

Report on The International Online Conference on 8th May 2020

The International Online Conference on the theme “*Methods of Teaching and Learning used by the Educational Institutions during the Period of Lockdown due to Covid-19 Pandemic*” was organized jointly by the **Liaison College**, Brampton Campus and **Jadavpur Association of International Relations** on 8th May 2020. The initiative was a unique and innovative method used by the organizations in this “new normal condition” of Covid-19 pandemic situation as mentioned by the welcome note speakers and organisers namely, **Prof. Nivedita Das Kundu**, she is Phd in International Relations and currently teaches at York University, Toronto, she is also the president of Academic & International Collaboration, Liaison College, Brampton, Canada; and **Dr. Iman Kalyan Lahiri**, he is Phd in International Relations, teaches at the Department of International Relations, Jadavpur University, Kolkata and also the General Secretary of Jadavpur Association of International Relations, India. Dr. Lahiri introduced the Moderator of the conference, **Group Captain (Retd) Ajey Lele**, he is PhD in Security Studies and a Senior fellow in the **Manohar Parikkar Institute for Defense Studies and Analysis**, New Delhi, also heads **Centre of Strategic Technologies**. The respected moderator explained the format of the conference, which started with a keynote address and thereafter followed by three technical sessions each containing eminent professors and speakers representing the academics of almost twelve different countries making the conference international to its true essence.

The keynote speaker of the conference **Maj Gen BK Sharma, AVSM, SM**(Retd)**, he is the Director of **United Services Institution of India**, New Delhi, and specializes in Strategic Net Assessments, Scenario Building and Strategic Gaming, opened the speech by expressing his concerns with the current pandemic situation analysing by personal experience which is dictating that the inevitable e-learning process as the only option of the current crisis situation. **Maj Gen Sharma** further pointed out that, Indian think-tank is not digitally geared up for the lockdown and though Indian statistics are still comparatively lower than the global statistics of death rate and number of contamination and hospitalization of corona positive patients but it is also clear that this is only the first cycle of infection, second cycle will be coming and we have to be prepared for the future scenario, he gave example of Spanish influenza. According to him technology is the only solution in this “Black swan” situation which will overcome the future volatility, uncertainty and ambiguity. He firstly, pointed out his concern regarding the US-China antagonism which is building up due to this Covid-19 pandemic and which is an unhealthy way of dealing things and it is affecting the global scenario, both should behave more maturely and as world leaders must resolve their antagonism for a better world’s future. Secondly, he expressed that the world might be enhancing towards a great economic depression like 1930s, through WTO data he explained that we are marching towards a vicious cycle of economic recession which will result into unemployment, low GDP growth rate etc. International organizations like the ‘white elephant’ UN, ‘politicized’ WTO and ‘confused’ WHO are at loggerheads whereas they should have tried collaborative efforts to cope up with the menace. At the age of globalization, as we call ourselves global citizens living in a global village this pandemic will increase the gap between developed nations with their ‘fortress kind of mentality’ and developing nations creating a further interstate and intra state migration problem economic stresses etc. which in the turn will rip the socio-economic structure cooperative culture of the world. Governments will be more effective if they choose to be quasi authoritarian regime to deal with the situation, security measures will be of immense importance, soft power will be more important than hard power, defense budget is going to decrease giving an impetus to health sector rejuvenation. Technology will build a new class distinction in the digital society of have’s and have-not’s, national as well as international

organisations must look into these issues in a post Covid world with digital practices moving towards e-governance, e-health, e-learning etc. creating a better technology driven world.

