of English in institutions providing education in science and technology needs to come out of the traditional framework of teaching English as a general subject and must develop English language teaching modules which are globally acceptable. So, it is highly imperative for the policy makers, course designers and trainers to design the course modules of English specifically and according to the particular requirements of the students of science and technology which has a perfect blend of highly standard syllabus as per the contemporary global requirements, rich course content, competent and well trained teachers, sound infrastructure, state-of-the teaching resources.

Traditional classrooms and conventional pedagogical system of teaching English language are able to produce professionals that have less linguistic competence therefore they face great challenges in their professional field when it comes to performance in language skills. Traditional English language teaching methods are gradually replaced by the new ICT enabled language teaching methods. These ICT enabled teaching methods are supported by language laboratories, language games, language related audio visual aids, language software and effective language learning digital resources. Today's Students are surrounded by digital media everywhere and the digital media provides them with very fast and effective platform for learning. They read, write, listen and speak in digital forums that allow them to enhance new language skills. They learn content concept more through internet than in their classrooms. This has opened a new world of learning which is called 'Virtual World' which offers a promising context for academic learning. Virtual world is an online, computer-simulated environment where multiple users interact in a shared space in real time. Learning through virtual worlds may appeal to the young students due to their interactivity, communication, simulation, and navigation elements. But teaching English language through virtual media is filled with great challenges also like heterogeneous and hybrid linguistic classrooms of students, lack of digital-resources infrastructure in the institutions, the emotional costs of investing in new technologies, administrative resistance to the new changes, lack of trained and skilled English language teachers.

Thus teaching and learning English through the virtual world has come to stay in the modern system of education in the world. It is high time for the educationists to address the challenges in order todevelop a highly competent virtual-teaching-framework for EST for developing a extremely skilled force of young scientists and engineers.

Key Words: EST, ICT, ELT, Virtual World.

Liberatory Pedagogy in the Online Classroom:
Teaching during the COVID-19 Pandemic

Dr. DhanashreeThorat
Assistant Professor of English
Mississippi State University

The abrupt shift to online instruction during the COVID-19 pandemic has raised a number of challenges for educators. Our students may not have access to appropriate technology and may be struggling with the life changes brought about by the pandemic. As educators, we may find ourselves facing the same issues even as we seek to create meaningful learning opportunities for students online. This webinar outlines how liberatory pedagogical practices based on critical reflection, community building, and care can be adopted in an online environment for the literature classroom. I will also emphasize some examples of digital humanities platforms and assignments that can facilitate learning. This webinar is open to everyone and specialized knowledge about digital technologies is not required.

Resources of Virtual Education

Providing Personalized Learning Support in a Remote Learning Environment

P. Anjali Rajan
Lead Teacher English
ATHS Ras Al Khaimah, UAE

While the transition to remote learning raises a number of questions in terms of equity, access to technology and extended periods of screen time for students and teachers, it has also forced primary stakeholders, students, parents and educators to think differently about teaching, learning, student engagement, assessment and learning support.

This paper discusses a case study on the impact of an Individualized Learning Support Program (ILSP) for Arab students who are learning English as a second language in a remote learning environment. The online ILSP program provides remote learning support to both low-achievers and the gifted and the talented students. The ILSP platform helps to maintain close communications with students and to make sure that they are able to contact learning support teachers easily. Students set up their individualized learning targets and goals for the academic term once they are indicted into the ILSP. They are provided a range of online and offline, self-paced support and enrichment programs. The programs are delivered as per schedule through online live sessions and asynchronous learning tasks. Students engage in learning activities that involve whole group and small group station rotation, peer-support and 1:1 teacher support. Advanced features on web tools and communication platforms such as Teams are used to provide a virtual room for students to collaborate and work in small teams or peers. Their progress based on participation, engagement, and formative assessment scores is monitored periodically. Students are encouraged to reflect on their learning and perception data is collected periodically.

In the first two cycles of this study, it has been observed that remote learning mode can be used to create multiple opportunities to provide personalized learning experiences. With the inclusion of synchronous and asynchronous activities, students take responsibility of their own learning. The dependence on teacher led; teacher directed learning reduced as students gradually became autonomous learners in a self-paced, self-directed remote learning environment.

---oOo---

Constructivism in Teaching Literature and Language in the Virtual World: Evidences and Possibilities

Sisirkana Bhattacharya
Research Scholar, Ph.D,(English)

Every time a question was asked by the presenter (teacher) online, the child answered differently. She responded in complete sentences that she read out from the text or from notes taken during the lesson. Virtual classes tend to be more reflective for the learner than the teacher herself. Even before the online classes became mandatory, online courses from MOOC, Teacher Education modules and personality test forums have been suggestive of technical interventions in enhancing the psychological endorsements to learning. The constructivists advocate more independence and

divergent processing of the content to ensure reciprocating behavior in the learner while using the target language. Pedagogical reforms in teaching of language and literature are generally taken as separate outcomes. However, virtual learning provides ample evidence to suggest that a piece of literature can well be exploited to process emergent linguistic expressions or language skills that identify syntactic justifications to a semantic context in literature- both manifesting a holistic learning outcome.

Brief questions on an interactive on-line class of literature is found to help decipher icons and their functional strategies while different insights to interpretation of a piece of literature assures participation of the most modest and the mutest learner of the class through irregular thought ventures triggered by the excerpts or interpretations of the online teacher. This paper is an attempt to outline some of the evidences and possibilities in the development of constructive attitude and thinking in the language and literary construct of the virtual world. An understanding of the construct would therefore reflect:

Evidences: i. more linguistic input through slide shares with literary aspects on the audio;
ii. More interactions registered from the learner due to digital activeness and curiosity;
iii. Autonomy in the learner towards contextual construct enriched.
Possibilities: i. increased original attempts from the teacher to simplify difficult content
 ii. Outsourcing links in person or kind is more easily transacted e.g using two way conference modes or Skype hosting with technosavvyness as a motivation to learning and teaching.
iii. Crystallization of thought can ensure building of attributes in the virtual world.

---OOO---

Challenges of Teaching and Learning Literature through E-Learning Platforms with special reference to the Students of Chhattisgarh

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 "Teaching Literature is impossible, that is why it is difficult"-Northrop Frye.

For teachers of the English language, teaching English as a second language has always been a challenge and this challenge becomes bigger when it comes to teaching English. Indian and American literature to the students who struggle to form a single correct sentence in English. This paper is an attempt to bring out the challenges the teachers and the students of an undergraduate and postgraduate degree programme in the various colleges of Chhattisgarh state face as they struggle to learn while learning to struggle. The paper shall also discuss the struggle. This struggle is on many fronts-Language, schooling, the vague or poor idea of the future career, disinterest,etc.. The teachers sort to various e-learning platforms available on the web world or the internet. Teaching with the help of the internet was found to be the best option during this lockdown as it is believed that every student can learn sitting in their home having access to the internet in the electronic devices such as in their smart mobile phones and a few in their laptops and tablets.

The paper throws light on the challenges of a teacher having to teach literature to a second language learner in a virtual world and also on the challenges of the learner having to study

English, American, and Indian Literature in the form of inanimate PowerPoint presentation and ghost commentaries by the instructors. The paper shall deal with challenges of the barrier of language, understanding, and the whole teaching-learning process with special reference to the college students of the state.

---OOO---

Teaching Literary Theory in the Virtual Classroom: A Challenge or an Opportunity?

Dr.Prasenjit Panda
Assistant Professor
Department of English & Foreign Languages
Guru Ghasidas Vishwavidyalaya

"Whether 'tis nobler in the mind to suffer

The slings and arrows of outrageous fortune,

Or to take arms against a sea of troubles,

And by opposing end them"(Hamlet)

We are amidst the endless questions, uncertainties, doubts and confusions in the present day context like what once felt by Shakespeare's Hamlet or Eliot's Prufrock in the modern age. For a teacher, it is very hard to imagine a classroom without students, blackboard and the chalks. But due to this pandemic which has already encroached every space we could imagine, our classrooms are also affected and are reduced to virtual classrooms only. Teaching literature and literary theory in the virtual classrooms like Zoom App or Google meet or any other apps provided by the internet, is not only a challenge but also is an opportunity to reach and meet out the queries of the students whom we can see from a distance unlike in the physical classroom. It's very difficult to adopt the new pedagogy regarding teaching literature and literary theories. Teaching theories like Structuralism, Deconstruction and other cultural theories, one need to do the exhaustive board work and simultaneously asking the students for their responses. In the Virtual classroom, though one has virtual board and other facilities but yet it sometimes seems very difficult to communicate the intricacies of literary theories to the students. A sense of anxiety always looms large in the mind of the teacher during a session in the virtual classroom as whether the students understand the theory or not. In the present paper of mine, I shall discuss some of the issues regarding teaching literary theories in the virtual classroom and what are the problems faced by a teacher and the students in the virtual teaching session.

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Adoption of Innovative Methods in Teaching and Learning Process: Focusing mainly on the teaching of Literature

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The paper will present a glimpse of how the teaching-learning process has evolved from the ancient time to the present times. Also, how the responsibility of a teacher has changed with the progress of the teaching-learning process. The teaching of Literature has also advanced with the development of various web sources. Students are keen to learn something or the other from various available OER. These web sources help to develop analytical perspective and motivate students for deeper research. It is the responsibility of the teacher to guide students to choose between descriptive and selective learning. Also, it is much more important for teachers to take care of the emotional and mental balance of students while using various ICTs. In today's scenario, disconnected from their friends and teachers and reading from OER, a student may develop some queries which they might have otherwise discussed with classmates or teachers. In close and isolated setup a learner may feel frustrated and depressed; the physical absence of class, college, classmates and teachers make a learner doubt on her/his skills and talents. In these perspectives, a teacher needs to plan various small quizzes and short assignments to harness the interest and zeal of the learner. At the same time, these quizzes and assignments help the teacher to check the progress of the learner. Small breaks and open discussion sessions also improve the rhythm of the virtual classes. Nevertheless, student and teacher need to keep the communication going with the teaching-learning process.

Keywords: mental and emotional balance, virtual class, interest, harness.

---OOO---

Visual Language: - An Advanced Application of Homogenization of Information and Learning Challenges

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Language is not learned only through words; images lie at the heart of the language development. A growing number of children struggle to develop the abilities to comprehend the language. The visual imagery can enhance the exploration of curriculum content of the language; provide a holistic and a continuous platform forlearning.Therefore, a visually stimulating environment is important in encouraging children to explore and understand the language.

E-learning has inevitably transformed the cognitive learning which has changed the forms of education and the learning in the 21st century. This has helped to have control and navigation over

the learning process for the student or a learner who may not be able to keep pace with others whether in a classroom or in an organization..

However, by learning how visual language works, by making our implicit knowledge explicit, and by acquiring terminology, we gain the means of identifying, describing, discussing, analyzing, and evaluating visual language, and,thereby, gain a better understanding of visual language texts. Just as aclose reading of written texts promotes understanding in depth, so close study of visual texts provides important insights and develops interest and curiosity to finish the work. This has exhibited a transformational power which has enriched both the context and the content. The learning of English in especial has become more synchronized and collaborative.

This paper will aim to discuss, as mentioned in the title, the impact of visual learning along with the challenges being faced in handling the technology. It will target to speak about various features, phenomena, tools, techniques and challengesassociated with it.

Key Words- Visual Learning, Technology, Synchronized, Information.

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Virtual Teaching in Higher Education: Challenges and Opportunities

1. Dr.Neelu Shrivastava   2. Dr.Mahesh Shrivastava
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Thecurrent crisis of Corona-virus pandemic is going to transform each and every aspect of our life drastically and education system is no exception to it.Considering the present scenario of higher education, the boundaries of the classrooms are extending. The classroom size has grown beyond the horizons, and it is going to pose a number of challenges for the faculty to handle the class as well as for the students to get the most from the teacher.As this crisis-driven experimentation with online teaching has to be launched now, we need to have a look at the pros and cons of e-learning. There are a number of merits of e-learning; some of them can be listed like: the student can watch and hear the lecture as many times as he wants, different interactive soft-wares can be used by teachers to make the students learn better, the student can access the teaching at his own convenient time, he can prepare his notes in a better way while teaching by putting it at pause, online teaching is cost saving etc. At the same time there are many demerits of e-learning as well like; the students get completely dependent on gadgets and internet, the crowded classes make it hard for the teacher to pay attention on all students virtually, it is hard for the students as well to clear their doubts virtually when there are many online students, all the students are not financially sound to obtain gadgets, there are many chances of getting diverted for the students as they are online and can access everything available on net, so they need intense self-discipline; building rapport between the teacher and the student is difficult in virtual teaching.

Thus to make virtual teaching and learning fruitful for all in real sense, we need to build all educator's understanding and ability to serve as mentors to the students; who is always there to guide them not only in completion of the syllabus but also in use of technology as well. The teacher will have to encourage students to take part in new and transformational learning experience with technology. We will need to build partnership between teacher, student and school; across all education groups if

we hope to increase the use of technology in learning from an add-on to an integral and foundational component of our education system.

---OOO---

Emerging Challenges in Teaching Literature and Language in the Virtual World

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In the context of learning literature and language, the importance of teacher can't be undermined. It is the teacher who helps the learners, to dive deep and unearth the imagery, the emotions and the wisdom embedded in each word of a piece of literature, and hence help the learner to understand more the language.In all these years the physical proximity and live interactions in a class room setup helped in this learning pursuit.In the current scenario, when technology is bringing in different innovations and challenging the earlier norms, physical classroom interactions are slowly being substituted by virtual classrooms. Students now can sit in the comfort of their rooms and can attend their classes without even stepping out. Not that this virtual world has no challenges. It definitely has, lets discuss the same:-

(a) Missing on the important verbal and non-verbal cues of a teacher would definitely take a toll on students' understanding.

(b) Not being able to see a live audience at one go might affect the teaching quality of a teacher.

(c) Not being able to match all the students' reactions in one frame while teaching would pose difficulty for a teacher to make out the understanding of weaker students.

(d) Students dropping out or facing connectivity issues in a virtual classroom can be a concern area.

But despite all the mentioned challenges, virtual classrooms can bring an end to:-

(a) disruption or discontinuation of a study year due to all situations, within or out of someone's control.

(b) dependence of a classroom setup and physical presence of both teachers and students

(c) not being able to consult a teacher in weekends or holidays.

(d) missing out on any class lectures, if unattended by a student, provided the class was recorded.

It will be too early to come to any conclusion until and unless we continue either the virtual setup for sometime. Till such time its definite that we will be able to have a balanced trade off between both the real and virtual worlds and bring out something worthwhile.

---OOO---

Analysis of the Usage of Language in Shakespeare's Merchant of Venice and Hamlet through virtual teaching

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"To be or not to be: That's the question- Hamlet"

Virtually –learnt literature and drama is built up on the essence and eloquence of language used and the ability to comprehend. Language used in literature and drama gives exciting and relishing taste to learners who readily grasp the content matter whether it is in live drama or in Virtual or online mode. This research paper deals with the language and figures of speech especially used in the drama by Shakespeare's "Hamlet" and "Merchant of Venice". Students and audience build up their interest in learning drama through all the modern media and online resources, due to the pleasure they derive from mainly the language which not only exists their senses but also captivates their emotions. If the grasping and comprehending is limited, their comprehending will be stinted eventually losing their interest. Media, Virtual learning and online resources offer a lot of scope to learn language, therefore this research paper gives a deeper understanding of how to develop better understanding to comprehend drama. This would enable audience to be engaged and encouraged by the tasteful explanation through e-learning. It develops knowledge, enabling education to offer meaningful content in the backdrop of decorative language usage with the help of media. This research paper expects to elevate education of drama through the variety of media, e-learning and internet-enabled sources with sense of language. The author intends to give insights helpful suggestions to comprehend language usage derived from learning online. Through this research paper, the author wants to put forth beneficial recommendations to envisage positive results in understanding the language used in drama which can be accessed through electronic media and virtual learning.

Keywords:*Drama, Language usage, development, Education.*

---OOO---

Development of Language and Literacy Skills in Deaf and Hearing Impaired

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Sustainability in current times has become increasingly competitive and demanding and has spread to all facet of life. In order to prepare students with special needs brave the competition; we need to provide the deaf and hearing –impaired students with quality education. This requirement to provide quality education makes it imperative for educators to be appropriately trained and adequately equipped with expertise to recognize the learning requirement of this segment. It is extremely challenging for special educators to impart knowledge to people with individuals hard of hearing and with deafness as it represents low incidence disability. Most of the educators are not equipped with training to identify students with such special needs.

There are several categories of deaf individuals such as born deaf, deaf due to an accidental occurring or hearing impaired. However, these categories include only DHH (Deaf and Hard of hearing) and no other disability. The complex nature of this disability requires a deeper understanding and planning while teaching language to such students. It has been established that this category of students acquires language skills by different means including home environment, social activity etc. Hence, language and literacy play a significant role in educating students with this set of special learning needs.

Amongst the various type of teaching pedagogy for hearing impaired student's, classroom teaching with maximum visual inputs provide one of the best learning towards language and literature. Applying key words, phrases, overhead projectors, closed captioned videos during the classroom practice make the learning more informative and enjoyable. This enables the learners to grasp the content and understand the concept at a much faster rate. Making small but significant changes in daily teaching, adding more visual classroom environment, and allowing the students to present the vocabulary in their own way will maximize the comprehension and build up on student's individual vocabulary list. A trained special educator must comprehensively expose the students with different competent language models and connect them with oral story, pictures, written words and signs for better language and literature development.

Key words: *Sustainable learning, Special Educator, Motor skills, Learning disability, visual teaching*

---OOO---

Emerging Challenges in Teaching Literature and Language in Virtual World

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Teachers can change lives with just the right mix of chalk and challenges. – **Joyce Meyer**

Teaching is a process of communicating knowledge. Reading a passage and giving its meaning is not enough. Teaching is not simple now-a-days. It does not stop with text and blackboard. It requires constant learning and applying new things.Technology has become a part in teaching. Teachers who are using only the conventional methods must be ready to accept new methods. They have to adapt it to enhance students' learning. Students have the whole world in their fingertips by using media. Teachers have to find ways and means to capture the interest of the students. They have to developstudents' interest by using all the new methods. Audio and video forms support learning. Effective virtual world allows the learner to **visualize. All these make learning more interesting.** New methods can impart knowledge in a better way but they are great challenges for the educators. Teachers have to accept the challenges and overcome it. The challenges faced by teachers will be analysed in this paper. On the whole, technology cannot replace teachers. But teachers with technology can be more effective.

---OOO---

Teaching English Language Using Digital Presentation

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Technology and science have enhanced teachers to know about virtual worlds and to research their explorations in all circumstances. Further, they have made the teachers teach students interestingly and innovatively using digital media to the maximum. In today's educational scenario, learning has become totally challenging to the student community because of the intemperance of science and technology. Many a student isnot interested to read even a paragraph of their text physically. Instead, they are enthused by the so-called virtuality which has made them connect to the internet empowering their learning remarkable. Having perceived their psyche, I apply ICT tools along with the story-telling method which is noteworthy in the method of teaching English.   For instance, I have applied this method in the smart cum virtual classroom to teach Yann Martel's "Life of Pi" through students have learnt English language effectively and fruitfully. Therefore this study aims at analyzing how far this digital cum story-telling method works in the virtual or smart classroom enhancing students' learning in the virtual world of reality.

Key words: Virtual world, virtuality, digital method, ICT tools

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Acquisition Rich Classroom- Opportunities and Challenges

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Teaching literature to the inmates of this imaginative world is highly demanding task for Teacher. The real world and technological world are two different arenas; perhaps both of them are equally important for the current generation. It is generally accepted that anybody who endeavours to learn a second language will go through specific stages of language development. In a digital world there is more scope for language learning in natural time constraint, which will be regular and systematic. The English language learner is more cognitively and psychologically ready for a virtual classroom than a traditional classroom.

The way in which language teachers can stimulate the language development of English language learner is by providing various learning modules in virtual world, which results in aacquisition rich classroom.

English Language Teachers should shift their traditional classroom teaching to a more pluralistic and entrepreneurial approach, where Entrepreneurial pedagogy of different teaching modules, integrates a variety of innovative and active teaching approaches, which facilitates the integration of technology, and makes the learning process captivating and meaningful for the English language learner. While teaching becomes student centric in a virtual world and emphasis of teaching should be on what students 'should' learn to what students 'can' learn.

Teaching in a virtual world also presents challenges to teachers. To create lessons in a virtual world needs digital literacy which most of teachers' lack. Virtual worlds provide an environment where educators can prepare English language learners for the increasingly complex and interconnected global society in which they live and will work. The existing virtual worlds are transforming into Internet-mediated 'spaces', where groups of people gather and interact in real time in a virtual space. These spaces allow ubiquitous interaction and collaboration. This is more than traditional ICTs (Web 1.0 and platforms 2.0, websites, wikis, blogs or even social networks).

This paper aims at focusing on the real challenges faced in an acquisition rich classroom and the opportunities in teaching in the virtual world.

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Impact of Technology in Learning and Teaching

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The teaching and learning of English is essentially needed for every individual as it bridges the physical charm between human souls. With the development of rapid communication and increase of international contacts, people have realised the need to be able to communicate readily with those who speak different languages in order to understand their culture. Information Technology has altered the practice of language learning and teaching to provide a new form of literacy. Technology based language learning has become the desired instructional tool in foreign and second language context in the virtual environment. Since, teachers were not in a regular practice in giving lectures through video applications, it was initially challenging to get hands on the technology and use it to pass knowledge. In the recent time, most of us have adopted to virtual teaching by delivering online lectures and tutorials. We have also come across different challenges as a tutor. One of the many challenges is passive students. In an online class, the teacher is not able to easily interact with the students because of the virtual arrangements. During the teaching session, it is not easy to have a discussion with the students which creates a lack of collaboration. Another problem is regarding the questions that students may have. Many students send separate emails to ask questions, which revolves around a similar topic thus taking up the teacher's time in reading and managing the emails. Similarly, it has also been observed that there is a lack of attentiveness from students as there environmental set-up might be too distractive for their own good.