Technical Session 1

Prof. Sheriff F. Folarin, Ph.D in International Relations, is a Professor of International Relations and current Head of Department of Political Science and International Relations at **Covenant University**, Ota, Ogun State, Nigeria was the first speaker of the session. His topic of the presentation was “*Coping Teaching and Learning Strategies in Covenant University in the Global COVID-19 Pandemic*” By Sheriff F. Folarin & Olaniyi T. Ayodele*. As he mentioned the paper is divided into seven parts, namely introduction, general characteristics, Nigerian educational sector in COVID-19 situation, Covenant University in COVID-19 situation, challenges, conclusion and recommendations. He discussed two things in details, firstly the Nigerian educational sector and how it handled COVID-19 situation. As he mentioned since mid-March the government declared lockdown due to the pandemic which effected in primary, secondary as well as in higher education. Government was keen to protect more than forty million youths, as sometimes due to idleness they are prone to criminality or lawless activities. Nigerian ICT policy, 2012 was immediately revived which strives to develop a knowledge based economy, where accessing data and digital resources are easily achievable. According UN out of 192 million people in Nigeria, only 33% have access to internet facility, whereas in North America its 80%, South America its 65%, Europe 80%, rest of Africa 47%. Thus, it's a disadvantage for Nigeria and its higher education system, which consists of forty Government and State-owned University and one hundred thirty Private universities. Thus, there is a huge number of students and major work for Universities. According to Nigerian Government national television and radio stations were used for education. But students are finding it boring and not engaging so it's a waste of planning. Statistics are not clear on how many students have access and moreover how many having access is utilizing the facility that's a major problem. Secondly, he explained about the Covenant University which is a Private University having ICT facility, and it faces competition from other private universities giving better facilities having better ICT equipment and if they do not perform well others will take away their students. Covenant University used 2000 to 2009, and 2011 CVP for Online classes. Virtual classroom and online platforms were used to facilitate students. Africa's fourth positioned university in the THE-WUR 2020 ranking, immediately activated and switched on its online platform through Zoom, and interacted with students through Moodle, Scribble, BigBlueButton etc. The participation-observation method was primarily useful, while direct interaction with colleagues and students as well as feedback through the resources were taken. Prof Florin's presentation discussed the coping mechanisms and strategies for teaching/learning, challenges faced and prospects in Covenant University and attempts to identify the successes and shortcomings as far as impartation of knowledge is concerned and thus his short and to the point presentation was quite enriching.

Second speaker of the first session **Dr. Taghreed EIGHandour**, Ph.D. in Economics, Teaching Professionally since 2014. Also, Advisor in the Ministry of International Cooperation, Egypt. Her presentation was on “*Interactions between Teachers and Students in Online Learning during COVID-19 Crisis*”. Due to the pandemic, the universities were closed abruptly without giving a chance to plan properly for online classes and resource sharing, while private universities were pro in eLearning and had more resources it was hard to cope for the government owned universities in Egypt. Though universities quickly adopted online teaching through zoom, google classroom and other online methods to continue with e-learning. Post

graduate students were more comfortable in online classes rather than graduate students in Egypt. This online teaching has some challenges as in School closure was sudden no plan was there for online curriculum, all students did not have access to technology and gadgets for online classes. There are some opportunities as well, online study materials were distributed among twenty-two million students through almost fifty-five thousand schools, Egyptian Governments enabled more access of online resources through EKB (Egyptian Knowledge Bank) which helped students from KG to Secondary school's education, online videos documentaries and audio files on lessons were made available through e-teaching process in both English and Arabic. In conclusion, she said it was evident that self-motivating students will succeed in this online – learning scenario but it is needed that different strategies, methods and styles must be adopted to reach greater number of students including flexibility and accessibility of quality learning. Current situation might increase students thinking skills and social skills as well working towards empathy and where teachers lost direct control and supervision on students. Covid-19 pandemic is creating a challenge in the learning process but also giving an opportunity to reform the education system for better future of learning potentials.

Third Speaker of the first Technical session was **Prof. Imankalyan Lahiri**, Ph.D in International Relations, teaches in Department of International Relations, Jadavpur University. Also, the General Secretary of The Jadavpur Association of International Relations, India. His topic of the presentation was, "*The Impact of Lockdown during COVID 19 Crisis on Education Sector in India*". To control the Corona virus pandemic Government has closed down schools, colleges and universities since mid-March 2020. At that period, various Board Examinations were going on, competitive examinations were about to happen in June and July and due to this sudden closure, it has become difficult for students and teachers to handle the situation. There is a short term and long-term effect on learning process and some socio-economic consequences as well, this is the first time we are experiencing this kind of challenges whereas century old chalk and dusters are not the way of teaching and some kind of digital learning has evolved as our only option. Disadvantage of the situation is that particularly the public schools and universities are not that much well equipped like private schools and universities. Entire student's community do not have digital facilities, some students come from far remote places where technology is not available hence this technology driven teaching learning process is creating a digital divide. In India, there is a central system of education, different states have different languages even if study materials are distributed digitally in English or Hindi most students are unable to grasp it because of their vernacular training base. Different strategies and methods must be equipped to facilitate the entire student society; hostel facilities, digital resources, funding are some problems faced by the public universities. Another cropping question is how to evaluate students, as there are millions of them there is a suggestion to the government at least if final year graduate and post graduate students can be evaluated through some kind of online or offline examinations and for other semester if projects assignments or some kind of internal evaluation can be done. Universities are closed since Mid-March, and looking at current situation of rising numbers of corona patients, schools, colleges and Universities along with hostels must remain close to control the pandemic scenario or else India might lead to far worsening situation. Inclusive learning process should be there and vulnerable and marginalised societies must not be overlooked, technology must be available to all societies of students. A unified well rounded and effective practical educational strategy should be created by the central government to facilitate entire student's community to take care of their educational as well as mental and physical health.