Keywords: Technology, Instructional tool.

---OOO---

Innovative Pedagogy with Computer - Supported Collaborative Learning in Teaching English Language

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Today's society is technology motivated and the educational institutions call for new pedagogical ideas. An education process over hauling is needed in all aspects of education like curriculum improvement, teaching learning aspect, assessment and evaluation procedures etc. Computer - Supported Collaborative Learning (CSCL) is the one of the most promising innovations to improve teaching and learning with help of modern Information and Communication Technology (ICT). Innovation is fundamental, and therefore, it must reach right into the pedagogies practiced in colleges around the world. Pedagogical expertise is at the core of teacher professionalism, and so promotion of such expertise is fundamental. Research on collaborative learning and the use of information and communication technologies has been integrated in the research area called Computer - Supported Collaborative Learning (CSCL).According to Lipponen (2001), *collaborative technology* refers to specific technological support for collaboration built into computer networks. Such collaborative technology in connection with corresponding pedagogical practices is usually called CSCL environment. Different studies have revealed that CSCL environments can facilitate higher level cognitive achievements such as critical reasoning, explaining, generating own research questions, setting up and improving one's own intuitive theories, and searching for scientific information. A common feature of collaborative technology is that it supports participant's cognitive activities by providing advanced socio- cognitive scaffolding. It provides scaffolds in different areas, such as text analysis, theory building and debating. Collaborative learning is very important in achieving critical thinking. Individuals are able to achieve higher levels of learning and retain more information when they work in group rather than individually; this applies to the facilitators of knowledge, the instructors, the receivers of knowledge, and the students. Lunenberg (1998) believes the value of collaborative learning is in the opportunity for learners to elaborate on their own ideas as well as those of their peers. The knowledge of English has become a prime factor for a nation's development as well as an individual's development. The present paper highlights the distinction made between the *collaborative use oftechnology* and *collaborative technology* for teaching English to Undergraduate students.

Keywords:Information and Communication Technology(ICT), Computer - Supported Collaborative Learning (CSCL), Innovative Pedagogy, Teaching English language.

---OOO---

Overcoming Challenges in Virtual Teaching

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*"*Learning another language is not only learning different words for the same things, but it's learning another way to think" – Flora Lewis.

This research paper deals with the virtual learning and the suggestions to make it of optimum benefit to learners Teaching and learning language through virtual or online mode empowers us and gives us new opportunities and abilities. It increases our dimensions to expand and learn at our convenient time and space. It equips us with new views and enhances our learning capacity. It ensures optimal possibilities education on the whole. This research paper suggests involving all senses like visual, audio, kinesthetic as well as graphical representations of the subject matter so that the learner feels completely involved at the same time comfortable. Learning Online opens a window to the world and increases the confidence of the learner. There are some useful ways to help virtual learning. The surroundings and environment could be conducive to learn. Making a mental study plan even though it is convenient time and set up could be a motivation to continue. Some devoted time to develop the Listening, Reading, speaking and writing skills could be encouraged. Virtual learning gives an array of a lot of free "websites, modules as well as youtube" channels to enable quality learning as our learning styles demands. When learning is put into practical use it amplifies learning. Learners could build the interest in learning virtually through practice and self-study. Therefore this research paper gives a deeper understanding of how to develop better learning capacity through online and virtual mode. This research paper expects to support the objectives of virtual learning to enable all round education. The author means to offer some suggestions that could be implemented in the virtual learning. The author then gives some recommendations to help virtual education to be of most benefit to all.

Keywords: Virtual, Language usage, development, Education, learning, online learning

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Teaching and Learning Literature in Virtual World

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A virtual classroom is a digital replica of a traditional classroom or training room. The instructors teach and the participants learn in real time,face to face but via internet enabled technology devieces,tests r given and taken pre and post the session. The reports are ready right after the session is over. Both instructor and learner have rich experience of collaborating with other learners and instructorsfrom around the world.

Key words : Virtual classroom, Internet, teaching and learning.

---*OOO*---

Strength and Weaknesses of Online Learning in the Virtual World

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The extensive nature of the Internet and the accessibility of technology have generated a surge in the demand for web based teaching and learning. Online education in the virtual world is quickly infiltrating into education system across the nation. This paper explores whether students of higher education could benefit from online courses and examines the potential challenges and drawbacks of online coursework. Online learning can be defined as "learning that takes place partially or entirely over the Internet" (U.S. Department of Education, 2010). Online learning is appealing to a range of learners and is becoming more commonplace in settings from elementary education to higher education. This paper examines the potential strength and weaknesses of online learning.

Keywords: Online learning, higher education, Internet

---OOO---

Challenges in Teaching Language and Literature: An EFL Perspective

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The teaching and learning of English literature and English as a foreign language has shifted its approach and attention as a result of technological application. It has widely changed the practice of education in general as well as English language teaching in particular. It influences students' participation, the way the lesson is delivered, the way language is studied in and outside the classroom, and it greatly improves the learning process and the relationship between the teacher and the students. It has positive effects on learners' attitudes, thinking skills, autonomous learning, and confidence-building.

Information technology changed the traditional practice of language learning and teaching and provides a new type of literacytechnology-assisted language learning has become the desired instructional tool in foreign and second language contexts. Thus,the challenges can be categorized aslinguistic, cultural, educational, technical, financial, user-related, and personal challenges.This paper is my sincere attempt to provide a preparatory glance on the current status and challenges of teaching English literature and English as a foreign language on an online platform in India.

Key words: ELT, EFL, Current Status in India, Challenges.

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New Pedagogical Tools for Online Teaching Learning Methodology

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Technology has been changing in the way we teach and learn, leading to the emergence of a new pedagogy which continues to be the most popular feature- online teaching. Continuous advances in digital technologies, social media, and mobile devices such as smart phones and tablets, give the end user; the students more control over the access, creation and sharing of knowledge. This empowers students, and faculties. This paper throws light on how instructors are finding new ways to leverage this enhanced student control to increase their motivation and content relevance. As they become more familiar with digital technologies for teaching and learning, innovative pedagogical responses and strategies are emerging.

This paper will also discuss about the fact that there is a much closer integration of classroom and online teaching under the generic term of blended or hybrid learning, where classroom time is reduced but not eliminated, with substantial time being used for online learning.From the early days of online learning, there always was an emphasis on enabling students to develop constructive knowledge through questioning, discussion, sharing of perspectives and sources, analysis of resources from multiple sources, and instructor feedback. Social media encouraged the development of communities of practice, where students share experiences, discuss theories and challenges, and learn from each other.

The main objective of the paper is to bring out the fact that new pedagogy is intrinsically linked to teaching practice and strategies for course design, delivery and assessment. The paper touches those areas in brief where technology helps drive innovation in teaching and learning.

It will deduced that ,due to globalization the process of learning is becoming more flexible, and includes complex concepts of learning.

Key Words: Pedagogy, Online teaching, Globalization, Technology

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Impacts of Online Teaching and Learning on Faculty and Students of Colleges

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At present, technology has made it possible to resolve all the complications in various fields including education. Many online courses have emerged that offer benefits to the faculty members and tertiary students. Though there are several advantages, online teaching and learning has its own limitations like a coin which has two different sides. Hence, this paper makes an attempt to concentrate on the issues in the process of online teaching and learning and tries to bring out the best solutions that would help the learners and teachers of higher education.

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Teaching English in the Virtual Classroom

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Virtual Classroom is the most important and efficient way to reduce distance barrier in education and collaboration. Virtual classroom has many advantages over traditional classrooms for teaching and learning 24 X 7 from anywhere. Virtual Classroom eliminates distance barrier completely, you don't need to travel for teaching and learning purpose, Virtual Classroom gives freedom to teach and learn from anywhere and at any time.Virtual Classroom is BYOD (Bring Your Own Device) friendly. Students can join Virtual Classroom using any Internet enabled device such as PC, Laptop, Mobile, Tablet and so on.

The Virtual Classroom is an e-learning concept whose definition and prime objective is to enable the educators and the students to impart and perceive education online, respectively, principally over the Internet. Additionally, it allows them both to communicate, interact and, work together with one another remotely from any location, without actually being physically present face-to-face, via webinars, audio and video conferences, web presentations, live streaming, text chats, Learning Management System (LMS) and online training courses.

Much like the smart classroom, it is a notion fixated on teaching and learning the education with help of developing technology but begs to differ by mainly focusing on achieving the digital transformation in the classroom with help of the Internet. It provides an opportunity of distance education to the remote students by means of web-based online learning programs as well as the instructors with innovative teaching tools to teach virtually from anywhere at any time, irrespective of the geographical area, through online classes and courses.

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Understanding literature through the lens of Virtual eyes: A Study

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Teaching literature has never been an easy task. It is always a Civic act that is responsible for instructional practices that obviously results from the interaction between different ideologies and concepts being practiced from the perspective of culture, region, tradition, language etc.
Sometimes the learner finds it hard to connect with the writer or the thought presented in the piece of literary text because of culture differences or different traditions. Thus, it becomes important to clarify the objective while teaching literature.
This paper aims to discuss various methods and ways to develop strategies in students that makes them learn to appreciate cross cultural understanding through literature. This is demonstrated by the contemporary approaches being applied in teaching which is one of the emerging challenge in teaching literature.
Understanding literature and relating with its issues has become more challenging today because many different ideologies comes into interaction while teaching and learning process of literature. Thus, it becomes a challenge to deliver the correct information, to understand and process it

perfectly to it's true conception in the learners which helps to understand the very basic requirement of literature and how it functions. Apart from this it also challenges the pre-existing knowledge of the learner regarding the subject and issues to be addressed. This challenge further becomes complicated as the objective of the Literature remain situated in the approaches that how to inculcate the understanding of different cultures practices without losing the sense of belonging in our learners.

By the increased involvement in the technology driven world by the teachers and learners not only these challenges can be handled smoothly but also it gives them to improvise the ways in which they want to learn and appreciate the world around them presented through literature. This paper will focus on some of the methods applied by interactive virtual environment which supports the teaching of wide range of literary text that enhances in students to appreciate cross cultural practices, traditions and Societies.

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Engaging Literature Students in E-classroom: Challenges and Opportunities

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Education sector is continuously evolving. There has been tremendous improvement in teaching learning methods. The traditional classrooms have been experiencing a paradigm shift. The classroom which had only blackboard, chalk and teacher is now taking a step ahead towards e-learning. E-learning which means using computer, internet and other similar electronic devices to teach and learn. In this direction, online learning and virtual learning has been becoming increasingly popular. Virtual education refers to an environment where student and teacher are separated by time and space. Still formal education in many countries is based on the traditional method. The students have to attend regular classes to complete their education. There are no flexible learning hours for student to attend their classes. But today, the scenario has changed. Learners need flexibility to access online courses wherever they want. This is what is known as an era of online education. Adaptabilty to such systems is need of the hour. Teaching with the help of these platforms is not new in Engineering and management education but teaching Literature using the digital platforms is a big challenge encountered by teachers of literature. Literature teachers have been using conventional methods like reading the text, discussing history and culture, author's/poet's background which helps the students to understand literature and connect the socio-cultural background of the author to his work. This method when used in a face to face presence was an easy and convenient method of teaching and learning. When the teacher is with the students he/ she can explain, guide, ask, illustrate and answer the questions easily. "Necessity is the mother of invention," now technology is need of the hour. Students who are not able to come physically to classroom due to different obligations have to knock the door of online teacher. The present paper will focus on the challenges faced by teacher in engaging the students of literature in e-classroom.

Keywords: Language, Literature, E-learning, Online Classes

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From Known to Unknown: Tweaking Traditional English Teaching to On-Line Teaching

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A sudden transition from known to unknown makes anyone nervous. So also, the current scenario has made the teaching community to move away from face-to-face classroom to on-line teaching all of a sudden. Moving from known to unknown method of teaching has made them stressful because teaching online is not like walking in a park. Teachers have to take it seriously with a professional attitude as how they do for their regular face-to-face classes. According to a study made by Educause survey in 2017, only nine per cent of the teaching community prefers complete on-line teaching. This evidences that remaining ninety-one per cent prefers many other ways except on-line. Because of this reason, the online-teaching has not come to end but, as a reversal, it is growing further by some of the students who could not go for a regular stream of learning for various reasons. They opt for online learning like Learning Management system(LMS) which facilitates online learning by content delivery, communication and assessment tools. Therefore, there is a need to tweak traditional teaching to online teaching. Teaching English literature through online is no exceptional.

Teaching English through literature is not so easy as that of many other subjects. Because literature is introduced to motivate the learners at various levels to learn the English language with a meaningful context, which promotes their academic literacy and their thinking skills. Especially the four language skills – listening, speaking, reading and writing are promoted by the four literature genres – prose, poetry, drama and fiction. The study of the paper focuses on the emerging challenges the English teachers are expecting to face when they proceed from known traditional teaching method to unknown online teaching. They need extra thinking to tweak the traditional with the modern on line teaching by following some principles and practices like being unique, empathetic, organizing content intuitively and adding visual examples etc. By following such practices in an online teaching an English teacher could make it an effective one.

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Assessing Vocabulary Knowledge of ESL Learners In The Virtual World

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Vocabulary knowledge plays an essential role in L2 teaching and learning. One of the challenges in teaching and assessing vocabulary knowledge in this virtual world is the paucity of available online classroom-friendly vocabulary assessment measures that can be used to inform instruction and to measure vocabulary growth especially with the fastest growing sector of the school age population. Often vocabulary is assessed at the end of the unit using a multiple choice task, a fill in the blank task or a matching task. These modes of assessment are shallow metrics of possible word

knowledge. This article presents a collection of techniques a teacher can adapt to measure of vocabulary knowledge using technology. Different tests for assessing vocabulary knowledge have been discussed briefly to illustrate the current practices in vocabulary research.

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Mother tongue: As the Medium of Instruction and its Utility

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Odia is an age-old and well-developed language. ***"The Mahabharata"*** in Odia, written by Sri Sarala Das in the fifteenth century is a testimony for this. Of course, it took almost five centuries for Odia to be developed as a modern language. As the proof of this ancient language we have King Kharavela's inscriptions which are written in Magadhi abrasions; and '***Bandhagaana***' and '***dohas'***written in between eighth to eleventh century AD. This highly cultivated language is the symbol of an Odia's self-respect. Hence, without any doubt this is unexceptionally the medium of understanding for an Odia child. For a child one's own mother tongue is the best medium. Mother tongue means what a child learns from one's own mother. Through this the child can communicate and share his/her own feelings, emotions and thoughts with his/her parents, relatives, friends and neighbours. Mother tongue plays a very important role in the everybody's life. Holistic growth of a child depends on its ability to understand his/her mother tongue. So, to accept the importance of mother tongue in one's life the father of our nation, Mahatma Gandhi has compared it with one's mother's milk. He has remarked, "The mother tongue is as natural for the development of man's mind as mother's milk for the development of an infant's body".

Key words : Mother tongue, Medium of instruction

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Emerging Challenges in Teaching Literature and Language in the Virtual World.

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Teacher is a continuous learner from cradle to grave, is a famous saying. Creating the fruitful environment is important aspect in the teaching learning process. Creating learning ambience may vary from place to place and person to person. It depends upon the teacher who works in different stream institutions that adopt variety of teaching methodologies and tools. It is really a great challenge to a teacher to learn diverse technological platforms that ensure teaching learning process a successful one. The teacher shoulders the whole responsibility to equip himself/herself first on different tools in technology based teaching. The management also provides a variety of facilities, like smart classrooms, and different software. This paper traces the teaching and learning of English as a foreign language that has shifted the teaching methodology into an exceedingly new paradigm. It has widely changed the educational practices following the western models. It influences students' participation, the way the lesson is delivered, and the way language

is studied in the out of classroom environment. It also influences the training process and therefore the relationship between the teacher and students is taken care. Though remote learning has its own defects, it also has positive effects on learners' attitudes, thinking skills, autonomous learning, and confidence-building.Besides, information technology has changed the standard practice of acquisition of knowledge and provides a brand new variety of literacy. Thus, technology-assisted acquisition has become the specified instructional tool in foreign and second language learning context.

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Issues and Approaches in Online Education

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For quiet sometime transformation of education was in progress with the help of technology. The movement was in slow pace, but the recent crisis forced not only to gear up the digital classroom but also changed the long term educational strategy. The teaching fraternity who were reluctant to adopt new technology in education switched to new pattern of teaching and learning. As a result changing ecologies of pedagogical structures and procedures are in flux.

Online and offline teaching -learning have contentions because of its varied practices and unique experiences. Online practice provides invaluable extension in School and Higher education, also reasonable and responsible options in pedagogical structures. It requires more work both for teachers and students and helps to increase proficiency. Online pattern integrates more and latest technology in their teaching and learning. It can help students to develop understanding, critical engagement and interaction with instructor and peers. Students can associate with shared activities and social acts. The possible danger of online class may include solitary confinement of student and pervasive sense of isolation of teacher because there is cohesion in dialogue and community formation. Here both may feel hard-pressed to accept shared feeling of belonging and commitment. Abundance of learning resources can confuse students consequently their understanding and critical engagement will be at risk. The sole purpose as well the structure of offline class is distorted that results complete lack of social presence, eye contact, body language, perceiving of contextual emotion and feeling. There is also some risk to encounter honest feedback and assistance, writing process, performance and evaluation in online teaching and learning.

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Pedagogical Approach and Tools for Virtual English Language Classroom.

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Today every academician acquaints with requirement of virtual world i.e. proper internetconnectivity with students, technological training of teachers for desired pedagogical approach. The major difficulty for an English language teacher comes when it is to teach English

as the second language and literature to Indian learners. To turn this problem into a more interesting task and learning friendly, it is needed to adopt new pedagogy through using online teaching aids and skills in a virtual classroom. Though it is labour intensive and time consuming, but it is a step toward perfection and widening approach to the more learners.

This is a bigger challenge and problem while teaching in a virtual classroom toengage students, making themunderstand the whole concept, giving solutions of their doubts. For this we can make it more like a real classroom by using Interactive Whiteboard, which is efficient enough to show any text, documents, video clips, flash cards, images while teaching.Through the Interactive whiteboard and live chat we can ask questions to draw the prior knowledge of students and make them learn in anefficient way. Since language teaching needs Total Physical Response(TPR) of the students and these skillful approaches and tools can be assisting ways for teaching English language and literature in a virtual classroom.

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The Study of the Problems of Teaching English Poetry to the Degree Students of the Special English at Mahavidyalaya,Pandharpur in the Virtual World.

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The present research paper intends to study the problems of teaching poetry to the degree students in the virtual world in the rural area especially the Special English students of Uma Mahavidyalaya,Pandharpur. These problems begin with the illiterate family background of the degree students in the rural area. The students lack knowledge of English language which makes them fail in understanding English poetry. This problem occurs among near about all the students. The major causes of these problems are such as students' disinterest in reading, writing and listening English language. So it is a challenge for the teachers of English to teach such students English literature especially, English poetry. The second problem that students face is their lack of knowledge of digital or virtual or information technology. They fail to operate the devices like computer and internet. So the researcher has chosen this topic for study. It explores this issue i.e. the problems of teaching English poetry to degree students in the virtual world in the rural area. The research methodology adopted for the study is the survey method taken from the students of the English from Uma Mahaviyalaya, Pandharpur. The collected data will be interpreted, analyzed and evaluated and conclusionsandsolution will be presented at endofthepaper.
Key Words: Study, Problems, Teaching, English Poetry, Special English, Virtual World.

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ELT in the Virtual World: The Catalytic Impact of Ed Tech

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The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn- Alvin Toffler

Educators across the world are making an effort to create an appealing, erudite milieu for the students. The blueprint of teaching English as a language should not be to create linguistic robots. Instead the learning landscape can be widened by the incorporation of a methodology that propels holistic learning. Technology has become entrenched throughout society and is set to transform the future of how education is resourced, taught and assimilated. Educational technology is an indivisible filament woven throughout the processes of teaching and learning. When implemented effectively, it has the potential to transform the didactic experiences, thereby helping faculty to spend more time on the things that make a genuine difference to student outcomes. Several pragmatic studies have shown that incorporating active, virtual learning helps to motivate students and leverages understanding and intellect. Many linguistic experts have supported the idea of integration and access to teacher-endorsed digital educational resources that will revolutionize the teaching and learning practices, create a stronger link between what happens in the classroom and outside the classroom. The present pandemic assigns importance to initiate new tech savvy trends that will make teaching and learning of English language fascinating and fruitful. The role of the instructor thus shifts from 'sage on the stage 'to guide on the side.'. Technology should be seen as complementary to, rather than as a replacement for, teachers as the 'teacher and teacher education are central for the successful integration of digital technology into the classroom.' This paper will analyze the problems faced in ELT and how incorporating modern technology can propel fruitful learning. The need of the hour is to instruct teachers about virtual worlds, facilitate teachers to master digital skills, increase their self-confidence with digital media, and promote the use of new technologies in their professional lives.

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A Paradigm of Online Language Assessment

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A Pandemic scenario force human being to make changes in every sphere of life. It inspired to rethink the sources he have and regenerate some ways to overcome the situation. A field of Education is also affected by this situation. It observed that after the announcement of the nationwide lockdown, the educational institutions started online teaching through various apps, platforms. Mobile learning also was in demand. But real challenge was how to conduct test? Fewer institutions used online tests for a school syllabus which have face to face mode. Necessity

is mother of invention. Some educational institutions, Universities accept the challenge. They used modern technology in this challenging situation. It is proper time to regenerate our resources, rearrange the system to obtain educational objectives in critical situation and in digital era. The crucial task was assessment of language at higher level. Objectives of the present research is to find out the online modes higher educator has used assessing the language performance of students and the way of analyze it. To suggest some innovative modes is one of the objective. The researcher will use online questionnaire to collect the data. More than 30 higher educators from Maharashtra state will be a sample chosen by random sampling. After collecting data the researcher will be analyzing using percentage and t test. The researcher has strong trust that this research will give new path for online evaluation.

Key words: language evaluation, online modes, higher level objectives

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Challenges in Building Human Bridge Amidst Digital World through Language and Literature

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Literature and Language plays a pivotal role in the growth of civilization. It gives spark to the humanity at large as. Literature reflects human nature, its empathy and understanding. It is a timeless piece of entertainment. Reading can take us into different realms and see other people's creative thought processes History plays a fundamental role in shaping literature, every novel, play, or poem you read has been influenced by political context, or a time period, or a relationship from the time it was written. And teaching Language and literature has provided a gateway to teach the reader about life experiences from even the saddest stories to the most joyful ones that will touch their hearts. The present digital world today is changing fast. Technology is driving change around us at a terrific pace. Never before has life been so chaotic and challenging for all. It has profound impact on the way we live and read and teach as a teacher, it has revolutionized and evolved. However, the essence of storytelling and the effect it has on our lives hasn't wavered. This is important within today's society as we're becoming increasingly detached from human interaction through iPhones, FaceTime, and social media. Digital advancements have brought many challenges to the teachers of language and literature which can be overcome by embracing technology rather avoiding it. Literature is something that will never change in the way it makes you feel, regardless of whether that's on paper or as an eBook.

This paper raises issues like importance of teaching language and literature and chalanges faces by we as a teacher thus bridging the gap between literature and technology.

Key words- Language, literature, Internet, teaching, hurdles, padogogy, humanity, sensitivity

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Significance of English Language and Literature in Higher Education

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There is a rapidly growing demand for a Higher Education in the world today. All the research papers and scientific research are made in English language. Also learning computer science can be possible only with help of English language. It is the most common foreign language. At the university level, students in many countries study almost all their subjects in English. In today's global world and with the help of modern technology , English has become the most common and dominant language spoken and used both at the national and international levels. It has international relations and Higher Education in particular, the most important area where English needed. The significance of providing education in English side by side with their native. India is a country with diverse regions and diverse language. Colonialism has left India with the legacy of English, which certainly a boon to the country. Historically , since its introduction to India , English played an important role in media and education.

Keywords - English studies , English language teaching, globalization , communication.

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English Language Teaching through Blended Learning: The Need of the Hour

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Literature and language are the two facets of the same coin. It is well known that a language can be learnt through the study of literature and the beauty of the language lies in literature. That is why in Indian education system certain books are prescribed for English language teaching and the literature in it helps in teaching and learning English as a second language based upon LSRW skills. As the contemporary learner is well-versed in technology, in formal classroom teaching an English language teacher could not do justice to his job of equipping the students with English language fully at LSRW skills, he first took the help of CALL (Computer Assisted Language Learning) and then of MALL (Mobile Assisted Language Learning) and anyhow managed to make his students proficient at English and succeeded in his effort to some extent. But the outbreak of COVID-19 Pandemic which on the one hand has come as a health hazard before the humanity on the other hand has brought the possibility of radical changes in teaching of English language and it has shifted from LSRW,CALL, and MALL to WALL(Web Assisted Learning). To teach English Language has become more challenging nowadays. But the lockdown during these days has been taken up as an opportunity and working from home has enabled the teachers to discover new ways of teaching with the help of technology to disseminate knowledge among students. The present paper is a modest effort to analyse the blending of digital technology in teaching English language along with traditional classroom teaching and to find out the solutions with an effective pedagogic mode of learning to cope with the present situation the whole English language teaching fraternity is facing.

Keywords: English Language Teaching, Technology in ELT, Blended Learning.

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Challenges & Opportunities of Online Teaching: A Rational View

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"Every adversity contains, at the same time, a seed of equivalent opportunity." - Napolean Hill

Education and technology are interconnected with each other. Though a pendamic can never be a blessing for anyone but this lockdown period becomes a blessing in disguise in terms of online teaching. In a virtual class room, there are many challenges a teacher has to face: the lack of face to face engagement with the students, lack of strong internet connection especially in the rural areas, lack of computer literacy, lack of self-motivation in the students and many more. But along with these, English language and literature teachers also have to face other types of challenges to build a comfortable environment for learning or a sense of community in the online environment. English language teachers have to teach in language which is not students' mother tongue, teaching in an over crowded class is in itself a major challenge where the students show lack of interest. But istead of surrendering or behaving like losers we can make a better use of these online technologies. Because being the students of English Literature we believe in, "If winter comes, can spring be far behind?" We can turn these challenges into opportunities by demonstrating our ability in integrating these technologies into the syllabus. This gives us and our students the necessary strength to continue thinking positive, taking advantage of the situation, turning into an opportunity for us all.

In the words of Benjamin Franklin: "Tell me and I forget. Teach me and I remember. Involve me and I learn." Therefore, English teachers have to play the role of facilitators so that the students must get involved into an active participation with the spirit of creativity and innovation.

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Literary World is Itself a Virtual World

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The outbreak of COVID-19 pandemic has bought many drastic changes in our lives and way of living. Today though we are caged in lockdown, but man being a social being, kept in communication with relatives, friends, society through electronic media. Today we have learnt to reside in a virtual world, with virtual meetings, virtual classes, and virtual get together and so on.Teaching of science virtually was always a trend, and accepted. Now a new challenge arose with teaching of literature and language virtually. Then a thought that swept my mind that literary world has been always, a fantasy world, our creative writers has always created a phantasmagoric world, a virtual world and we reached to the realms of that world through their writings.Hence virtual teaching can be very much effective, specially for literature. We can study of a virtual world through a virtual means.It has been the power of literature to create imaginative world, a world or virtuality that can be easily created and taught to students more easily by including slides, movies, pictures in the teaching methodology while teaching in Non-virtual classes we try to create a fantasy world, not only by explaining from the text books, but by slides and movies and pictures, we can easily take the student to that environment with ease. Hence teaching literature and language in virtual world can turn out to be a boon.

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The Altered Face of Teaching and Learning English Literature in the Present Calendar Year

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Teaching and learning in the virtual space is not a recent and new phenomena but for teaching English literature it is something recent and in trend over past few months. Many world universities and institutions have opted this way of teaching and learning. The distance programmes and various courses are taught and learnt through this mode. But, yes it doesn't happen on large scale and especially, in India, we are largely still focused on our traditional mode of teaching and learning. We can't say it is 100% effective and best irreplaceable method because nothing is perfect and has it's certain loopholes. Virtual space means to create teaching abilities and methods using computer, internet and android systems. For a developing nation like India with its society which is not a classless, faces different and many types of hindrances to impart education in a digital and distant technical way. Since it's a land of progress, we are able to cope up with few of these challenges seeking more ways to handle it in more effective way. The year 2020, is a challenging one, hence the academic year too has met with alterations both for the students as well as teachers. English literature relates to arts whereas digital and technical education involves science and technology. They are two different streams of academia. Hence, teacher ought to be knowledgeable about both, so that he or she can adapt to the latest and technical teaching and learning processes. This research article intends to bring under one umbrella, all the challenges with its practical and realistic suggestions to resolve them and ponder over the same.

Key Words :English Literature, covid-19, online classes, digital India, ICT

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Language and Literature Teaching: Challenges of Virtual World

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Education is the primary base for a thriving society and the transfer of knowledge, since the very beginning, has been a top priority for the civilization. People have been constantly looking for ways to make knowledge transfer more easily, more quickly, and more effectively. The theory of education, figuratively speaking, operates at two levels. The first level, the macro- level in the 'education-society' relationship, works with decentralization and diversification, internationalization of education, and the introduction of digital technologies. At the second, micro- level in the 'teacher-learner' relationship, we find a live mix of traditional and innovative methods, combination of an activity approach with an energy informational approach, cognition with constructivism and connectivism.

21st century is called the age of digital technologies and knowledge. In this era of digital devices, we have an opportunity to enable better learning and teaching with technology. Although the technologies themselves are rarely designed with teaching and learning in mind, yet they invariably excite a creative exploration of new ideas for ways of practicing teaching and learning. And thus, virtual world seems to be the natural next step for the evolution of education.

But one of the biggest questions standing strongly before us, the teachers of literature and language, is that are we ready to change ourselves and face the challenges of virtual world? Thus, the present paper tries to summarize the current changes in didactics for the use of innovating teaching methods and study the understanding of changes by teachers. It's main objective is to focus on the expansion of the subject of pedagogy, environmental approach to teaching, the digital generation and the changes taking place, and innovation in teaching.

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Teaching of Literature and Language from Ancient Times to the Modern Virtual World.

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Teaching in the virtual world is a challenge for the teacher and the students both in a country like India which has a rich tradition of teaching of Literature and Language through listening (*shruti*) and memorising (*smriti*). It started thousands of years ago during the age of *Vedas* and *Upanishads* when the students lived in the house (*Ashram*) of the teacher (*Guru*) and studied.

It becomes more challenging in a state like Chhattisgarh with its difficult terrains. It is difficult for the teachers as it involves various challenges like great shift in teaching methods due to entirely different environment of the class. Few other factors that challenge a teacher are lack of technical knowledge required, non availablity of required equipments and lack of honesty and sincerity on the part of the students. Apart from all these factors administrative and financial constrains also serve as great hurdle in achieving the goal.

It is not only challenge to a teacher but for the students and their family members too it is equally challenging. Important factors that pose great threat to the students are their social conditions, their financial status and the lack of technical knowhow required to attend the classes. Connectivity problem in the interior parts of the state and the problem of power supply in some areas of the state.

In the above situation great efforts are required on the part of the students and their family members, teachers, the government and other agencies related to education in Chhattisgarh.

The proposed paper shall analyse the teaching of language and literature in India from the ancient times to the present virtual world of teaching. It is proposed to explore all the issues mentioned above and few more. It shall also provide possible remedy for the challenge.

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Emerging Challenges in Teaching Literature & Language in the Virtual World

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The vital role of virtual world in and out of the class enhances the language learning process. Technology facilitate learners' language and learning skills which is reflected in its innovative use in the literature review. There are many controversial challenges in the field of technology-driven teaching language and literature as against interactive whiteboards. This research article explores some of these areas of disharmony; it concludes by researching few key areas which can help teachers incorporating information and communication technology in their courses. When teachers start talking about concepts such as 'amalgamated learning' they soon find they are advocating about completely different things. Even the term 'face-to-face' can now be equipped as 'face-to-face online' when used to express teaching via tools like Skype.

Connotation when incorporated in amalgamated learning then it is difficult to explain '1+1 is more than two' in virtual world. The best of the teacher plus the best of the technology could result in positive learning outcomes. This technological based outcomes lead the students who love the classroom do not contribute to the knowledge-building on the forums. The students who spend their time on-line become disinterested in attending the face-to-face lessons. Thus lesson ends up satisfying no-one. So, when it comes to the 'virtual' classroom, what connotation does it have? For one person it's electrifying; for the next, it's boring. While virtual classroom has had a major influence on the teaching and learning of languages, a lot of disapproval appears in different segments such as the teaching of grammar, vocabulary, language skills and testing along with the penetration of thought provoking concepts of literature. When it comes to grammar on-line practice concentrates on crisp areas of language at the cost of difficult to perceive areas.

Virtual world provide many benefits, allowing students to cross-check between bi-lingual dictionaries and mono-lingual dictionaries, and encouraging them to review language. But when used for creation, they seem to persuade the selection of the wrong word in English, and teachers can quite easily recognize an article written with the help of virtual world. Teaching literature requires receptive skills which include listening, reading and creating literary work. The Internet has provided plethora of material, offering many more opportunities for exposure to authentic materials, both audio and text. The discussion continues as to how be virtual world responsible for the rise in plagiarism in English for academic purposes. The effect of virtual world on the creative skills of speaking and writing is, arguably, less. If someone wishes to improve fluency, then nothing is better than a face-to-face learning, a discussion class with the teacher. Can the same be said about taking a fluency class using virtual world? You can easily assert that on-line tests actually favor students who use technology, and disregard the assessment of 'affective factors' such as personality and learner type.

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An Innovative Pedagogy of Virtual World a key Contributing Factor

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Change is inevitable, since archaic times the study of literature had injected us to experience the history behind what had been experienced and made us to comply the beliefs with regard to the emotions, trauma, pain and suffering. We have capitulated to every incident that had befallen. The pandemic is historic and has inoculated our lives to live the way it should be. Why we are not wakeful yet to understand what life is and

wants from us death or live life? The pandemic is the cry of nature that is entrenched tangible. The question that grips the writer is why we and not every living creature? The answer is awakening of consciousness within humanity. The new lifestyle has invited many undercurrents of uncertainties yet like the tides of an ocean life has to move on therefore to belief what needs to be fulfilled is paramount. We know the entire crust is in jeopardy narrowing down to manage with the best available resources to confront the robust virus that has encapsulated our life. Challenges are evergreen existing every day so with the emerging challenges transports the inner drive to cope with the landing issues that primarily seemed to trigger questions. Variety is the spice of life in the same way virtual sphere would definitely rejuvenate the environment to adopt and adapt the learning goals through a wide range of tools designed for teaching learning literature and language. The 21st century pandemic has come to unlearn the conventional and learn the pedagogy that would contribute different teaching styles and tools reinforcing the environment through engagement and active learning. A new dawn would lighten up the consciousness to draw attention towards ethics and inculcate accurate teaching learning configuration in the classroom. The study would focus on the aspects of challenges confronted through virtual teaching learning literature and language and consider that life converts the impossible to possible innovatively to battle the challenges and the anticipation to overcome the boisterous speed of the pandemic would be the phenomenon of the study. The findings of the study would reveal how the different methodology, tools and styles would optimize the environment from pedagogical perspectives and this would contribute to enrich abilities and skills.

Key Words: Challenges. Virtual. Pedagogy. Literature and Language. Contribute.

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Emerging Challenges in Teaching Literature and Language in the Virtual World

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A virtual classroom; an online learning environment that impersonate the qualities of face- to- face classroom specifications. Since virtual worlds are recognised as a strong tool in education, they are attracting the interest of a great number of educational institutions and instructors. Initially virtual world is limited to text and document sharing like in chat rooms and thru conferencing systems. But with the advancement in two and three dimensional models and technologies, virtual world depict a world just like reality having real time actions and communications. There are a lot of advantages of teaching language and literature through virtual mode like learners can learn at their own time and phase. It is helpful in long distance learning which gives students and instructors a worldwide exposure. Besides having apparent advantages, there are plentiful shortcomings too. One of the disadvantage of online language learning is less interactive sessions, which in due course leads to dullness in the learners. It is even ticklish to achieve advanced knowledge of language especially if the target is not of the uncomplicated language. Apart from the pros and cons a virtual classroom allows a learner to access quality teachers anywhere on the planet where both the learner and instructor work together simultaneously.

Keywords -English literature teaching; student-related problems; English language proficien

The Challenges of Teaching English Language

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The capability to use language to help solve tribulations is a tool. Rather than trying to understand the world alone, a child can enlist the help of older children, adults, or other authorities. Shale describes the role of the teacher in the "ideal educational processing four parts: First, the teacher and the student determine and validate what the student knows. Second, on the basis of what is determined, the teacher may provide additional declarative knowledge.

1.Strategies of Language Learning: is a term referring to the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively.

2.Responsive & Relationship

A successful classroom, our educators agreed, is one in which students feel known, appreciated, and comfortable taking emotional and intellectual risks

3.Curriculum &Language

English language learners should not be learning the fundamentals of English in isolation; they should be applying their developing language skills to rich academic content in all subjects.

4.Creative Language

The educators I interviewed agreed that productive language skill hard-to-master dimensions of language fluency like speaking and writing should be front and center from day one, even if students feel hesitant about them.

5. Increase Time

."Adding in an extra three to five seconds after we pose a question offers all students time to think, explains Gonzalez.

Key Words: Requirement of Funds, Incomplete Hold Up, Language Barrier, Insufficient Time

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Emerging Challenges in Teaching Literature and Language in the Virtual World

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In present scenario the teachers need to update themselves by adopting the new trends of teaching-learning method.The use of information and communication technology (ICT) has done wonders in carrying out the innovative teaching in classroom in virtual world.Since 2003 the virtual work has been implemented in most of the academic units of the universities throughout the world and there are number of Language Learning Centres.The students of undergraduates are offered basic online courses free of cost.The students choose the course as per their choices.They spend their working hours in virtual classrooms and do the activities to enhance language learning.The aim of this paper is to explore the challenges emerging in teaching languages in virtual classrooms and also how to overcome the challenges.

Some of the biggest challenges in online teaching are:

Virtual Classroom Engagement : There is lack of face to face engagement with students and professors.

Another important challenge is **Lack of practical application** of the tools to be used in virtual classrooms.For example. Visuals,whiteboard,chat,audiodiscussion,annotationtools,polls.

Technological Challenges: Lack of basic technical skill, crashing of system and servers, electricity problem, slow/no network, file corruption,absence of suitable programs (graphics,animation, media player).

Administrative challenges: There is lack of trained staff and electronically based assets and e-learning resources.

The last type of challenge is **Pedagogical challenge**.The lack of knowledge and confidence of the teacher,lack of proper education of students.

To make ICT learning better the teachers and the students should be given proper training, equipment and a proper environment.Thus we can overcome the challenges by managing time ,investing a daily planner,calendar for exams, classroom discussions, doubt clearing sessions.The teachers can help the learners by providing study material also.Every individual student should be given an opportunity and proper guidance to choose their careers.

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Innovative Pedagogical Approach in VirtualClassrooms for Teaching English Language

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We*, as* facilitators generally are used to presenting face to face but facilitating online classes through a virtual classroom interface proposes several new challenges. The media and technology at the same time offered many opportunities to improve the quality of students' learning. Approaches to developing students' virtual classroom competencies, group work and the implication of virtual classrooms, implication and challenges faced are also discussed. Pedagogical innovations have become very important in educational research around the world that aims to change both the goals and practices. The 21st century demands creative innovation that can be supported by use of information and communication technology in teaching learning process. The aim of education should be to improve the professional competence in order to improve the standard of education. Language teachers have always been concerned about the inadequacy of conventional methods of teaching in educational systems. Task based language teaching has been drawing researchers and practitioners attention since 1980 s. Technology has played and will continue to play an important role in the maturation process. This has resulted in greater emphasis on the important role of techniques and technologies in language teaching. The purpose of technology in education is to generally make students familiar with the use and workings of computer and related social and ethical issues. In virtual classrooms, there are opportunities and challenges that are to be addressed in the usage of technology and the service being provided through ICT. The challenging and innovative endeavor the teachers of English have undertaken so far is to integrate media technology in ELT classrooms, in order to improve learner's motivation,

integrated language skills and self learning environment. This paper also explores the impact of internet and teacher's role in the teaching learning process.

Key words - Virtual classroom, Innovative Pedagogical approach, English Language Teaching.

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Emerging Challenges of Teaching English Language and Literature in Majuli, a River Island district of India

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English Education, particularly in rural areas has been facing various obstacles such as poverty, lack of infrastructures, proper communication and transport, mass illiteracy, lack of motivation and confidence, properly trained teacher, etc. English being the foreign language is the most vulnerable medium, yet its importance is tremendous being an official language of diplomacy, administration, education, judiciaryand Information technology. Therefore, in the wake of newfound necessity of virtualization of the education system in India, which is already in a deplorable state, is on the path of leading nowhere.

This study aims to determine how virtualization is affecting the teaching-learning process of English language and literature in Majuli, the only river Island district of India. It will also identify some of the major problems that the education system of the Island face, such as- isolation from the mainland, lack of infrastructural facility, yearly flood, poverty, illiteracy, lack of motivation, confidence and awareness from the parents, impractical and outdated curriculum, unavailability of trained and qualified teachers, etc. In the process it will also suggest some possible solutions.

Both primary and secondary data source has been used in conducting the study. Analysis shows that effective teaching and learning of English will be realistic only when both the learned and learner demonstrate readiness to pay the sacrifices for its attainment along with progressive awareness among the villagers and proper governmental input. Further research could be conducted to identify other problems and also solution to improve the education system of the region.

Keywords: Problems, English, Education, Language, literature, Learning, awareness, Majuli Island.

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Scope of Blended Learning in Teaching English: An Overview of the Post CovidScenario

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The unprecedented scenario posed before us by the pandemic and the subsequent interruption in the regular teaching learning process has on one hand dampened the spirits of educators and learners but at the same time, it has given us a unique opportunity to reexamine and recalibrate our teaching learning methodologies. Technology has suddenly overpowered the field of education and what was considered 'high-tech' in the field of education until a few months ago, has become the 'new normal' now. Digital platforms of teaching are at the forefront and the new emergent technologies have become the latest 'trends'. Talking of English in particular, we have got a chance to be at our creative best, finding ways to expand the imagination of learners through incorporation of various audio-visual resources using innumerable applications/LMSs etc which add excitement and fun to classes. However, we need to understand and acknowledge that this transformation from the traditional chalk-and-talk method to the digital teaching using ICT tools should continue, even after the contagion covid is over because adapting to the fast-changing digital world shall be the need of the hour. The way forward for us from the current situation would be incorporation of Blended learning in our classrooms, which means integration of physical and virtual classes in order to expose the students to a wide range of resources to enhance and substantiate their learning. The current paper is an attempt to give an overview of the scope of Blended Learning in the teaching of English, which can be and should be our biggest take away from the current situation, in the post covid scenario.

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The Virtual Classroom: A More Liberated Space for Critically Literate Discussions on Literary Texts

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To read literature 'politically' is to question a text's face value and discover its implicit meanings and purposes which, in turn, reveal the privileges and powerlessness the different groups of people enjoy or suffer from. The tool which assists the reader to perform such a reading is what is called, after Paulo Freire's *Pedagogy of the Oppressed*, critical literacy. In the practice of reading it works in more than one form, but the essence of all its working forms is the reader's will and competency to interrogate the complexity of the issues raised in the literary text which is under reading and discussion.

This paper will argue that the students' will and competency to discuss and understand literature in a critically literate manner can be exercised more freely, and so more powerfully, in a virtual than in a physical classroom. There are two psychologically boosting reasons for this to happen.First,theonline classroom gives every student, significantly including the shy less 'vocal' students, to participate in the interactive discussions with the teachers and the peers; and the second, the participating students can have the confidence to express personal experiences or controversial views on the themes under discussion. The literary texts dealing with the lived experiences of a dalit's life, gender bias and oppression, and Islamophobia can meet a very richly fruitful critical reception in the virtual classroom that is more inclusive and democratic that the physical one.

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Demystifying Technological Challenges to Teaching Literature Online

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Towards the beginning of 21st century and also the outbreak of COVID-19, Universities and colleges have closed and forced to initiate online teaching. This paper basically focuses on how current online practices challenges and make teaching and learning of Literature more difficult. There is a disruptive shift to move all the existing offline courses online in a matter of days. In general, a complete online course requires an elaborate lesson plan design, teaching materials such as audio and video contents, as well as technology support teams. Providing information, open questions, connections and contexts can be done very effectively with the computer, allowing students to access a wealth of materials at will, even collecting and adding their own notes.

But Teaching through a networked environment presents a multitude of challenges, both technically and pedagogically, which cannot be met without teachers changing their usual habits of working alone. No one, including computer experts, knows enough about the technology, especially busy teachers.There are many pedagogical issues a teacher must wrestle with as well. The teacher's usual authoritative role in the classroom changes radically in this environment; however, what we give up in authoritarian control can come back in lively class negotiations of texts. Students perceive us more as guides or coaches than 'teachers,' telling them what they should think about a literary work. Another major issue has to do with timing; can a dynamic course discussion be asynchronous? In my judgment, the more synchronous it is, the more interactive and lively discussion is.

Keywords: Demystifying, pedagogically, Literature, Technology.

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Ecocritical View in Indra Sinha's Animal's People

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The present paper explores the effect of the ominous Bhopal Gas Tragedy, occurred in Khaufpur resembling Bhopal city during 1984 in The Union Carbide India Limited ,the part of US based multinational company's pesticide plant leaked the poisonous Methyl isocyanate gas claiming thousands of lives .The incident has been commemorated through the novel Animal's People published in 2009 by an eco critical writer Indra Sinha. The novel is the story of the deformed character named Animal, who walks on fours as a victim of terrible gas leakage and narrates the story in the form of series tape of recordings .His physical deformity causes the psychological disorders in his personality .This monumental environmental disaster caused the ecological alienation of the human population as well as the non human beings like water ,soil, flora and fauna struggling to survive in the polluted atmosphere. The novel highlights the consequences of the tragedy along with the plight of the innocent victims who were vulnerable to the injustice done on their part caused by the man-made environmental crisisThe main objective of the eco critical writers is to highlight the inhumanities of the corporate companies. The eco centric consciousness expects sustainable coexistence of human and nonhuman beings in postcolonial scenario.

Of 'Human' or 'Posthuman': Teaching Literature in the Virtual World

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The epistemology of teaching and learning has undergone a tremendous paradigm shift in the wake of the pandemic-hit world. Teaching of Literature, always believed to be anthropocentric in nature is now caught between the dilemma of reconciling the overwhelmingly subtle duality of 'human' and 'posthuman' tendencies in the wake of the increasingly engulfing world of the virtual learning as well as preserving the 'essence', 'core' of literature. In the context of the war between human and technological, a realm of horrifying reality of the death or gradual drowning of the human subject lurking beneath, the fear is; are we witnessing the era of 'posthuman' in practice? Will the fluid as well as flawed nature of contact in the virtual world preserve the unique characteristics which define the human subject as the privileged entity?Are we on the verge of an evolution or extinction? If a transition, is it a smooth one? Such grappling questions of haunting impersonation make one susceptible to existential dilemmas. The paper aims to shed light on such overwhelmingly nuanced faultlines one has to negotiate to impart value education in virtual mode as with the increasing priority of information rather than the materiality of 'human' existence, a feeling of paranoia ensues in the context of extension of subjectivities. Hence, the real challenge is how to humanise the teaching- learning process in the virtual world governed by the mechanical logic of supplements with the lurking threat of dissolving humanity into a mass of produced and packaged reality.

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Social Inclusion of Economically Vulnerable Sector Through English Communication Training

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India has adopted the policy of neo liberalization since 1990s. The inception of the era of Liberalization, Privatization and Globalization has yielded various changes in Indian job market. Private sectors got more encouragement to establish new enterprises and the nature of demand for employees has changed drastically. As the private investors showed more interest in Indian market ,we have gradually become the global hot spot of IT and related trades. The emergence of private sector has ajar the door of job opportunities for the technically educated youths. Today, when India is becoming one of the global power house in the sector of trade &commerce , ascendency over English communication has become a thumb rule to get an opportunity in job eco system. By the help of tax benefits, flexible labour laws, investor friendly government policies and cheap man power, international and national investment are pouring in. The process of industrialization has gained substantial momentum. In this scenario excellent command over English communication has become an essential parameter to judge one's employment capability. The meritocracy of an individual should be assessed by his /her core competency as well as language fluency. Therefore the Indian education system, specially the government funded schools and colleges should re define the executional mode of education. As the poor and lower middle class students are mostly associated with government institutions, the English language training should be incepted from entry level itself. New curriculum should be inculcated to induce spoken English. To cater to the need of employability, the entire education system should give emphasis on enhancement of English communication.

Keywords: Employability, English communication, Language fluency

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Books or Online - Better Mode for Leaning

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We are living in the era of internet today. Right from writing letter, to banking, to learning, everything has gained a new platform - online. In the last few decades, there has been a shift – where everything has procured a new place - from the physical to the virtual. With the introduction to internet, where everything is available to us at a single click, is it possible for us to forgo this change in the technology? Can we actually say it's a change in the perception? More so, this shift has been rather at a fast pace; where many of us have not even got a chance to refurbish our skills. Can we actually say that those who have moved with the pace, have kept themselves abreast with the latest technologies are actually emerging as leaders? Or is it just another fad where actually knowledge seems diminishing and depleting? These are some questions that we, as students and facilitators of language and literature must ponder over.

This seems like a long debate where we need to contemplate the pros and cons of books and e-learning. Gone are the days when a reader kept scribbling in the margins of his books. But now that we stand at a juncture where social distancing has become a mandatory norm of the new 'normal', how much of it should we be able to avoid? These are some very pertinent questions which need to be reinvented.

Through this paper we shall try and focus on the differences between these two modes especially with respect to language and literature.

Key words: e-learning, books, virtual platforms, language, literature

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Changes and Challenges are the Blessings of Pandemic in Teaching Literature: A Study

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Transformation is life. Perhaps it is the best and last opportunity for the teachers to educate the society virtually. Opportunity does not come every day. Now it is the right time to fight for education for all through virtual classrooms. Things cannot change. We, the educational system have to change in the hand of time. If we change, we will survive otherwise we are perishes in hand of nature. It is natures call to change ourselves. Changeable challenges are the sunshine of the universe. So teachers, learners and society have to change, resume and revive in this pandemic situation in all respect. In this modern era we are bound to shift from local to global that means virtually global. We will kill without skill. Virtual classes are blessings of the society. There is no age limit and no geographical barrier in virtual classrooms. This kind of classroom is very effective in developing countries like India. Different effective teaching methods must be introduced by the teachers which will be very challenging and interesting to the learners. Though we have open book examination system but we have to transform and enrich our evaluation system with modern thoughts and equipments. Sufferings and experiences of people in this pandemic with new stories will enrich not only literature but also the whole universe. It is the teachers and the learners whose responsibility is to make virtual classes full of emotions like live sports matches. Considering the population and socio-economic conditions of our country we have to easy with virtual classes which become part and parcel of modern education system of the universe. Society have to embrace technology of education and technology in education then society can transform from pandemic to pan academic.

Key Words: Changeable Challenges, Pan academic, Educational Technology, Nature's Call, Skill or Kill, Revive, Transformed Society

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Emerging Challenges in Teaching Language and Literature in the Virtual World

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Taking into consideration the resent scenario, it is all probability that the next full semester will be "virtual" as campuses will continue to be locked down, and we will have to resort to online teaching. The process of teaching language and literature involves identification of learners' needs, experiences and feelings and overriding so as to make the learner understand particular thing and walk off beyond the known. Enthusiasm, commitment to , and expertise in the process of engaging people in learning are at the core of teaching. In teaching, talking to people is more important than talking at them. Teacher seeks to connect and understand by use of paralanguage. The "classroom", in an online class, is far more impersonal than the physical one.We have familiarized ourselves with, and used, various video conferencing tools to conduct live lectures. We have experimented with new ways to pool study material, preparing notes to gel with digital media and presentations along with experimenting with video recordings. But after the initial excitement wears off, it becomes monotonous and exhausting to talk to a computer screen with occasional interruptions by disembodied voices. Possibility of scanning all the students, peering out of their boxed windows on the screens, in one sweep is next to impossible in online class.This problem magnifies with increase in number of students. Further switched off video (and at times audio) curtails from viewing any students' face adding to the problem. This "anonymity" heightens the already uncongenial ethos. It becomes difficult for a teacher to figure out when to ask a question, and to whom, to check or provoke. This paper aims at critically examining the challenges of teaching faced by teachers of language and literature in a virtual world.

Key words: Virtual, campus, classroom, impersonal, scanning, anonymity.

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Some Aspects of Teaching Literature in Virtual World: A Study

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In this restless hours of the world when all the humanity are facing the heinous clutches of pandemic, the on-going education primarily in the lower and higher institutions are changing its usual face-to face of teaching-learning scenario by transforming the whole process to be channelized through digital within virtual world. Both the teachers and the taught are in a swing of new adaptation method through the newly appeared virtual mediums, like- 'google meet', 'google zoom', 'webex', 'you-tube', 'ms team meeting', and the list goes on. Infact, the people related to academic field are making themselves adept in using teaching and learning process via android world or laptop. In the literatures, the terms like digital humanities and cultural studies are becoming very significant in terms of exploring the various facets of critical issues related to human psychology and society, by large. This paper will make every effort to explore the new emerging challenges for a teacher teaching literature in different angles and the receivers *i.e*, the

students receiving and interpreting lessons as well as the prospects of such teaching tools in futurity within this virtual world before the wide or narrow screen of technological devices. In this respect, the study will make a dive into various genres of literature written in English and try to perceive those new turns all around which are not only evocative but enigmatic too.

Key Words: Education, Digital, Adaptation, Challenges, Prospects.

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Challenges in Teaching English Language and Literature in the Virtual World

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English is the store-house of scientific knowledge. Hence, its study is of great importance for a developing country like India.This paper explores the potential contribution of English teaching in the Virtual World. Drawing on recent evidence it argues that education could play a stronger role – a position reinforced by the new challenges in teaching English language and literature in the Virtual World. Education is the base for a thriving society, and the transfer of knowledge has been a top priority for civilizations since the very beginning. People are constantly looking for ways to make knowledge transfer more easily, more quickly, and more effectively.In the era of digital devices, we have an opportunity to enable better learning with technology. Virtual Reality seems to be the natural next step for the evolution of education.In this paper, I'll show how virtual reality can transform the way educational content is delivered. Although virtual worlds offer teachers the potential to enhance the K-12 curriculum in novel ways, there have been few systematic attempts to instruct teachers about virtual worlds, research their reactions, or track their explorations of these three-dimensional environments.The purpose of this study was to describe teachers' responses to a virtual world for teaching and learning. This study was conducted on the basis of the methodology of teacher research using methods of virtual ethnography. Participants demonstrated high degrees of ability with the digital skills, articulated educational uses for virtual worlds, and identified obstacles to implementation and ways to address those obstacles. This study offers support and a model for others in constructing similar courses for teacher education.

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Emerging Challenges in Teaching Literature &Language in the Virtual World

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A virtual world is a computer based online community environment that is designed and shared by individuals so that they can interact in a custom- build, simulated world. Since Virtual Worlds have been recognized as a powerful tool in education, they have been attracting the interest of many educational institutions and instructors. This study was designed to respond to the find emerging challenges in the teaching literature and language in the virtual world and help teachers to master digital skills, increase their self-confidence with digital media, and promote educators' use of new technologies in their personal and professional lives. Virtual worlds are not without problems for educators. Because of the open nature of public virtual worlds, students may come into contact with content and people that are not beneficial, or distract the students from the tasks which the instructors have set. Also, the technical aspects of the platforms can in and of themselves be barriers to both students and educators. Educators who are interested in using virtual worlds for language, will find that the collaborative, interactive nature of communication in these environments can support good teaching. Virtual worlds provide a platform for both formal and informal communication and this flexibility can provide advantages over a static classroom. Language and Literature are not just a part of human expression but also of life, culture and history. No wonder then the teaching methods proposed by academic scientists are only catalysts that can supplement teaching-learning process, which is independent to a teacher and is subjected to change based on place and time.

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Methodologies for Effective Online Teaching During Pandemic

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The present situation generated out of the China-Virus [Covid-19] pandemic has demanded sea-changes in many areas-whether medical, education, supply chain, trade, agriculture or transport. It has affected the educational system worldwide thereby demanding every stake-holder to rethink the conventional practices which were considered foolproof and convenient. The China-Virus [Covid-19] Pandemic has thrust a sudden change in teaching-learning scenario. This thrust is quite strong for the teachers using traditional teaching-aids usually. The story of struggles of teachers is quite same across the world. The teachers have to suffer sudden transition from face to face learning to online learning. The online teaching requires special skill, it's a different methodology. The challenge is that the teachers are required to be handy in using the modern technologies thereby leaving behind their comfort-zone and take a leap into the unfamiliar technical world of Information Technology. The institutes and teachers who didn't incorporate ICT facilities in their teaching learning atmosphere are the worst suffers. However, it must be reiterated that with easy availability of internet facility and smart phones, the challenges of getting accustomed with the

technology can be overcome easily. The only defining condition is- A teacher has to be a learner for a new leap. The generic rhetoric of challenges in teaching on-line includes poor internet connectivity, socio-economic issues, poverty, digital divide, unavailability of devices, poor retention of learners and poor attendance. Apart from these usual challenges, there are some methodological challenges which are very paramount. An online class is required to be very engaging, supportive and content-rich. It is not the platform alone that makes the online teaching effective. Planning, Executing, Monitoring and Assessment are the key features that make the online classes effective. A well planned and content-rich online teaching session coupled with proper usage of visuals surely binds the learner. A proper evaluation strategy is encouraging for the learners, if they are well informed about it. This research paper explicates different ideas and findings that make online teaching effective.

Key words: Online Teaching, Effective Teaching, Assessment in Online Teaching

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Emerging Challenges In Teaching Literature And Language In The Virtual World The Shifting Point

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Technology propelling world has covered all the fields in present scenario, making an impeccable initiative in academia as well.E- learning has become a requisite aspect in today's scenario gaining momentum by breaking the fetters and catering the pedagogical issues. Accentuating the complex mechanism of change, it has become a pertinent challenge for teachers to accommodate and cultivate flexibility and discipline among students resulting in confusion and a strange sense of isolation.Online portals often fail to perpetuate transmission of thoughts, ideas and knowledge without any disturbances.Communication barriers, technical adaptability, time management are few liminal aspects which reduces the interest and intellectual development of the learners.Teaching in an environment with confined connection with audience, controlled command over speech makes less room for overall growth and exposure of students due lack of participation and discipline.Educators are loaded with multiple responsibilities creating a barricade in learning process.Language require proficiency and precision which comes from competency driven atmosphere where interaction holds an eminent position.It becomes difficult to gain control over body language and gestures through web learning and paucity of connection arises between both the sides.Concentration often getting compromised, constant need of motivation, dearth of personal attention and minimum interaction with educators are key drawbacks of e learning platform.With the advent of beneficiary measures, discrepancies of teaching in online portals would minimize the risk of alienation among students, thus providing conclusion from confusion.

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Emerging Challenges in Teaching Literature and Language in the Virtual World

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The virtual world is a broader perspective of educational dimension. The four walls of classrooms have been extended to boundless areas wherein the education has been flourishing and outreaching to most of the students. The synchronous and asynchronous mode of education falls under the ambit of the virtual world. The other terms can be disseminating education through MOOC or via online classes. As we all know every coin has two faces so does the virtual world possess.There are several challenges that is faced in teaching learning process of English literature and language in the virtual world, which is the dire need to meet the necessity of this crucial hour. When we emphasize on the word teaching it inculcates not only imparting of knowledge but also the process of assessment .Moreover the efficacy in technology becomes the crux of the teaching learning process. Skills for novice , proficient and expert teachers may vary. The virtual world teaching can be carried effortlessly if the students and the teachers are techno – savvy. Apart from technological knowledge , pedagogical and evaluation also needs the same amount of attention. The connectivity issue is the major problem especially when we opt for synchronous teaching mode . The efficacy of the teachers as stated formerly is also a challenge in the virtual world . Teaching of language concentrates more on imitation which gets restricted in virtual world , as we know that language is not only verbal in nature . Strategies to facilitate communicative competency , socialization of language in the virtual platform and creativity in using and adopting materials to aid the teaching learning process is of paramount importance. The lack of techno-trainings also acts as hindrance to the teaching of language in the virtual world. Nevertheless these challenges can be met in near future to add productivity to the teaching learning process.

Key words – Virtual, Teacher ,Classroom , Student , Technology.

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Electronic Intervention into the Malgudian World: A Boon!

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Literature is a source of consolation with humanist concerns as well as it acts as an argent propaganda for a change in direction. The successful teaching of literature owes much to a usually tacit acceptance of interlocking relationships between instructional, expressive and experiential objectives. Literature happens when human beings make use of words to explore and understand, to lend shape and meaning to our experiences and helps us to move confidently in the world we know and then to step beyond it. It reconciles us to the province of imagination.

In much of the conventional teaching of literature, with special focus on novel, the classroom comprises of traditional lecture at one end and the discussion at the other. As we settle into the new normal of working from home, video conferencing and virtually connecting with the learners, deriving advantage of a virtual classroom might lend a desirable variety to the format of a class, serve to vitalize both the teaching and the learning, and particularly might prove a more precise and imaginative vehicle for the presentation of a specific novel or type of novel. The electronic

intervention and the utilization of virtual reality can help us to take note of the possibilities of using scenic technique in teaching a novel. In the wake of the ongoing pandemic which has shaken human imagination in many ways, literary spaces confront numerous predicaments and immense possibilities too. Contextualizing the existing corpus of literature, this research paper seeks to address the issues related to literary spaces and how the ongoing pandemic is a paradigm-shifting phenomenon opening stupendous possibilities in the entrenched institutional practices and learning. With the use of technology, education can surpass the physical boundaries of the classroom and provide the learner an array of opportunities to experience more.In this connection, I will refer to a few novels of R.K. Narayan and try to explore how the immense potentiality of the virtual classroom and multimedia can open up new vistas into the multifarious and phenomenal world of Malgudi. Since a majority of the students are engaging with social media beyond the classroom, it makes good sense to integrate it into learning. Despite the affordances and constraints of the digital space and the process used, the electronic medium can open up a virtually realistic world of the Malgudian panorama to facilitate the student's learning.

Keywords: Learner, literature, Malgudi, multimedia, novel, possibilities, virtual classroom.

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Learning Literature in Virtual Environment: Prospects and Issues

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Virtual environments play a fundamental role in education, particularly in language acquisition. It was approximated that more than 200 colleges or learning institutions were participating in Second Life by March 2007.The enhanced advancement of technology in subsequent years have brought an expeditious need for academic practice that can help predict how kindergarten instruction is being influenced by technological advances. Numerous established language organizations and private language schools are already utilizing virtual 3D settings to facilitate language learning. This study outlines how virtual environment offers a framework for integrating qualitative approach, contextual, and student-centred learning activities. The paper further addresses the complexities and advantages of utilizing virtual environments in curriculum, as well as some of the consequences for the future of education.

Keywords: Virtual Environment, Second Life, Cognitive Remedy, Impartial Thinking

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Challenges to Digital Humanities in the Virtual World

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 It is very difficult and challengeable to teach and learn literature and language through virtual classrooms. Literature requires vast explanation and critical appreciation which is impossible through the online mode. Language learners need practice for learning language skills. Still the well sophisticated digital tools and techniques are not developed for literary studies. Each classical fiction (novels & short stories), poetry and all languages are not available on online portals. This virtual classroom is not possible in places like Jammu and Kashmir where 2G internet speed is provided. Many learners including teachers and students are not well trained in information and technology skills. They need skills to run the software and applications. There is also unawareness about digital learning of literature and languages. Some digital literary materials are priced higher and they become inaccessible to poor students. For language learning, learners require a language lab which is not available everywhere. Every learner is not comfortable with e-learning. It is not easy for teachers who are habitual of print generation to shift towards virtual learning. This virtual learning is more successful in developed countries. There are few courses online available for literature and languages, like in India through Swayam, we could access limited courses for digital humanities. Teaching Literature and language online is an important concern in the virtual world. Through e-learning teachers cannot understand the exact method and approach to adopt for their students. Students also become passive through online learning and they seldom respond on the virtual platforms. This paper will highlight the challenges which students are facing in India in general and Kashmir in particular.

Keywords: Virtual Classroom, sophisticated tools, digital Humanities, e-learning, online portal

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E-Learning- Access, Scope, and Emerging Challenges in Higher Education of Rural India.

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The rapid augment of corona virus pandemic across the India has significantly begun to disarray the traditional teaching methods of Indian educational institutes. Today all universities, colleges and schools are now completely shut down and as per the present situation no one is certain when these institutes will reopen. Therefore educators are forced to impart their teaching responsibilities from their home. Resulting, not only educators but also number of learners are facing thorny challenges in adopting themselves in learning through electronic and virtual methods of teaching to complete their syllabus in given time. This paper reflects about difficulties related to educator, learner and medium of teaching and their possible solutions

experienced during the E-Teaching done in technologically, socially and economically challenged students of India's higher education. The paper also aims at to give constructive opinion on the access and scope of digital learning in rural India.

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Conceptualizing a Technology- Enabled Holistic Approach for Teaching and Learning English Literature

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With the advent of virtual mastering and its use as a tool in pedagogy at exceptional academic tiers and disciplines, the class rooms are gradually evolving into virtual spaces. The computer has already proved to be successful within the coaching and learning of languages. Computer-Assisted Language Learning (CALL) emerged as a pedagogical technique manner returned in the 1960s. Along with CALL, the World Wide Web (WWW) is also now being broadly used in academics for coaching and gaining knowledge of unique subjects. Web-based language learning is rising as a popular approach in language pedagogy. The WWW is substantially being researched for its capacity as a device and train in academics and for devising new technology-enabled pedagogical approaches. This paper tries to review a few recent studies which explore the efficacy of the internet in coaching and studying English literature and also conceptualize an internet-based integrative pedagogical approach. This look at tries to evaluate the capability of the web and analyses the suitable forms of literary works which can be taught using the internet as a tool. The proposal web-based totally- integrative technique isn't anticipated to replace the earlier approaches but to combine with the ones and facilitate effective coaching and gaining knowledge of English Literature.

Keywords: *Web-based integrative approach, Teaching and Learning, English Literature, Pedagogy*

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Challenges and Strategies in Teaching Literature and Language in the Virtual World

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In today's world the Global pandemic has taken a massive hit to each and every part of life whether it is individual, society or whole of the education system. All the schools and colleges are closed so educationists have adopted the virtual teaching as a rich means to provide access to all forms of teaching and learning in all the disciplines. The applications zoom and Google Meet etc.are proved to be the best source for virtual teaching and learning. Educationists are developing various methods to craft different contents worth for virtual teaching. Although they are well equipped and performing at their best yet in India there are many students from primary to the higher education who do not have any access to virtual

learning. So to train those students is the need of the hour.Teaching English in a virtual classroom should be implemented for its pedagogical value at the same time all the students need to learn word processing program to understand the concept of a file and storage media, to use a web browser effectively, to know how to prepare powerpoint slides etc.. we need to learn the language of technology to survive in times of this global pendemic. Grown up students spend most of their time on social networking sites so these sites are the relevant platform for reading, writing and interaction to keep pace with this ever changing technological environment. In my opinion this virtual teaching of English will allow the students a means to continue and connect with the English literature and English Language outside the classroom. We should prepare ourselves and our students for this reality of virtual teaching and learning which leads us in a world where everyone is connected mentally, socially and emotionally. This connectivity is the food for soul.

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Virtual Methods of Teaching Literature and Language Can Hinder the Expectations of the Rural Demography of Chhattisgarh

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A well blended teaching and learning needs a focus on what may best be done on campus, such as face-to-face interaction between students and teacher. This requires a re-thinking of teaching and learning practice, as well as classroom layouts, as more interaction takes place, involving the students and teachers. While teaching Literature and Language online, such as providing flexibility and wide access to resources and experts. Teaching models for both classroom and virtual world must be reconsidered and recalibrated in response to new technological capacities. Nowadays students grew up in a world where technology is a natural part of their environment. Their expectation is that technology is used whenever appropriate to help them learn and develop essential information and master the fluency necessary in their specific subject domain. Continuing advances in digital technologies, social media, and mobile devices such as smart phones and tablets, give the student, much more control over access to the creation and sharing of knowledge about Literature and Language. The rural demography of Chhattisgarh, where a majority of the students comes from the lower strata of the social framework. These students not only suffers economic backwardness but also lack in Digital Literacy. Most of them are not comfortable in such collaborative environments, especially when facilitated through technology. Even the most idealistic students expect to find good jobs after several years of study, jobs where they can apply their learning and earn a reasonable income. This is especially true as tuition and other educational costs increase. Students expect to be actively engaged in and see the relevance of their learning to the real world. Therefore it requires a re-consideration of roles, authority, and how learning is achieved and measured in the virtual world.

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Curating Contents for Virtual Classrooms
Striking the Balance Between Learner's Autonomy and Didacticism

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Learning is the process of acquiring information induced by a single event oramassed from recurrent experiences. Learning has become an economic necessity to survive. Swift changes and increased complexity of today's world poseshave different demands to be met from education. The challenges in conventional classrooms have caused to search for alternatives. An increase in the acceptance of online learning has made the primary goal of education to be the transmission of knowledge to the students but has tweaked the process to facilitate students' autonomous learning. The transition of teaching to learning styles should comprise differentiated teaching strategies, evaluation measures. Recent approaches stress upon open-ended self-directed learning and advocates to be flexible and learner-centric, the students are active participants in the learning process. Teachers are demanded to learn, plan, prepare, share materials, and collaborate with their students virtually. In virtual classrooms, as there is enhanced connectivity between the facilitator - learner, teachers should ensure different parameters are in place to help a learner in accomplishing learning outcomes. Adversities such as the lack of quality, persistence of monologue delivery patterns, intense requirement of self-discipline, self- direction This paper sheds light on 8 components which could build up an effective virtual classroom experience to overcome adversities and validate against evaluation and metacognition of the learners through LOTUS model, a self-evolved teaching-learning tool

Keywords: Virtual classrooms, Virtual learning challenges

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Basic Problems for Implementing Innovative Teaching and Learning Practices of English Language in Remote Adivasi Territorial Part of India

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After seventy years of Indian Independence, consisting efforts are made by Government to bring the Adivasi, Dalit and minorities into the mainstream of society by providing them economical, educational and commercial facilities. We cannot deny the fact government is doing a lot for the upliftment of downtrodden and particularly about Adivasi peoples who are living in remote areas or in territories of Maharashtra, Orissa, Chhattisgarh and Jharkhand. One of national survey given the digits that tribal comprises around 10% of total population of India. Inspite of all efforts by the government is there really something good about their education or their overall understanding about national and international policies about themselves. Are they really aware about changing social, cultural and historical issues, the answer is "No". In the present research paper I want to throw light on little clarity about the aims of teaching in tribal areas. I will examine the anxiety

in the minds of tribal students with a sense of lack of local history, content, identity and existential issues in their syllabus. In this research article I will focus on some problems and their solutions of teaching English language and literature and tried to suggest some solutions on this contemporary issue.

Key Words- Indigenous Identity, Trial Phobia, Innovative Tools, Native Approaches, Clarity of Aim

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Solutions to Enable Learning During Covid-19

Asynchronous Teaching: Building Independent Readership

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Covid-19 has driven students out of their institutes and confined professors to their homes. Physical distancing being the new normal, going virtual seems to be the only way to minimize disruption in learning. The implementation of virtual teaching and learning involves many layered challenges like availability and accessibility of good digital devices, access to high speed broad bands, technical literacy in both teachers and students and the varying levels of perception and understanding of the students. Subsequently creating asynchronous video lecture is the next best alternative to traditional teaching and learning. Video lectures apart from providing flexibility in time and space provide liberty to scan, search and rewatch the video lectures. Ensuring autonomous learning, unmitigated curiosity and comprehension of the subject by students is a challenging task for a teacher in distant learning programmes. For the teachers of English literature and language, the challenge increases manifold. Language inefficiency of students is a big hurdle to overcome. Majority of students catered by the govt. degree colleges have little command over English language. Unperturbed they eagerly opt to study English literature for their graduation and even post graduation studies, English language being compulsory for a U.G. course. Special efforts will have to be made to make the video lectures comprehensible to the students studying English with little or no background of the language. At the same time, it has to be ensured that students' curiosity and sense of autonomous learning is ignited. It can be monotonous to watch long video lectures. Efforts will also have to be made to break the monotony by evolving task based activity and attractive slides.

Technology assisted education of English literature and Language being the prime need of today, the paper aims to provide a panoramic view of the need based distant learning programme by way of Asynchronous Video Lectures.

Keywords: Asynchronous, need based, autonomous learning

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COVID 19 and the Learning Space: Redefining Distance & Transaction in Pedagogy of French as a Foreign Language in India.

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Among numerous modes of technology-enhanced learning, there are not many that have received as much attention as the Open and Distance Education. Modes of teaching/learning are becoming more open and innovative in terms of time, space, curriculum design, organization, pedagogical methods and infrastructure. In the given background, it is clear that the integration of new

technologies into the pedagogical process has initiated a big change in the entire discourse involved.

The Corona pandemic COVID 19 ravaging the entire world since end 2019 followed by worldwide lockdowns even after more than six months, has suddenly compelled schools and universities to adopt predominantly online, blended learning/teaching practices.

Language courses present unique challenges in online instruction. Learning going beyond simple acquisition of linguistic knowledge, encompasses understanding of cultural contexts and the communicative processes initiating the learner to negotiate meanings through reading, writing, listening and speaking. The academic exchange involved must therefore demonstrate the facilitation to enable such interactions, especially in multicultural and plurilinguistic contexts such as India

As for the French language, it is important to remember that technically India does not form part of the francophone space and thus, vis a vis English, Hindi or other or other regional languages, it remains a "foreign language" often allotted the status of an L4, L5 or beyond. The unique range of courses at all levels and types--whether skill based, regular degree programmes or French for specific purposes (FOS), indicates an inherent need for redefining the overall dialogue and the transactional process.

The present article tries to examine critically some aspects of teaching/learning of French as a foreign language in India amidst the global pandemic. It attempts to shed light on the new space that has overnight pushed its way up trying to retrace the narrative of the teaching/learning process through spread of online and blended learning courses.

Though distance learning has traditionally depended much on technology, the sudden switch to online mode has put the focus back on issues of digital literacy on the one hand and logistical sustainability on the other. Naturally, the pedagogical discourse is seen reinventing simultaneously the entire "act of learning" too.

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Literary Edification and Cyber Transitioning

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The year 2020 began with a fusillade of terrible events: from the Australian bushfires, locust swarms in East Africa, conflicts and plane crash in Iran to communal violence in Delhi, floods in Jakarta and cyclone Amphan in West Bengal. Although these and several other misfortunes stain the progress of the year, none could come close to assay the resilience of human existence as the prevailing COVID-19 pandemic. The dreaded disease which has devastated billions of lives and toppled the world's economy, also drastically altered the entire construct of standard pedagogy. All of a sudden the demarcation between workplace and home became blurred, and teachers were obligated to address scores of students remotely through web-based mediums. Presently, the challenges to online teaching and learning are glaring in the faces of educators across the globe. After years of instructing students in concrete classrooms, how would teachers now manage engaging virtual classes without proper training? With debates on the efficacy and need of ICT tools still on-going, and professors in many prestigious universities still preferring the traditional

'chalk and board' method of teaching, how do they rapidly make the unavoidable transition to online mode? While teaching disciplines of language and literature in face-to-face lectures, a productive session involves interaction and discussions to understand the themes and nuances of the subject. Can such a milieu be recreated in cybernated platforms? Moreover in a country like India where nationwide digitalizing is only in its nascent stage, the pandemic-impelled changeover to online classes from the conventional ones is a very critical predicament. Teaching such masses of students literature and theory, language and linguistics while they are still far from network coverage, do not have the requisite electronic devices, is an overwhelming task as they become all the more indifferent and passive.

Keywords: COVID-19, pandemic, pedagogy, web-based, virtual classes, ICT tools, chalk and board, online mode, face-to-face, digitalizing, electronic.

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Covid Curse and Cloud Classes: Carving Signature Pedagogy

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Covid curse continues to be catastrophic.At the face of life turned clamatious,Virtual world and digital ways have become big anchors. Teaching and learning have spontaneously yet suddenly rejigged its modes to new rise. Meeting Students on Skype ,Zoom ,GoogleMeet and Duo have added large choices to airy platforms with remote yet proximal learning.Though the functionality promises much yet more is at the bottom that needs soldierly battling.
This paper explores how crystallised and fluid learning will now appear in new adornments. Will the new corridors of cloud classes blossom into easy fruition or a cautious tread will get calamitous crooning .Without virtual hazmat suits for givers and takers, misinformation and disorientation would gorge on "***the new vulnerable***". Cloud classes need "***new conscience***" before the cunning Codger coronaises with devastation. " ***The new normal***" therefore needs new norms to bring in productive normalcy. A deep Consideration and careful weighing of every move will kill cloud Covid likely to cause learning desertification.

Key Words - Covid,cloudclasses,copingstyles,crystallised learning,fluidlearning.

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Challenges in Teaching English Language and Literature in Virtual Space during COVID 19 Pandemic: A Study with Special Reference to the Select UG Colleges in Western Assam

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Education in virtual space has already gained much popularity and impetus in recent years at globallevel.The evolving landscape of higher education in 21st century India has also been

significantly affected by the new drive of technology. Education sectors across the globe are compelled to use educational technology to provide opportunities to the learners .Like other states in the country, the current scenario of teaching-learning in Assam during the ongoing pandemic period witnesses that teachers are making relentless efforts to make a paradigm shift to the virtual space to interact with students .In this alternative method of teaching ,teachers as well as the learners, irrespective of the disciplines have to face tremendous challenges .But it is seen that HEIs located in the rural areas of Assam are still not very serious towards using ICT for teaching learning purposes. It looks that only the outbreak of COVID 19, has reminded the community of teachers to welcome a shift to new teaching methods like online delivery of contents, creation of videos on preferred subjects for the learners. In the recent past, sufficient attention has hardly been given to teaching-learning in virtual world, especially in institutions of rural areas. The paper addresses some of the real challenges faced by the English teachers while teaching in virtual space to the undergraduate level learners in the selected arts colleges in western part of Assam .It also examines if we, the English teachers enjoy this method of teaching as a part of our regular classroom teaching practice as our curriculum dictates or if it is only meant for such situations like the present one created by COVID 19 pandemic. As far as the emerging challenges in using alternative methods of teaching are concerned, it is also the responsibility of the English teachers to search for viable ways to convert the challenges into opportunities

Keywords : Education, Virtual Space, Challenges,Teachers,Learners,Pandemic

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Developing Communicative Competence through Virtual Classroom

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English language is considered to be the language of global importance and connectivity and its importance is ever growing. Developing communicative competence of the students is one of the major objectives of language learning. In the present scenario of this uncertain environment, more than three million students worldwide are having their education disrupted. Fortunately because of the advancement in technology colleges across the world are getting creative with virtual teaching.

Developing communicative competence in students through virtual classroom is a daunting task. The virtual classroom is a learning environment where teacher and student are separated by time and space and the teacher provides course content through multimedia resources and the students receive the content and communicate with the teacher via the same medium.

Developing language competence in a virtual classroom requires new pedagogical approaches and a redesign of the instructional model. Communicative training can only be a success with the active participation of the learners. This can be achieved by a variety of activities. Collaborative learning approach if applied in the virtual classroom, can create opportunities for cooperation in skills development. Virtual classes require student-centered instruction in which the learners and the teacher interact equally. The teacher should create opportunities for both independent learning and learning from one another, and guide the learners in developing and practicing the communication skills. Virtual classroom can also create psychologically safe

environment in the wake of COVID-19 outbreak as the learners usually participate from the safe environment of their homes.

However the transition to virtual teaching and learning is a challenge to everyone. The teachers are in constant pursuit of adapting to the change and make learning fun, effective and engaging during virtual classes as these classes ask for a better amount of motivation and self-discipline on the part of students than a classroom based course.

Keywords: Communicative Competence, Virtual Classroom, Pedagogical, Collaborative.

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Covid-19 Pandemic: Online Teaching and Learning – A Paradigm Shift and Future Prospects

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'Real change takes place in deep crisis.' Agreeing to this statement I realized this during the Covid-19 pandemic which came as a shock and gave rise to unknown fears and anxieties as to how the world is going to fight and save humans. Seeing its severity, the governments of all the nations affected with the virus all across the world have implemented the stringent policy of lockdown phase by phase. The universities and colleges everywhere remained closed and as a result the mode of education suddenly shifted to online teaching through Zoom or Google apps, the teachers were asked to prepare video-lectures, audio-lectures, study-material etc. as per the syllabi of the concerned universities for the students and there has been a distinctive rise in e-learning resources. This sudden paradigm shift from real classroom to virtual world has posited varied challenges regarding teaching English Language and Literature to the students of semi-urban region where we cater students from all sections. This paper deals with such major challenges which rather have given ample opportunities to the teachers so as to make online teaching of English language and literature more effective, learner-centric and creative. We should keep in mind that for online teaching the teachers need to be properly trained and at the same time proper installation of infrastructural facilities in the colleges or institutions, redesigning or constructing the syllabus or relevant e-content, proper availability of internet especially for the students of remote areas are essentials for successful online teaching.

Key words: covid-19, Pandemic, Paradigm shift, e-learning, Virtual, e-content.

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Lets Talk About The Internet Deprived Students in Post COVID-19 World

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As the world fights through the Covid-19 crisis, life has been put under lockdown nearly everywhere in the world. This has led to the educational institutions looking for an alternate mode for educating and evaluating the students. The quest for digitization of Indian education system has been sped up and within days methods like online classes, online evaluation of assignments, webinars and workshops for teachers to make them familiar with the ICT and MOOCS were rolled out.

Even though this progress is commendable and the whole fraternity deserves a pat on the back for this endavour,unfortunately, a sizeable number of students who don't have access to internet and smart devices have been overlooked. In fact, According to the 2017-'18 National Sample Survey report on education, only 24% of Indian households have an internet facility. 66% of India's population lives in villages, only a little over 15% of rural households have access to internet services. For urban households, the proportion is 42%. A nation can't afford to keep so many students deprived of their classes for long. India still is a few years away from her dream of total digitization of education, which can happen only if all the stakeholders including students and teachers have access and operational knowledge of internet and smart devices.

This study will deal with the alternate offline methods of education that other countries have utilized to deliver education to their kids in their home during lockdown. The role of community, administration and guardians that is necessary to make it efficient will also be discussed and lastly, the present features of distance education mode of education which we can adopt in times like these to ensure an efficient inclusion of all our students into our lockdown education plan.

Keywords: COVID-19, Lockdown, Internet, Offline, Alternate Teaching, Distance Education

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Covid-19 Pandemic Reality: Paradigm Shift from Chalk Talk to Virtual Reality

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Education is the base for a thriving society and the transfer of knowledge has been a top priority for civilizations, across history and boundaries. Educators, academicians, researchers are constantly looking for ways and devices to make transfer more easy, quick and more effective. Current methods of teaching learning of English in the classroom by chalk and talk method, however communicative or oriented they may be, are no longer sustainable and viable. It calls for Paradigm shift and translation from analogue teaching learning practices to digital ones. Virtual worlds have

a special relevance in the contemporary scenario, when all the educational institutions and classroom teachings are locked down due to covid-19 pandemic. They are not only important sites but also the best alternative with potential for academic teaching learning in the 21st century. It will metaphorize the role of a teacher from content delivery to content facilitation. Virtual learning helps to develop digital literacy skills required for navigating with the virtual world, and can take place in or out of classroom or learning context teaching. Online teaching has helped teachers to master digital skills. Looking at the other side of the coin it also has the limitations in the rural context due to lack of internet facility and coverage in remote areas and low social and economic profile of the students. This paper attempts to discuss the trends, challenges, issues and opportunities and recommendations of this translation from chalk talk to virtual reality of teaching and learning environment in the present pandemic scenario.

Keywords- *COVID-19, Virtual reality, Chalk-Talk, Paradigm Shift, Metaphorize.*

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Bridging the Gap : From Chalk –Talk to the Virtual world

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 The education system at present is going through a transitional phase, due to the out break of Covid – 19 . India has always boasted of a rich tradition in the area of learning and education since ancient times . Unfortunately the traditional educational methods is replaced by digital learning and it has become more prominent in the present scenario. With Covid disrupting traditional teaching methods , educational institutes are rushing to incorporate physical distancing while keeping intact social contact. Higher education is now taking its first step into the unchartered territory of.newtechnology .Various tools and technique are used by the educators to ensure accessibility of learning to the students. Especially as we are at a point where we need to find a new pedagogical philosophy that can help students achieve the set of skills required in the twenty-first century for a balanced civic, economic, and social life .

Teaching Literature through digital method posits a lot of challenge for the educator as well as the educated. New technology in education definitely presents a disruptive alternative to traditional teaching staff, but it is very important to inquire at this point how do we use them for the benefit of student .Teaching literature to students requires creativity , ingenuity and innovativeness.Shifting the world of literature into the virtual world ,teachers have to be equipped with a new basket of skills in technology , communication and psychology. This paper aims to present pedagogical models and multiple approaches that can be used by the teachers of literature to discuss the literary text of any genre on the digital platform. The focus is also on the psychological impact of digital learning on students as well as the teachers. These solutions present new openings for education for all, while fostering lifelong learning in a strengthened model that can preserve the integrity of core values and the purpose of higher education.

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Teaching Literature Online at the Time of the Covid 19 Pandemic

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The educational systems across the globe are confronted with a big crisis never seen before due to the Lockdown caused by the Corona Virus (COVID19) Pandemic since December 2019. As per the reports provided by UNESCO and UNICEF 2020, more than 1.5 billion learners of all ages from around the world are affected due to the closure of schools and universities which equals around 90% of the world's total enrolled students. This situation has forced all types of educational institutions to operate at a distance and put certain emergent online teaching practices into place to mitigate the crisis. But, the fact is that the sudden closure of the educational institutions has further widened the problems of learning inequalities. Therefore, as an immediate response, online teaching has been put into practice though without a proper definition, prior planning and set goals. The fact is that online education involves more than simply uploading educational contents through various platforms and media like Facebook and YouTube; rather, it is a learning facility that provides learners' autonomy, flexibility and choice. This paper will serve two objectives. My first objective is to discuss how the presence of an institutional LMS can reach out to all the learners without affecting their regular learning requirements whatever crisis situation they might face. My second objective is to find out how reading literature also plays an important role in framing our responses to a crisis like the current Covid-19 Pandemic. However, my final point will be that teaching literature during the Covid 19 or Post Covid situations will require systematic planning and designing of the curriculum as well as careful formulations of the aims and objectives of a particular English programme to create an effective learning eco-system.

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Towards A Better Understanding – Expectation and Reality in Online Teaching

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Teachers are the people who help educating their students. Students who belong to any age group are taken care by them. As an educator they play many roles. They act as mentors, role models etc. Through their presence they build a warm and healthy environment in and around the class room. Due to pandemic lockdown situation the classroom sessions have been converted into online teaching sessions. Delivering online courses is considered to be an effective one since the portions can be completed and the doubts of the students can be clarified online and they will be ready for their examinations or knowledge upgrade. Teaching other subjects is different from teaching literature through online. Literature is something which has to be felt not to be taught. The emotional bondage between the students and the teacher is disturbed in online teaching whether it's a poem or drama or any literary piece. Physical presence of the students will be missing in online class session and by which they miss mixed or collaborative engagement. Visualizing and learning becomes far better than just listening and learning. In the case of teaching drama, when it is acted and presented by the students it will be more effective than describing it online. In the same way poem when taught in the class with stress, intonation, rhythm etc., can be enjoyed. But in online teaching, due to lack of time the involvement and enjoyment becomes less. Moreover the main

issue, technical problem, can be observed in online teaching. A particular level of technical facility is needed to complete successfully. Completing the portions is not the matter but teaching effectively and efficiently does matter.

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Covid 19 and Amphan Cyclone: Challenges of Teaching English Literature Online to the Rural Students of West Bengal

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The major challenge faced by the Higher Education Department, Government of West Bengalunder the impact of the pandemic Covid 19 is to make teaching-learning a workable process. Without the four-wall bound classrooms shared by the lively interaction of students and teachers, without the familiar chalk-duster- blackboard clatter, the academic institutions have come to a standstill, changing their essential character. The spread of Covid19 and the continuous extension of lockdown are coupled with the ravages caused by the Amphan cyclone that hit the state on 20 May 2020. Consequently, a huge gulf is created between the teacher and the student, between the institution and its stakeholders. In such a checkmate situation, to keep the teaching – learning process functioning is a major challenge.

This pedagogic challenge gets worsened when it comes to teaching English Literature to students who hail from the remote rural pockets of Bengal. As academic institutions are closed down due to the rapid spread of the corona virus, teachers of the English departments of both colleges and universities are now compelled to reach thousands of students online, making a desperate attempt to supplement the traditional face-to-face classrooms with the newly learnt ICT dependent virtual classrooms. In the post cyclone battered state of West Bengal this online transmission of literature becomes further complicated with the network staggering and the internet failing.

The objective of this paper is to question the viability of teaching English Literature online to the undergraduate students belonging to the rural villages of West Bengal in the context of Covid 19 and Amphan cyclone. The paper will make an attempt to identify the pitfalls involved in the communication of literature to the rural students through online transmission. The purpose of this paper is also to examine the socio-psychological barriers that both the teachers and the rural students may encounter while they fight back the dual maladies of Corona outbreak and Amphan disaster on one hand, and make an attempt to complete the new CBCS syllabus of English Literature through virtual engagement, on the other hand.

Keywords: Covid 19, Amphan Cyclone, Virtual World, Pedagogy, English Literature, Undergraduate students, Rural Bengal, CBCS

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Role of Web-Based Learning in Teaching English in the Recent Scenario

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The tremendous change in the world environment has put a drastic impact on the technique of teaching and learning in the recent scenario. With the outbreak of the Covid-19 pandemic, there is a deep impact on the teaching-learning methodologies. We have never imagined that face to face learning's place would be taken by a virtual learning. By looking at the recent situation, we have been compelled to opt for digital learning. In fact e-learning or e-resources has become a mandatory part of our learning curriculum. Thus, learning is now slowly becoming digitalized. Subsequently, we never thought that learning would be in the hands of common people metamorphosing educational potential despite having their own strengths and drawbacks. Learning has now just become a process of clicking. It is solely by this process of click and learns that the students are accumulating knowledge. This educational technology is helping the learners in developing content and course design and thereby making the subject more interesting. However, introduction of web-based learning into English classroom teaching is no way paradigm shift from what we are teaching at present. It is an added advantage to modern classroom teaching. The aim of this paper will be to examine the role of digital tools in accumulation of learning and how web-based learning has become an inherent part of teaching-learning process.

Key Words: Role, web-based learning, e- learning, digital, teaching, learning.

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Teaching Modality at Higher Education Level during and after the Covid 19 Pandemic: An Experimental Study

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Work from home became the new norm for teachers to prevent the increase of the highly contagious Covid 19 which resulted in the disruption of classroom lectures globally. In this prevailing situation the need of the hour is to adapt and re-invent the teaching modality to fit into the new normal situation. Computer Assisted Instruction is an objective and outcome based teaching strategy with a blended pedagogical approach to engage students into active learning. Studies confirm its effectiveness and are recognised worldwide by academicians and researchers.However, limited empirical investigations are available to confirm about its effectiveness at Masters Level. Accordingly, this study investigates the effect of using Computer Assisted Instruction versus E Lecture Method of teaching via different online platforms as study tools on academic achievement among the first year M.Com students of Assam Don Bosco

University, Guwahati. The research followed an experimental method to conduct the study The analysis found that the academic achievement of experimental group of students taught with Computer Assisted Instruction is significant and their overall performance on the Formative Assessment increased in higher levels learning compared to the control group taught with E Lecture Method and this is the contribution made by this paper. The academic and administrative implications of these findings will be useful in designing effective teaching strategies during and after the Covid 19 at different levels for different courses with the aim of achieving a sustainable model for imparting quality teaching-learning practices thereby achieving the learning outcomes in challenging situations.

Key words:Teaching Modality, Computer Assisted Instruction, E Lecture Method, Academic Achievement, Guwahati

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Creating the Virtual World for Teaching Language and Literature in the Contemporary Situation: A SWOC Analysis

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Humanity, the most evolved species on the Earth, has been witnessing a multifarious display of inventions, alterations, modifications, diversifications, unifications and transformations in almost all domains of activities related to life in the process of evolution along with numerous disruptions and devastations arisen out of both man-created and nature-created crises since the very inception of its civilization. As a matter of fact, education as well as teaching overrides many changes and challenges by being adapted to flexible modes and modules from age to age. Right now, consequent to the nauseating impacts of COVID-29 pandemic on all segments of population, all nook and cranny of the world and the lifestyle, the stakeholders of each and every sector including education at large and teaching of language and literature in particular, which is believed to be viable in physical sites of learning only and insensitive to computer-simulated environment, are compelled to cogitate over the use and utility of the virtual world. Honestly, the incredible advancements in the area of ICT(Information and Communication Technology) have augmented the feasibility. A SWOC(Strengths, Weaknesses, Opportunities and Challenges) analysis of the teaching of language and literature in the virtual world may help us to access the extent of its attainability with all pros and cons.

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Addressing Trending issues concerning E-learning: Now is the Time

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In the time of emergency during Covid-19, when every single thing was locked out, Online Education and learning simply proved to be a blessing for learning and utilizing ones time, and

definitely, for students to complete their pending syllabi. It instantly offered students and employees a very flexible and convenient way of acquiring new skills and knowledge. It is the only means of providing education to the masses on such a gigantic scale, and at the same time, dealing with the individual's special interests and requirements. Distance education, E-learning, and Virtual classes, libraries, etc. are names commonly given to this way of learning using World Wide Web and Internet. No doubt, it required technology savvy skills apart from an extra level of self-motivation, discipline and time management. The purpose is to familiarize with the problems being faced by the students, researchers, and of course the tutors. In this paper I intend to study and propose some steps that will help in improving this means of learning, and so not lagging behind in any way.It is important to understand that having an awareness of the side-effects of e-learning will also be beneficial for future practices and better results.

Keywords: E-learning, internet, World Wide Web, Problems, Students, Tutors

<p align="center">***---ooo---***</p>

Emerging Challenges in Teaching Literature& Language   Virtual World

<p align="center">
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</p>

Education is the base for a thriving society, and the transfer of knowledge has been a top priority for civilizations since the very beginning. People are constantly looking for ways to make knowledge transfer more easily, more quickly, and more effectively. The accelerated pace of technological innovation in recent years has created a pressing need for educational research that can help us better understand how school learning is being mediated by emerging technologies. Virtual world offers the teachers to enhance their potentiality in the novel way. Few attempts in the systematic manner has been made which guide the teachers about how to use the virtual worlds, research the reactions or keep the track of their explorations of these three-dimensional environment. In the present scenario teacher must get updated with all the virtual system currently in the system and prepare the course material in such a manner that it should be so interesting that learners get interested more and more as they enter the next levels of learning. Virtual world is also beneficial for the learners as, it enable the language learners to learn foreign language with lower anxiety. It also provides the learner a small virtual community world where they can develop their skills of constructivist learning, collaborative competency, and communicative competency. Today's youth are surrounded by popular culture and digital media (Alvermann, 2002). They read and write in digital forums and textual forms that allow them to enhance new literate skills and abilities and learn content concepts. Virtual worlds offer a promising context for academic learning.

"The future of online education for the humanities, therefore, involves not only the implementation of online teaching but also our understanding of the process of symbolic production of ourselves as human in the history of textual technology" (David Malinowski).

Key words: Virtual World, Literature, Language, Teaching, Challenges, Virtual Learning.

Emerging Challenges in Teaching Literature & Language in Virtual World

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We are living in a technological era. Technology has dominated every walk of life, and education, as well as teaching, is no exception to it. In the age of internet revolution, teaching literature and language with the aid of Internet Communication Technology (ICT) has become a challenging task for teachers. Likewise, studyingliterature and language in a virtualclass room has also been a grave issue for learners. The teaching of English language and literature in the virtualclass room is intertwined with a variety of issues that affect learning objectives. The plethora of knowledge is available for learners on multiple you tube channels. Knowledge is flooding on the pages of Google. The present paper throws light on the merits of the virtualclass room. It also discusses and analyses the issues faced by the teacher and the learners inthe virtual world. Can technology replace a teacher is an important point of discussion?Further, it analyses that in the Indian scenario when the economicstandard of people is not so well as to afford ICT based technological devices like smart phones, lap tops and computers, will it be a wise decision to teach students through the virtualclass room. In the government schools and colleges where students depend on government aid for their food, cloth and shelter, is it possible for each and every student to access and enjoy the benefits of the virtualclass room? The more important point of discussion is the effectiveness of virtual classroom teaching. Is the online mode of teaching is more telling than the real classroom? The fundamental objective of education is all round development of student's personality that implies the development of the cognitive, affective and psychomotor domain.Does the online mode of teaching fulfil this purpose?The teaching of language and literature through online mode needs a revision of pedagogical and methodological approaches.The paper emphasises to incorporate a blendedapproachof teaching-learning .

Key Words: Blended earning, ICT, Online mode, Pedagogy, Virtual class room

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Challenges Faced While Teaching English in the Virtual World

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Teaching has surely come a long way from the gurukul system in ancient times to the 21st century; which initially saw technology taking baby steps in the field of education. Today with the onslaught of Covid-19, teaching has become synonymous with technology. The teachers faced the immense challenge to create a virtual world, where learning happened, unhindered in the face of the pandemic. They had to equip themselves with resources, learn the necessary techniques and prepare a student-friendly product which had to reach their students at their respective homes, deliver knowledge, all without leaving the confines of their own homes. Working from home, for teachers, isn't as comfortable as it seems.There are deadlines to be met, the erratic and expensive internet availability, connectivity issues, technological accessories like a headset, webcam, mic,

and of course access to the variety of reference books which were left behind at school or in libraries. The strain on the eyesight,the spondylitis issues, the illiteracy of technological know-how simply add to the burden of the teachers, who have never shirked away from the physical exertions demanded by this profession. Standing for long hours throughout the day, straining our voice boxes, controlling a class of 40 odd over–energetic students, checking and grading their copies, preparing test papers and answer-keys is no mean task. But doing the job with hardly any, or limited training isn't the solution. Teachers need to be given a chance to learn the ropes effectively through online and offline support, work out the timetable and be informed in advance to help them equip themselves better. As I recently saw in an online poster: 'Remember that school buildings are closed. The teachers are working harder than ever.'

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Corona Pandemic and challenges in Teaching Literature and Language

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The Corona Pandemic has engulfed the entire world and has created hazardous effect on almost all the walks of life. It has paralyzed the normal functioning of life and activities globally, affecting both the administrative and public domain in stunning manner. It is probably for the first time that the present generation of entire world and its activities have been receded in its oyster cell, jeopardizing almost all the possibilities of normal functioning with the least scope of usual phenomena in almost all the spheres of life, shutting down all the probabilities and potentialities of decent life. It is definitely plausible that in such a disastrous atmosphere virtual technologies have emerged as potent force and beacon source of hope globally to resolve and restore at least the usual phenomena to some extent, though not in its real nature, aptitude and mode and efficacy of action. Educational phenomena has also suffered immensely and is passing through the similar situations as other spheres and walks of life, posing a severe threat to learning and teaching, especially when it is related to English as foreign language and literature, almost alien as second language acquisition which is different and nature and temperament against the inherited one. When we take into account English as foreign language and literature, it presents more challenges and intricacies in accessibility of both language and Literature. The first and the foremost challenge is the challenge of availability of ICT and technological amenities on the one hand and on the other skill and expertise in its effective handling and application, on both the fronts both learners and instructors and teachers. Now when we think about application virtual teaching of English as foreign language and literature it creates numerous challenges tenable, especially at the level of learners who are neither well versed in the language nor accessing online technicalities competently. There is drastic change one witnesses while teaching English language and Literature in real classroom with that of the virtual teaching, for learners don't learn through only linguistic mode of communication, rather they also derive a lot through gesture, body language via eye to eye contact. Though virtual classes cannot be treated nearer, closure and parallel to actual classroom teaching, yet it can be taken up as most potent and viable option to the real one, especially at the time of global pandemic threat. The present paper is humble attempt to e the different challenges related to virtual classes placed against actual classroom teaching.

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India Faces Pandemic Covid-19 Disrupts of Teaching and Challenges of Poor Students

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Today , India passed away a pandemic situation. Not, only the India, among around the world faced the spread of virus. Here we talk about the profession. Teaching itself a challenging job. Online has become the default mode of education during this long lockdown period in the wake of covid 19. What does this mean for the institution ,teachers, academic and students. The covid 19 pandemic set to change the world sooner than be know. The way our government, institutions, organizations and people think and function will radically change – perhaps for the long term. Among many economic sectors, the higher education sector is under going a tectonic shift right now. The pandemic has significantly disrupted the higher education sector as well, which is a critical determinant of countries economic future. A large number of Indian students enrolled in universities and colleges abroad if the situation persists, in the long run , a decline in the demand for international higher education is expected. Needless to say, the pandemic has transformed the countries-old chalk-talk teaching model to one driven by technology. Main disruption in the delivery of education is "lockdown". Lockdown is disrupting our education systems, the last few days have finally seem a flurry of activities by the ministry of human resource development and various regulators including Higher Education, CBSC, NCERT etc. To find alternatives to ensure the communication of education. Limited internet availability, the 75th report of NSSO for 2017-18 highlights some of the measure issues that this new model would have to addressed. All India percentage f households having internet facilities stand at 23.8% with rural areas availability at 14.9% and urban areas 42%. Difficult but , new experience, teachers on online schooling-classes during lockdown. In India more than 15 lakh institution are closed and about 25 crores of school and college students are not able to go to their school and colleges. More problems or difficulties of teacher on online classes that's like online teaching is boring for students, students faces technical difficulties, due to lack of human contact, lack of communication and motivation, online learning a challenge for low income students because many students don't have smartphones or laptops to attend online classes. Because of their financial problem they how to be afford this expensive expenditure. In lockdown period its to be more tuff for their survive. So low income students does not get their minimum daily needs. So how could they purchase smartphone, internet connection.

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Covid19 : Challenging and Changing Approaches of Teaching English

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"No more pencils no more books
No more teachers' dirty looks
Out for summer, out till fall,
We might not come back at all/
School's out forever/ School's out with fever".

We never thought that these lines of Alice Cooper seems to have come back to bother us. In the beginning of year2020 lexicographers have experienced to observe a bigger increase in usage of a distinct word in a very short phase of time. The word which devastatingly dominating global discussion is *Covid-19*: a short form of *Corona virus disease 2019*. The pandemic has shaken the entire world resulting in change of our life style in global perspective. People are quarantined in their homes, doctors, nurses and other corona warriors are fighting with the decease constantly. Many cities are facing lockdown for weeks and even after many announcements and extensions, it is hard to forecast the opening of educational institutions. The post pandemic environment demands a great change in mindset in emotional, social and educational part. This situation has also changed teaching approaches. Face to face classes have been cancelled by number of colleges and universities all across the world and virtual classrooms took the place of physical classrooms which is the need of the hour. Virtual classroom teaching that seemed unusual weeks ago is now becoming essential to deal with the impact of Covid-19 situation. At present, teachers are trying to engage with online teaching and learning. This paper will study the growing adaptation of online teaching and learning processes for future generation and its challenges.

Key words: Covid-19, virtual, teaching, education, challenges.

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Emerging Challenges in Teaching Literature &Language in the Virtual World.

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Teaching is a disciplined and organised social activity where both teachers and learners share and exchange their ideas, knowledge and experience with each other. As it is a social process, classroom sitting and the direct interaction between teacher and student is the single most important element in teaching. Any kind of literature and language is a vast topic which itself is a challengeable teaching process in a classroom. Additionally, pandemic Covid19 is hammering this process. But whatever challenges we are facing, whatever circumstances are weighing us down, we should be so sure not to stop our education. Time never stops for us. So we have to walk hand in hand with education and this pandemic situation. It is possible through information and communication technology. But in this also we face many challenges. So our duty is to overcome the challenges or challenging the challenges in the teaching process and help students.

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Teaching Literature and Language Virtually: A Challenge in JKUT in 2020

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Virtual education is very important for a thriving society. With the advancement of science and technology the process of teaching and learning has completely changed. It is important that the new learning styles must evolved in a regular classroom setting so that the students must learn in a better and effective way. It is the need of the hour, to transfer the knowledge more easily, quickly and effectively. Virtual or Online education transforms the way knowledge is delivered to the students. It is like an evolution in the process of teaching and learning. As the students are involved both physically and mentally it is very useful in content creation as it also boosts the creativity of students. It is a well known fact that the things which we visualize has a long retention and in virtual learning students actually see the things they are learning about. Visualizing the complex functions, mechanism, plot, structure of the text in literature make them easier to comprehend and helps the students to critically analyse the text. As in the words of David Malinowski, "the future of online education for the humanities, therefore, involves not only the implementation of online teaching but also our understanding of the process of symbolic production of ourselves as human in the history of textual technology." Due to the pandemic of COVID-19 as all schools and colleges are closed it is only the virtual learning which help the students to learn and gain knowledge from home. But in JKUT internet services are suspended from last many months which become a hurdle in the process of e-learning. This paper analyses the problems and challenges faced by both teachers and students in the process of Virtual learning.

Key Words: effective, knowledge, learning, teaching, transformation

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Lack of Emotional Connect - A Challenge.

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Teaching, in itself, is a challenge – a three pronged one in which one person tries to explain concepts or thoughts and ideas of another person, to yet another person - viz a teacher elucidates a work or an author to a learner or a student. In today's disturbed world, yet another challenge - of teaching in a virtual world has been added. The Covid-19 pandemic has changed the world forever. Definitely online teaching has emerged as a big blessing because above all, it guarantees physical safety for all. It also provides for greater flexibility, reduced pollution and stress levels caused by commuting, and reduced costs. E-content is readily and easily available and as such, students have the privilege of access to the greatest minds and knowledge. There are however some drawbacks too, such as technical problems, or a high dropout rate : as statistics show that only 10% of students who register for a core online course actually complete it. There may be the problem of boredom also but in a way the "lack of emotional connect" may be called the biggest challenge in the virtual teaching world. This is more so in the teaching of literature and language which are themselves rooted in emotions. So particularly for these two subjects, the words of

Emily Ely from Mary Baldwin University ring true as she writes, " the bells and whistles of technology tools do not necessarily provide the best outcome for student learning......" A case in point is that simulation while of great use in subjects like the life sciences can only be perhaps used with discretion in Literature. This is because imagination, a cornerstone of intelligence and of literature studies, must needs be encouraged and nurtured . A poem like Daffodils, for example, may be taught first and then the pictures may be shown so that mental pictures may be created, and not just be observed by the mind.

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Teaching Language and Literature using Virtual Space to the Students of Law: Challenges and Opportunities

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Law and Language are inseparable. To be an expert in Law entails being an expert in Language Use. Teaching English to Undergraduate Students of Law requires a multi-staged approach where one must first work on enhancing a student's General English followed by teaching of English for Law (including Legal English/ Legal Language). Owing to its complexity and typical usages, Legal Language is considered to be a separate language in its own right by some experts; therefore, it becomes quite challenging to teach Language to the students of Law given the time limit and the diversity of students in Indian Classrooms. Universities offer courses on Law and Literature as well. This not only helps the students of Law develop a nuanced understanding of Language and hone the skills of analysis and interpretation, but also gives them an artist's perspective of how Law and Legal Machinery affect life. COVID-19 has forced us to drastically change conventional classroom settings due to which the teachers will face an array of challenges while teaching Language and Literature to Law Students in the virtual space, especially in a country like India with a diverse student profile. The space classrooms provided for group activities which are considered vital in Language Learning may not be available easily now or with strict Physical (Social) Distancing norms. While virtual space replaces physical space, infrastructural as well as pedagogical challenges abound and at the same time new opportunities appear on the horizon. Alternative lesson planning based on student profile, enabling easy access to online databases, reliance on more learner autonomy can be a few ways forward.

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The Scope of Virtual Learning in India: Concentrating the Challenges

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The world of technology and science has an encompassing role in the radical developments that happened in the modern society. The last two centuries had seen revolutionary changes in every field that are related to the lives of human beings. The field of education and learning are not an exception for this global phenomenon. As like every other field, India has also utilized the

benefits of technology to the world of learning and virtual learning has become part of educational system in the nation.

ICT enabled classrooms, You Tube channels of various universities and colleges, educational channels, augmented reality interactions, national digital library, e-pgpathshala, various groups in different social media platforms performed as ancillary resources for the mainstream education. However, the pandemic COVID-19 and the subsequent events of prolonged lock down emphasises the replacement of conventional modes of learningwith the virtual platform of learning; online lecture videos and e-notes, webinars, Google classrooms, Google slides, online interactive sessions, and many other aspects of digital learning have become inevitable in the process of teaching learning.

However, in the special context of India, teaching learning process through virtual means brings unparalleled challenges for both teachers and students. The incompetency of teachers in using digital technology is the most important hurdle in the optimum utilization of the advantages of virtual learning. Most of the teachers in India have exclusively been using traditional methods in their teaching process and subsequently the major concern in implementing digitally supported learning system is to equip them with digital tools. On the other hand, students face multidimensional challenges in the world of virtual learning in terms of emotional, economical, technological, and psychological aspects. The paper is an attempt to deplore various aspects that come as hindrances in the process of learning on the virtual platform.

Keywords: Covid-19, Teaching Learning, Virtual Learning, Hindrances and Hurdles.

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The Impact of Linguistic and Social Factors on EFL Learners' Free Composition

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This study aimed at investigating the linguistics and social factors that affect EFL students' writing a free composition at Almozahmiuah College, ShaqraUniversity in Saudi Arabia . The study reviewed the writing performance of the students and the difficulties that obstruct the process of writing accurately in the target language. Challenges can be more problematic to EFL students in writing free compositions as it demands linguistic and social abilities as well as the mechanism of writing. This study examined the ways in whichlinguistics and social factors affect EFL students' writing. Two questionnaires as data gathering tools were used. Twenty EFL lecturers of English language at different Saudi universities and seventy EFL students responded to the questionnaires. A descriptive analytical method was used for conducting this study. The (SPSS) program was used to analyze data. The results of this body of research show that a number of factors may negatively influence EFL learners in writing free composition. The findings showed that Linguistic and social factors influenced EFL students in their written work, especially in free composition. Moreover, learners were not able to cope with the grammatical and social norms in the written work effectively. It is found that these students challenged many problems in composition writing: Mother tongue interference, lack of vocabulary, lack of interest in writing, and inadequate reading in the target language. It is recommended to reduce these difficulties and errors; intensive and extensive reading should be encouraged and appropriate approaches and techniques should be adopted to teach the writing skills. Obviously those findings would guide us to suggest some

relevant pedagogical implications to improve the students' level in writing. Students need their teachers' help that can be given in different forms such as advising them, directing them, providing them with the needed rules, and encouraging them to write. Given topics should be selected according to the students' level. The study suggested that new approaches must be adopted to overcome the barriers that hinder the EFL learners when write a free composition.

Keywords: Linguistic; Students; Composition; Barriers ; linguistics

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Virtual Learning During Covid 19: Boon or Curse

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Proposed paper discusses pros and cons of online learning. Demand of Covid 19 is virtual classrooms. Points under discussion would take up view points of both the instructors and those to be instructed. Focus would be on imparting knowledge of English Language and Literature through various applications and its success or failure. India has been trying its level best to get it's own space in Global World that relies much on technology. Covid 19 has laid bare many truths regarding these attempts made by tech savvy educationists. Does technology in the field of Indian Education has much attraction for students? Paper would like to take up this particular question. This question would be discussed in regard to present day mind-set of students taking online classes. Paper is not just about what students feel about this new pattern; it also tries to shed light on how teachers have taken up and faced this challenging situation.

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An Ethical Perspective Towards Reducing the Educational Impediment

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With the outbreak of the pandemic Covid-19, life of the habitants of the planet has not only been disrupted but it has also created craters in our ways of leading life. Education has always been the pivot around which the other activities of the society is based . But at this juncture of crisis , it is evolving to be the area of major concern. Education and the process of becoming educated has been a part and parcel since early days of civilization in the history of world. It has always been a major support and guide for an individual to become well versed not only in the various worldly ways but it has also enabled a person to develop a better and clearer understanding of life itself. But, today the whole education system is suffering from serious hurdles . Difficulties acting as buffer zone is not only related to the health challenge that the entire world is facing but it is also owning to the technological , economic and situational drawbacks. While, the decision to continue with regular lessons through virtual mode has been taken but it has become a resource to limited number of students.

Thus, this paper of mine would analyze all the prevalent problems that the students are facing at present times. Now, as the concept of education is a joint venture amongst a student and teacher, therefore, it poses challenge for the teachers also to conduct their classes effectively. This paper would also accentuate that how remaining morally motivated can solve in overcoming the issues which is globally been faced now in the era of education.

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Challenges and Adaptability of Language Teachers Towards Virtual Classrooms During Covid 19

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The outbreak of COVID 19 has locked down entire country and created a crisis situation. It compelled all Educational Institutions to close down. To keep teaching-learning process continuing, massive shift is being observed from physical classrooms to virtual classrooms at all levels of learning. Language plays a key role in learning. While learning any subject, students assimilate new concepts when they listen, talk, read and write about what they are learning. Hence meaningful language learning is a must.

Creating a conducive learning environment to teach languages effectively online, necessitates the use of virtual classroom by Language Teachers. However, it may create various challenges, unless the mindset of the teachers is positive and ready to adapt to new situations. A true teacher is the one who takes up the challenge and is ready to learn, unlearn and relearn.

The researcher aims to find out the adaptability of language teachers for online teaching during COVID pandemic. It emphasises on the challenges faced by the language teachers while implementing e-learning platforms and teaching language in virtual classrooms. An online survey of 50 language teachers of Jr. College in Maharashtra is being conducted. Analysis of data is in process. The research findings will prove useful to other language teachers and make them aware of the practical problems while conducting online classes and strategies to adapt to online language teaching.

Key words: Language learning, Online teaching, Virtual classroom.

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Demystifying Technological Challenges to Teaching Literature Online

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Towards the beginning of 21st century and also the outbreak of COVID-19, Universities and colleges have closed and forced to initiate online teaching. This paper basically focuses on how current online practices challenges and make teaching and learning of Literature more difficult. There is a disruptive shift to move all the existing offline courses online in a matter of days. In general, a complete online course requires an elaborate lesson plan design, teaching materials such

as audio and video contents, as well as technology support teams. Providing information, open questions, connections and contexts can be done very effectively with the computer, allowing students to access a wealth of materials at will, even collecting and adding their own notes.

But Teaching through a networked environment presents a multitude of challenges, both technically and pedagogically, which cannot be met without teachers changing their usual habits of working alone. No one, including computer experts, knows enough about the technology, especially busy teachers.There are many pedagogical issues a teacher must wrestle with as well. The teacher's usual authoritative role in the classroom changes radically in this environment; however, what we give up in authoritarian control can come back in lively class negotiations of texts. Students perceive us more as guides or coaches than 'teachers,' telling them what they should think about a literary work. Another major issue has to do with timing; can a dynamic course discussion be asynchronous? In my judgment, the more synchronous it is, the more interactive and lively discussion is.

Keywords: Demystifying, pedagogically, Literature, Technology.

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Learning Language Virtually

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Some evident advantages of learning online classes are as under:

- In present times of COVID 19 pandemic when the students have no way to learn or start the studies of their prescribed syllabus the online classes are a boon for them to get connected to their own academic institutions and faculties and also from other organisations aiding them to gain thorough knowledge of their prescribed topics.
- Awareness among children to use internet and this familiarity with internet would broaden their horizon and cultivate their curiosity to go beyond the syllabus and look up around the world for information thereby making them competitive with their global cohort.
But while the advantages are evident there also some challenges which too need to be addressed, which are as under:
- To teach a language virtually is a complex task as learning a language demands expression which is difficult to be revealed online. For instance, the students who need special attention with regard to English language cannot be taught perfectly through virtual teaching as they still need personal guidance and handholding in the initial phase. Though today language are developed by way of various interesting means but even then the true impact on the learners is less as compared to classroom teaching and this could be attributed to the element of spontaneity which is present in classroom teaching.
- Besides, another major drawback that have been witnessed by learners is the lack of availability of proper gadgets which would enable them to become a part of virtual classrooms. This could be due to their financial position. In cases where digital infrastructure is in place there the issue is of impact on eyesight and general health due to long hours of watching the screen of the digital devices.
- Another issue of using digital devices is the probable reduction in attention span which would affect the recollection capacity of the learners.

But despite the push and pull between the advantages and disadvantages of online classes it is for sure that online classes have become mainstream and would remain so in times to come due to its evident benefits.

Keywords: Connectivity, horizon, curiosity, global cohort, handholding, spontaneity, digital infrastructure, general health, attention span.

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COVID -19 and Online Teaching in Higher Education: A Case Study of Punyashlok Ahilyadevi Holkar, Solapur University

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Starting from the March of 2020, the outbreak of the COVID-19 caused Indian universities to close the campuses and forced them to initiate online teaching. The Central Government of India has been giving instructions for using online teaching platform in the period of Pandemic COVID 19. This paper focuses on a case of PunyashlokAhilyadeviHolakar University's online education. Six specific instructional strategies are presented to summarize current online teaching experiences for university instructors who might conduct online education in similar circumstances. The study concludes with five high-impact principles for online education: (a) high relevance between online instructional design and student learning, (b) effective delivery on online instructional information, (c) adequate support provided by faculty and teaching assistants to students; (d) high-quality participation to improve the breadth and depth of student's learning, and (e) contingency plan to deal with unexpected incidents of online education platforms.

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Learning Language in the Virtual World

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"What's true of all the evils in the world is true of plague as well. It helps men to rise above themselves" said Albert Camus in *The Plague*. For the past three months the whole world has gone indoors due to the on-going struggle battling with the COVID-19 pandemic. The emergence of Virtual World in teaching- learning recently had revealed the evolution of sympathetic consciousness mixing man and machine. Learning a Language is a dynamic process and not static one. Emerging challenges around can either make you strong or weak. So to learn language through digital platforms can prove to be an opportunity to enrich the learners where they can see themselves moving in the comfortable environment and structuring learning at their own pace. Language learning can be enhanced by making powerful tools that will support the improvement of learning abilities. Virtual Reality rarely sees its application in regular classroom teaching so developing technology for language learning can prove to be a success promising a better reception with the learners to explore more corrective measures.

There are many tools available in the form of apps for learning a language, but the reality is though the learners take their help yet to a large extent they trust the traditional ways but now in near future where traditional learning in the schools and colleges will become a challenge will lead to the exploration of more ways to combat the language learning. Language learning notions involve both writing and speaking. Conceptual perceptions like role play should be designed in virtual learning that will help the learner to practice the language effectively by taking the help of technology. There have been many researches in the on-going field of language learning by using technology, but the present scenario had to face more challenges in context of language learning leading to motivate the learner as well as more exposure to research in this field making language learning easy by online mode.

---OOO---

A Paradigm Shift in Teaching English Class During TheCovid Crisis

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Covid-19 has forced many countries to unchain its academia from its brick and mortar existence and embrace an online curriculum. Today, Educators will have to shift their focus to incorporate teaching innovations like online tools, apps, animations and videos to capture the imagination of students while establishing and engaging meaningful communication.

E-learning portals have seen a tremendous surge in user metrics during the lockdown. There has been a visible shift in the perception of teachers as well as students. Everyone is looking for alternatives to physical classrooms, as health and safety remain primary concerns. Teachers have to adapt themselves to virtual practices to learn the most updated software and nurture their digital skills to implement its effectiveness in teaching English classes.

---OOO---

Emerging Challenges in Teaching Literature & Language in the Virtual World

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W.B Yeats famously remarked that 'Education is not the filling of a pot but the lighting of a fire.' The question staring at the eyes of the whole wide world now is whether this 'fire' of education can be lit and sustained through the World Wide Web.

The world view stands askance in the terms of Pre-COVID-19 and Post-COVID-19. The "new normal" of physical distancing and sanitizing have challenged the old norms of classroom teaching. It's not just that class rooms were about chalks, black board, and a room with one teacher and

general students, but rather an atmosphere which led to nurturing of bonds between teachers and students alongwith initiating positive inclination if not everlasting love for the particular subject.

Education which has been the most hit sector in Post -COVID world has Humanities-more so Language and Literature as being strewn with massive obstacles to any desired learning outcomes. Whether one resorts to synchronous or asynchronous methods for online teaching the crucial challenge faced by facilitators dealing with Language and Literature as subjects of study in the virtual world is the missing link of non-verbal cues- viz. facial expression, gesticulation and body language amongst others. Non-verbal communication forms more than 90% of any successful communication. This holds true more for subjects as Literature and Language in contrast to discipline of scientific realm which emphasis factual orientation. Literature and use of any Language hold imperative connotation and interpretations as foundations pillars. One can easily concede that technical and other practical challenges abound for facilitators of all fields, those in the humanities face some particular ones such as creating a virtual class room environment which foster the deep and often intimate discussions which eventually leads to inculcate trust and consolidate learning.

Additional challenges would be engaging passive students, responding to their implicit queries while encouraging collaboration and critical thinking.

Key Words: Education, inclination, facilitators, obstacles, communication

---OOO---

Online Education: Impact and Outcomes

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The Covid-19 pandemic has permanently changed many things the world over .One of the immediate impact of the pandemic was the shift in Teaching -Learning processes, at the Primary, Secondary and Higher Education levels. Online methods of Teaching -Learning has become the new normal, in times of Social Distancing.

Online Education appears to have the capability to revolutionize the entire system of Education in terms of reach, affordability, flexibility and ability to bring back drop-outs into mainstream education. This makes it imperative to study, analyze and understand the effectiveness and impact of this mode of Education, as it is being used today, in terms of upskilling and holistic development of learners.

This paper is an attempt to study the impact of online education on Learning outcomes, attributes and Overall development of the Learner.

Keywords: Teaching-Learning Process, Online education, Learning outcomes

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Teaching Language and Literature in the Virtual World: Role and Responsibility

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COVID-19 pandemic force the educational institutes to cancel all face to face classes including lab and other learning facilities and the faculty move their courses online. A sudden break from the traditional classroom baffled the duo the learner and the teacher. For the teachers in the present pandemic it was an Emergency Remote Teaching. There is a difference between a designed course that have been developed and implemented and a random effort of the teacher to fulfill the need by distance learning, mobile learning etc. It is a fact that it is the task undertaken during emergency changes in delivery mode of our professors. We don't know how long we will live in this situation. So we have to come forward with are focus on quality course designs for virtual classrooms. COVID-19 pandemic will soon be a memory but it has presented some unique challenges for institutions of Higher Education. Students, Faculty and Staff are being asked to perform special duties regarding completion of the course, course delivery and learning that they never been experienced before.

We should realise that there are vast inequalities in our educational institutions. Technology is not going to rectify this situation. All our students do not have access to laptops or to broad band at home. They cannot do everything on a mobile phone, they cannot even go to library for free Wi-Fi access. Most of our students are facing financial disaster. Work from home does not even suit some of our teachers who live in remote areas, in small houses.

Present article is focused to highlight the importance of virtual environment for teaching and the challenges with the application for the virtual class in the teaching of language and literature. It also analyses the teachers approach towards the use of technology in teaching language and literature. The main objective of this paper is to present the latest experience of teaching language and literature, application of different methods and tools to meet the challenges.

Language learning is a complex and multidimensional process. Learner has to undergo various stages to acquire proficiency in language i.e., vocabulary learning, pronunciation, grammar etc. There is a wide range of virtual application available to integrate it into a communicative module is a difficult task for teachers, then there is a lack of research on designing the course. To address such challenges we have to focus on some points like:

- positive effects of technologies on student's performance,
- the change in the classroom dynamics,
- technical and pedagogical issues encountered by the teachers and the students.

Language teachers are mainly focused on how to integrate virtual environment more effectively into the teaching of language and literature. As Carrio Pasta (2016:255) states, "second language teaching with the use of technology entails life-long learning and that teaches need to be continually updating their knowledge of technology throughout their professional life."

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Education in the wake of Corona: Nuances, Demurs and Felicitations

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The world has been rocked under the influence of COVID-19 and the spread of pandemic has presented the challenge before the world education fraternity to find out the way to fill in the gap in the field of education. On line teaching has emerged as an alternative but the inefficiency to handle the tools without proper training and the lack of personal touch to impart learning has exhibited inefficient learning and only a sham of learning in the name of attending the classes. The faculty is trying the best to find out ways to make the topics clear but the limitations to have a watch on the students makes it end in fiasco. The main demur to be sorted out are- to keep the students engaged, to keep their curiosity aroused for the lesson in a situation where they are unable to see the teachers, to know that the students on the other side are attentive, to afford the net charges incurred to attend classes, overloading of the server, connectivity loss due to bad signal, break in the fluency due to poor signal, to continue the showoff of the classes despite these facts and to face the students who are more efficient than the teachers in handling the technology. The present paper is an attempt to bring into the light the facts how the teachers have been polished in this unexpected calamity and how they have very efficiently accepted the challenge and moulded themselves in a way that the standard of education should not go down, and are developing the tools to impart world class education in on line mode.

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Changing Scenario of Teaching learning   Process in Post Covid -19 Milieu

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The global outbreak of pandemic Covid-19 has abruptly changed the overall scenario of teaching learning process. The fast transition of teaching learning process from off line to online mode has come up with innumerable challenges and possibilities at the same time. This paper attempts to visualize what the future of education will be in coming days. For a long time, there has been a demand of digitization of teaching learning process but it was limited mostly to private institution situated in urban areas. Now it is the dire need of the time to take a quick shift from offline to online teaching. As the task is great, challenges are also many. In a developing country like India it is really a mammoth task to make online teaching accessible to everyone. But in spite of existing challenges the future of education no doubt is going to be digital. Transition from blackboard method to virtual classroom has broaden the frontiers of education beyond the geographical boundaries. Sitting in the far remote area one can get access to free online courses run by renowned institution which were once beyond the reach of a common learner. Corona has democratized the education system. Learn whatever you like irrespective of age and previous educational qualifications. But at the same time, we need to make our youth equipped with such facilities so that they can be benefited from global trends in education. India has the cheapest data in the world.

By providing more android phones and tabs to the students we can make them techno-friendly and cope up with digital illiteracy. We should take the transition phase as an opportunity to rebuild our education system.

Keywords: Pandemic, covid-19, virtual classroom, digitization.

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The Opportunities and Challenges of Digital Learning

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The Corona virus pandemic has produced a variety of critical challenges for educational leaders. I personally faced a variety of challenges, but when my classes went digital almost a month I experienced layers of difficulty. This difficulty I think is being experienced by most of the teachers around, we brainstormed, researched, and tried many approaches, all in the spirit of letting no one fail. We tried to find successful strategies that have kept our co-taught students thriving.

Instructional Strategy :If you're not already tech savvy, the reality is that you'll have to do some amount of self-directed research and learning. Like any good professional, you'll have to try to figure out how everything works before you have to use it with your students.

Technical Help: Don't hesitate to ask your institution for help for Teaching and Learning should either have somebody on staff that can assist you with technology problems.Familiarize yourself with whatever tech support is in place for your course.

As an arts instructor, I have taught in traditional classroom, yet for online teaching, class is completely different. Proper resources should be collected and accordingly the lesson plan should be prepared in the given limited time.

Language and pronunciation: Before the class make yourself equipped with word power and correct pronunciation of the words with proper modulation of the text.

Instructional Strategy: For online teaching, e-mail correspondence shouldn't be considered "extra work," The time that you invest in answering email questions is teaching time. Consider it an opportunity to make a personal connection, something that's difficult to do in the virtual classroom. When you're open and personable in your role, even innocent student questions can turn into genuine helpful conversations.

While technologies such as virtual instruction and intelligent tutoring offer great promise, unless the challenges that are associated with implementing them are fully understood and addressed their failure is almost surely guaranteed. To date, there is little evidence that digital learning can be implemented at scale in a way that improves outcomes for disadvantaged students. Through this webinar the teachers can come out with new strategies to overcome the challenges in teaching literature and language in the virtual world.

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From Traditional Classroom to the Virtual World: An Overview

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During this time of global pandemic COVID -19, we have prepared an alternative platform to continue the teaching-learning process in Higher education. It has forced the teaching fraternity to integrate teaching with the advanced technology that transformed the traditional classrooms to the virtual space. This certainly was not a choice but a paradigm shift enforced by circumstances. As we are familiar with the traditional classroom teaching methodologies, it becomes a challenge to create productive and interactive virtual learning sessions. We have been on an overdrive upgrading ourselves and adapting to the new mode of teaching. This new mode of teaching offered a very good opportunity for being connected with the students during lockdown period. Virtual classroom requires more strategy because many of the students are unfamiliar with this new learning environment. It's a challenge for the teachers to get them connected, then to create a successful learning environment to make them feel comfortable in the virtual classroom.

   Teaching English language online may enhance students' language learning experience but Literature can be better taught in the face-to-face classroom than the virtual classroom. While teaching Shakespeare's *Macbeth or Hamlet* online, students can't feel the emotions and feelings associated with the characters as much as that in the classroom. In that sense virtual classroom cannot be a mainstream education modality. We can't completely rely on online teaching mode because it can affect the students from rural background. Many of them don't have proper internet access, still face the problem of poor internet infrastructure in remote area. Many students don't have the required device of their own. In this regard, traditional classroom is more convenient than virtual classroom.

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Teaching Literature in Virtual World : Its Opportunities and Challenges

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Information technology is revolutionizing the entire world structure. It also provides new capabilities for online education , learning and development which is required by educated workforce. This paper will explore how institutes / organizations and their students can be benefited from use of virtual learning , an environment Which is more conductive as compare to the traditional classroom learning. The paper highlights the potential pitfalls of using VLE . The ultimate goal of VLE is to make learning which is gained in a virtual environment to a real - world .The paper discusses the need for the importance and acceptance of VLE. The paper discusses that skill acquired in a virtual environment can be transformed to real situations and improve real life task performances. However, the paper indicates that to develop cognitive skills acquired in a VLE are transferable to the real world , training , objectives need to be tied directly to this real realistic scenario of COVID19 which is in turn are directly linked to measures specific required behaviours.

Keywords : Effectiveness, Virtual learning environment.

Enhancing Digital Competence in Pedagogical Context

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The COVID-19 pandemic has spawned unprecedented challenges and crises of varying degree and dimension in every sector of the society worldwide. With the closure of educational institutions in many countries as a measure to avert possible contagion, the education sector is faced with one of the biggest challenges of ensuring academic continuity without any disruption. As a stop-gap solution, many countries resorted to online modes of learning utilising various digital technologies resulting in a one of kind global surge of digitally mediated learning in history. In India, after the nationwide lockdown,the Zoom video calling app and Google Classroom came to be extensively used for online classes. The sudden shift from the traditional face-to-face teaching to virtual teaching caught some teachers off guard who were not well-versed with e-learning tools or comfortable with teaching in virtual platforms. Since many experts consider the digital shift as a watershed moment in the progress of education, it becomes imperative to consider enhancing digital competence in pedagogical situation. Considered indispensable to a digital age, digital competence is not be confused with digital literacy which merely concerns with practical application of ICT tools. It is associated with one's cognitive attitude towards changing technology and its integration to existing practices after critical assessment. It involves a consistent self-reflective process and being mindful of one's current skills and knowledge related to technology and adapting to latest technological innovations. The present paper focuses on the importance of digital competence in addressing the pedagogical challenges with respect to teaching literature and language in the digital platforms and its role in forging path for building a more formidable and versatile education system.

Key words: Digital competence, Digital literacy, Covid-19, Virtual teaching, Technologica, innovation.

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Addressing Trending issues concerning E-learning: Now is the Time

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In the time of emergency during Covid-19, when every single thing was locked out, Online Education and learning simply proved to be a blessing for learning and utilizing ones time, and definitely, for students to complete their pending syllabi. It instantly offered students and employees a very flexible and convenient way of acquiring new skills and knowledge. It is the only means of providing education to the masses on such a gigantic scale, and at the same time, dealing with the individual's special interests and requirements. Distance education, E-learning, and Virtual classes, libraries, etc. are names commonly given to this way of learning using World Wide Web and Internet. No doubt, it required technology savvy skills apart from an extra level of self-motivation, discipline and time management. The purpose is to familiarize with the problems being faced by the students, researchers, and of course the tutors. In this paper I intend to study and propose some steps that will help in improving this means of learning, and so not lagging behind in

any way.It is important to understand that having an awareness of the side-effects of e-learning will also be beneficial for future practices and better results.

Keywords: E-learning, internet, World Wide Web, problems, students, tutors

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Emerging Challenges in Teaching Literature & Language in the Virtual World

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Teacher and student relations have considered being the most pious one throughout the ages. Teachers achieve eminence if they inspire the students to achieve their goals in their life. But in today's world that simple relation has been shifted to the virtual space where that emotional bonding between a teacher and student has changed drastically under the Covid-19 pandemic. The education sector has been affected by Covid-19 pandemic. Government institutions are stressing for online classes for students on different levels. It can be helpful for the students who are living in cities and well-equipped places but it's not favorable for the students who are living in far-flung areas of rural India.

And if we consider the case of literature and language then it becomes even concerned able. Language is the foundational thing that a student needs to understand while starting his lifelong journey of learning. And virtual space is not an appropriate platform for students to inherit this fundamental equipment for their basic understandings of literature and language. The participation does not always remain 100% in the virtual classes. Some may attend and some may not. The level of engagement also varies. In physical classrooms, the instructor adjusts according to the students. Sometimes the instructor has to take a totally different way of teaching for not all the students might be following or understanding. But this becomes a hard task in the virtual world especially when it comes to teaching literature where active participation of the students is important.

Lack of requisite hardware and low bandwidth of the internet is a challenge that students often face when it comes to virtual teaching especially in a country like India, which sometimes results in one-sided communication. Literature and teaching language is a vast field and different people have different views about a book or a certain topic, unlike math's or physics where you have set formulas and the answer will always be the same. Students may get totally different perceptions while they are taught literature. So a two-sided communication becomes a must while teaching literature.In physical classrooms, one has the option of getting back to multiple questions by the students but in virtual teaching, one has to be more specific and to be specific while teaching literature becomes one of the flows. Given the basic facilities for online teaching in India, the quality of teaching has been affected. And last, the most vulnerable factor is that the students who are refugees and migrants are the ones who are losing all of their spaces under the Covid-19 pandemic. They are migrating from one place to another for their survival. So in such conditions teaching literature and language for such displaced students is really a tough task that today's virtual space is unable to perform properly.

Keywords: Virtual space, Pandemic, Physical classrooms, Displaced student

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Virtual Learning Environment – A Challenge in Language Learning

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It is said that Internet and allied technologies which are at the core of the present information and communication technologies (ICTs) change everything. This paper studies the various concept related to virtual learning environment and its role in language learning . Virtual learning is the innovative approach to inculcate the goals of language learning.. At present ,in the wake of the pandemic covid -19 , virtual learning becomes the need of the hour ,this paper present some significant tools such as interaction and communication, content delivery, assessment etc. of virtual learning environment advantage in language learning . It also critically present some essential issues and limitations while using virtual learning environment in language learning . The most important issue of having adequate number of the right pedagogical strategies to improve teaching efficiency and enable students to learn language quickly and effectively. This paper supports the position that almost all the articulated challenges and suggested recommendations are being capable of being addressed by the implementation of right technology using the appropriate instructional design and the right training and management .

Key words: Virtual learning environment, Pedagogical strategy

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Understanding the Implications of Online Learning and Teaching

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Teachers, learners, tutors and educational institutions are using online systems of learning and teaching which have a plethora of free and easily accessible contents. During these pandemic days, education is totally existent on virtual environment. It fills every aspect of teaching-learning process where both sides (teachers and students) come in live interactive sessions with each other to get immersive experiences in the field of education.

There are two sides of a coin, one, which is beneficial and the other which is full of challenges and many problematic issues. Especially, if we take literature, we find, it does not work on online systems fully. It is less interactive, students are not much able to understand the things related to literature. Teachers are not much able to explain the large texts within the short period of time. Sometimes, there is a lack of willingness and desire to learn and to teach in a virtual classroom beacause of lack of self-motivation at an appropriate level.Teachers suffer from lack of knowing electronic gadgets, that is why they find difficulty in teaching through online systems.

The aim of my paper is to argue that teachers should not give much burden on students especially in the subject of literature through online teaching. Literature takes much time to read and to

understand fully. The online duration of time is not enough to give intensive explanation of the particular content. The outcome is that students focus their attention just to complete the syllabus instead of developing critical thinking. Teachers should build the mind of students with creating self-reading and self-analyzing the contents through the help of online teaching-learning process.

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Teaching English Literature and Language through Virtual Tools: Challenges and Solutions

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The present research paper aims to discuss the challenges in teaching various disciplines in the virtual world. As teaching itself is a tough task. Virtual tools have been playing an important role in teaching and learning for a long time. There is a great challenge of using technical tools efficiently especially for the teachers of English literature and language since they are not well acquainted with the virtual tools. The whole world is supposing to shift from classroom learning to virtual space in the present crisis when the entire globe is suffering from the pandemic COVID 19. The present system of education is influenced by specialized inventions like televisions, the radio, laptops, android mobiles, computers, YouTube, WhatsApp, Telegram, Video-conferencing and Zoom meeting etc. All these technical innovations have altered the old methods of learning how information transmitted and how students interact with that knowledge in the present time. It also suggests the possible solutions to the challenges those befall while teaching in the virtual world and uses virtual space for the coming generations.

Key Words: Virtual Tools, E-learning, Technological, Innovation, pandemic.

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Quality and Challenges of Virtual Class Teaching

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This paper aims at the quality and challenges of Virtual teaching. Because of the pandemic COVID - 19, the whole world turned towards the online access for every activity. The teaching from primary to senior, and even the professional classes has been started online. The main challenge which has been facing while conducting online English literature class is that - the influential teaching of literature is not possible through online. It is because literature is the stream in which a teacher has to completely indulge in the topic to communicate the content along with the feelings contained in it. For influential teaching one needs ambience, surroundings and environment. Expressions cannot be emerged in virtual classes because teacher cannot see or even expect whether the students are listening seriously or not. The obligation of proper posture and discipline is also being missed. A wide variety of disturbance does not allow a teacher to concentrate on the

topic. As the result, spontaneity and the flow of the lecture cannot be maintained. The evaluation process is also badly affected and deteriorated during virtual teaching. A student can't be judged accurately according to his calibre and knowledge. The virtual teaching is highly hazardous for the mental and physical health of the students as well as of the teachers. During the pandemic, when to run the traditional class may cause risk to the lives of participants, the virtual classes serve the purpose of teaching up to some extent. Hence, there is an urgent need to overcome the challenges. This paper also tries to find out the solutions to these challenges, up to some extent, to improve the quality and to fulfil the purpose of online teaching.

Keywords: Quality, Challenges, Virtual, Obligation, Evaluation.

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Confronting Challenges:
Teaching and Learning Literature in the Virtual World

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Teaching Literature and Language skills is in itself a very challenging task. In addition to the changing dynamics of current world situation, it is becoming even more demanding and difficult especially for teachers to adapt the virtual world. Though, for students, it is not as challenging as they are already under the influence of cyber culture and virtual learning. Literature and Language are among those subjects which connects people from diverse background at a common platform. The teaching of literature requires an emotional current, critical and analytical power and an ability to decipher the deep meanings hidden between the lines. Earlier, it was accomplished via classroom interaction where both the teacher and student were physically present and connected. The early part of twenty first century was the beginning of change from Traditional to Virtual. With recent vicissitudes in the world, the teaching fraternity is bound to comply with the e-learning tools and techniques. The purpose of this research paper is to explore the challenges and difficulties encountered both by teachers as well as students while transmitting and gaining knowledge using the e-tools and applications in virtual learning. The virtual learning and teaching is becoming the pressing priority of current times. To confront emerging challenges, the most apt way is only by acquiring innovative and effective techniques, e-teaching platforms and measures to impart knowledge via virtual platform and simultaneously maintaining the interest and discipline among students is necessary. Despite of the fact that entering into the phase of virtual world has its own flaws and adverse effects, it is the only platform available for teaching-learning process in current scenario. The evolution from traditional classroom teaching to the virtual teaching is quite challenging but the essence of both the teaching ways can be extracted to overcome the challenges of virtual world.

Keywords: Literature, Language, Teaching, Virtual World, Cyber culture, Learning, e-tools.

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Vulnerabilities in the Modes of Teaching Learning Methods Vs Pedagogic Challenges in the New Media

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Technology has long been known to enable people to overcome physical limitations- of space, time and distance. In fact, technology could be defined as any method used to overcome physical limitations in order to achieve some end. But can technology also help us to overcome more intangible limitations? Can it be contributed in helping people to examine their own attitudes to develop their personalities? Can digital connectivity be replaced by physical connectivity?

This paper will present how the global pandemic of covid-19 has exposed vulnerabilities in the modes of teaching-learning methods. However, this pandemic has forced us to move quickly for online content. The paper will bring forth how scholars as well as teachers are engaging with critical pedagogies. The second life virtual world, one can say, one of the emerging technologies provides a unique opportunity to learners to rethink and to relearn in a virtual environment. This new, real-life-like social communication environment, through this virtual world, enables them to accept as well as to unveil the new challenges of learning in the virtual world. This paper will identify the pedagogic challenges in teaching and learning language as well as in literature. In this case within both academic and cultural, the relevance of literary studies in the virtual world is often challenged by students and University administrators that have increasingly defined education as a commodity. So far, what are the primary challenges to literary studies and consequently problematic issues of teaching -learning process. To face this type of challenge, pedagogical innovations are not sufficient; rather it needs more advanced research to furnish the tools required for pedagogical purposes.

Keywords: virtual world, pedagogic challenges, environment, digital connectivity.

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Impact of ICT in Teaching Literature and Language in Virtual Classroom

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In the present crisis of Covid-19, the whole world tries to create innovative ways to tackle this critical situation and also the role of teacher in present scenario is really challenging. Moreover, teaching itself is a challenging task. The use of virtual surroundings to care as well as to promote language teaching and learning processes is becoming a frequent practice and sometimes opportunities in many educational institutions. At this junction, the teacher's viewpoints regarding the promotion of autonomous, collective, and meaningful learning in teaching language and literature in the virtual classroom vary as per the situation .Outcomes show that the advancement of online technology of learning through the use of virtual classrooms presents opportunities in the context in which this study was carried out. The present paper is to highlight how online teaching or creative technology plays a crucial role in teaching literature and language in virtual classroom.

Though it is a big challenge for the teachers and educators to perform in a right direction at present. Technology plays an important role in the current situation.

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Virtual Class: A Boon or a Bane

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The present paper aims to discuss the advantages and disadvantages of virtual teaching and learning process. Due to the pandemic, Covid-19, when face to face teaching-learning process cannot be executed, virtual teaching has emerged up as a boon for thousands of learners all around the world. Through virtual class learners can get access of knowledge, in the area of their interest, in abundance, from varied sources. The sky has become the limit for the learners. Virtual classroom has not only been proved beneficial for students; but also for teachers. Virtual class has unwrapped new avenues for teaching community. It has developed several technical, professional, sociological, psychological skills of the teachers and the learners as well. It has, almost, covered and benefitted all the levels of learning; whether they be primary, senior or the professional ones. Although, the boons are several of virtual learning; yet the banes cannot be ignored. The teachers as well as the learners are bound to face numerous hazards of virtual teaching-learning exercise. These hazards may be caused fatal if they are not being eradicated or minimized skilfully. The paper tries to describe boons and banes of virtual class from the perspective of both the ends of the teaching-learning process.

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The Global Threat: Covid-19 and Virtual World Teaching- Literature & Language

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The newly discovered Coronavirus- Covid19 has emerged as a challenge and also as an opportunity to the human civilization. It has completely shaken our concepts of development and progress and has provided us time to re-think and re-shape our living standards. Whether it is social distancing, hygiene standards, healing nature or the newly started work from home culture all are the results of the pandemic we are facing.

It has provided us a chance to revise our education policies and teaching and learning methods. New virtual platforms are facilitating the process. Information and Computer Technology (ICT) has widened the reach of the education and it is now reaching to a large number of learners. New innovations are taking place every day. The use of ICT provides better presentations, visuals and innovative ways to present any material to learners. And many researches have proven that visual

memory is longer than acoustic memory. Using ICT we can provide material to learners that can engage more than one sense which results in better understanding and longer memory.

Teaching literature and language in the virtual world can be seen as an opportunity as it can provide a learner with ample exposures to learn and interact with the native speakers of targeted language or as a challenge as it comes with certain technical issues from both the sides teachers and learners. This paper is an attempt to throw light on the limitations and advantages of ICT and virtual platforms in teaching and learning especially in reference with Language & Literature.

Key Words- Pandemic, Coronavirus, Language & Literature, ICT- Virtual Platforms.

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Evolution/Implosion of a Discipline: Literature Teachers on their Virtual Instruction Experiences and Anxieties

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All over the country, Higher Education is gearing up for an exhaustive and extensive online instructional Luftwaffe. This is part of the existing international wave mirroring the pandemic in its origin and spread. English Literature instructors, untrained, unprepared with an unmodified syllabus, are soon to face this storm in the virtual classroom like many other academic disciplines as well. Instead of their usual top-down approach, the University authorities have left the instructors at a lurch with a fend-for-yourself approach. In the absence of a clear-cut directive, they are left to devise their own methodology of teaching online with poor connectivity, inferior gadgets, disinterested and mentally unsettled learners, in a space-time battleground at their locked down homes. They seem reluctant and full of misgivings about the future of such learning wondering if this digital phase of education is an evolution or implosion.

This paper is an attempt to show, with the help of an instructor-survey, how a total substitution of offline teaching by the online classroom will result in zero instruction for the English literature student. The nuanced individual responses of 200 English Literature instructors help to map the apprehensions of teachers who are right now directionless. Without proper paring down of the syllabus, appropriateness of text selection, adequate equipment, facilities and tools like broadband connections and decent laptops, and zero institutional initiative on training, the teaching learning process would become a mere absurdity, doing more harm than good to the student community. The survey expresses the concerns of willing participants rendered powerless by the lack of these facilities and announces a need for a reality check before implementing online teaching. The survey reveals that blended learning and adjunct E-learning at a more suitable time, with a reduced syllabus would make a worthwhile learning experience for the English literature students of the current pandemic era.

Key-terms: Online instruction, online sessions, instructor anxiety, pedagogical implosion

Emerging challenges in teaching literature and language in the virtual world.

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With the rapid rise of the technology in the 21st century, the technology vista is widening its horizon in the field education. It is the necessity of the time that we teacher accept, appreciate and implement new learning method such as e-learning. E-learning is engrossing and gaining momentum where a Virtual Reality (VR) has become the buzzword in education .VR is becoming increasingly important as a learning tool in the school, colleges as well as in universities, due to its interactive and animated features. Virtual Reality is a technology based on computer which assimilates specialized input and output devices by allowing the user to interact with and experience an artificial created environment as if they were in the real world. A virtual reality system is also allowing the user to search and interact with a three dimensional virtual or artificial environment created by the designer. It's an effective method for teaching and reinforcing complex concepts by allowing students to interact with the visualization tools. The pattern which integrates the VR and e-learning technology not only riches teaching patterns but also improves learners' ability of analyzing and solving problems. The virtual learning environment provides a new study method for students to understand certain events which have proven inappropriate and difficult in traditional education. This paper highlights and discusses the issues and challenges associated with implementing a virtual reality based e-learning environment in teaching English literature and language to the students. There is a growing body of research showing that Virtual Reality can support authentic learning and self-directed learning, enhance collaboration, engage learners, create alternative space for educational activities, encourage communities for practice and foster cross-cultural competencies. Despite the issues concerning technology, cost, time, identity and culture, the benefits of application in education outweigh its drawbacks. Practitioners and participants of education need to be aware of the potential challenges when incorporating e-learning in education, and actively seek strategies to optimize their educational practices in virtual worlds.

Keywords: E-learning, virtual learning environment, learning English literature and language.

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Emerging Challenges in Teaching Literature and Language in the Virtual World

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Purpose:

Virtual world we all are aware of the word but didn't realized it will become the need of the day as we all are aware of the fact of covid-19 all over the world which resulted in the teaching through virtuality. Before dealing with the challenge we must understand the word virtual should be properly understood "it is a computer simulated environment which is polluted by many users it can be textual graphical, live video with auditory and touch sensation"

Methodology: Sources of the work includes books, newspapers, internet, articles

Findings:

As every coin has two side no doubt in this hard situation virtual world emerged has hope to get studied and be connected it also become a challenge to the students as well as the teacher due its various side effects and especially to for the teaching of language

- Online learners sometimes get hindered by the use of technology
- Virtual learners are exposed to the flaws of internet
- There is lack of motivation
- Un preparedness
- Various other challenges

Main challenges faced by the teacher while teaching in virtual world are-

- Less availability of the teaching tools
- To get learners confidence
- Lack of team work ,empathy and support between students and teacher
- There is no control over students
- Teachers lack control over learning atmosphere
- Virtual classroom requires internet access that cannot be at hand to everyone
- It is expensive to some extent

Conclusion:

Who would have ever thought that once regarded as a distraction from studied will be the only link to add us with our education regardless of it many pros and cons virtual reality is become the new world and the challenges faced by student as well as teacher as to be studied and ways should be fond to know and deal with the need of the world.

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Teaching Literature in Virtual World: Its Opportunities and Challenges

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The virtual world represents a powerful new medium for instruction and education which presents many opportunities as well as challenges. This paper offers a broad vision of the potential benefits, which the virtual world may provide for improving and enhancing the teaching and learning process in this pandemic time. However, this technology not only helps students to improve their academic performance but it also offers teachers, the potential to enhance their teaching process and methods and presents the curriculum in novel ways. Teaching itself is not an easy task and when it comes to the virtual space it has to face various additional challenges regarding the knowledge and learning of technology itself. Hence, this paper first surveys the definition of the given phenomena i.e. virtual world and its role in today's education system. Further, it deals with the new experimental platforms which the virtual space offers and the challenges one has to face during the process of teaching literature and language.

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Social Networking: A Tool for New Age Teaching-Learning English Language & Literature

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'Think out of the box and create a learning experience where the learner can interact with the content and their brains' – this observation sums up the motto of digital learning in the most effective way possible. Today's digital world is not only restricted to Facebook, Twitter and Whatsapp, rather it provides a global collaboration project that is much ahead of 'institutionalized approaches' to the education and teaching-learning English Language and Literature. The fundamental challenges of the online teacher of literature are rather to lead students to an awareness of a fundamental contradiction and the discernment of the elusive concept of literary aspects that runs through their humanistic inquiry over online since the realm of the literary is traditionally understood to be figural and never fixed. But the persisting evolution in the advancement of technology has built a corresponding relationship in the formation of virtual communities to meet the emerging challenges. Today's different social networking sites are equally beneficial for teachers and educators. Their involvement and participation of hailing from diversified disciplines and different social and cultural milieu in these sites promote the interdisciplinary approaches and multiculturalism in illustrating and perceiving the aspects of English Literature; moreover, these also help in elucidating the formal aspects of the language systems.

Key Words: Social Network, virtual communities, fundamental challenges, interdisciplinary approaches, multiculturalism.

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Modalities of Learning Assessment in the Context of COVID-19

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The extraordinary situation caused by COVID-19 affected education on all levels around the world. Both teachers and students had to adapt to new teaching and learning approaches and strategies, but some of the key issues were assessment and testing. While testing measures overall achievements of students, continuous assessment is very important for language learning as it gives teachers an opportunity to have insights into learners' progress during a course, helps them evaluate the teaching methods they use, but also encourages students' self-evaluation. The need for formative assessment increased in importance in the context of COVID pandemic, due to the teachers' need to understand whether and to what extent students are absorbing the content delivered in forms that are different from those that take place in a physical classroom. This paper gives insight into the forms of e-learning strategies prompted by coronavirus pandemic, with a special focus on the various modalities of English language assessment and testing carried out in virtual environment with the 1st year students who study English as a Foreign Language at two faculties of University Mediterranean Podgorica, Montenegro. It also discusses how the students responded to different forms of assessment and what problems the teachers encountered in preparing and conducting assessment and testing. The secondary aim of the paper is to emphasize the lack of institutional preparedness for extraordinary situations.