Q&A Section of the First Technical Session: At the end of first technical session in the Q&A section there were certain questions raised by students, namely Manmit Singh Arora and Kaberi Dutta through live youtube streaming, addressed by Prof Lahiri these were relating how professional courses can be carried forward, what will be the effect of pandemic on global employment ratio, and outside the existing online platform available to students is there any service planning done by educational sector and government along with internet service providers, as answered by Prof. Lahiri that online teaching and classes cannot resolve the problem but certainly it's going to be the only solution right now at the current scenario, as far as global employment ratio is concerned certainly it would see a decline in its statistics but again based on the current situation new employment opportunities will generate, and as outside the online classes education sector must not jump into any solution it might create a digital divide instead apex body of higher education system in India should skillfully craft a method which will benefit the entire student's community. Prof Sheriff added that in developing nations like Nigeria, Government must create a holistic approach to facilitate the entire student's community, four major challenges will be faced by both developed and developing nations in the educational sector these are: accessibility of digital platform, affordability of digital platform, lack of training in technicality of e-learning and e-teaching facility and availability of electricity in particular areas of developing nations. These problems must be addressed by the governments nationally as well as globally whether it should be 50% digital & 50% physical or 100% virtual classes, a well-structured holistic approach must be created to facilitate the entire global student's community. Dr. Taghreed further advised that online education cannot be adopted as the only option replacing physical teaching but definitely for the time being it can be opted to teach students until the crisis is over, a blended course must be crafted until the pandemic is over.

Technical session 2

First Speaker of this session was **Prof. Nivedita Das Kundu**, Ph.D in International Relations, she teaches at York University, Toronto. Also, President (Academic & International Collaboration), Liaison College, Brampton, Canada. She presented a paper titled "*Online Teaching and Learning in Ontario during the Time of Covid-19 Pandemic*". She explained that due to Covid-19 outbreak since Mid-march schools and colleges were closed in entire Canada but the situation in Ontario was worse than the other provinces, death rates were higher than the average and outbreak of cases were also increasing steadily. Online education system started since Mid-March, but students as well teachers did not have adequate gadgets to continue the online classes, hence the Government collaborated with Corporate sector and provided laptops, ipads high speed internet facility free of cost to the students and teachers community. These facilities and equipment provided by the Government will remain with the parties concerned till 30th of June until the session ends for this semester in Universities. Slowly the students are adapting with these new e-learning methods. Feedbacks regarding the pros and cons of online teaching were taken from students and parents. Continuous communication is taking places through emails and messages between teachers and students. Government made it clear that no cases of discrimination should take place, students needing special care as well as slow learners must not feel left out extra care must be taken. Even helping hand was extended to the parents financially to cope with the situation. According to Professor one thing is certain though people started adjusting in this e-learning and e-teaching procedures but this is a temporary adjustment. As she pointed out that physical teaching cannot be replaced through these methods then again for the time being it's the need of the hour and the only solution to

continue the academic work. Apart from online lectures examinations are also being taken along with proper invigilation through online platforms. Online system will continue till end of this semester which ends in June 2020. She concluded by saying that, in future if any similar crisis situation crops up education sector will run smoothly as lessons are been taken from this pandemic.

Second Speaker of this session was **Dr. Sandeep Poddar**, Ph.D, Senior Research Director and Executive Editor(Publications). Also, Member of Board of Studies, Lincoln University College, Malaysia. His topic of presentation was “*COVID 19 Lockdown & Online Classes— Challenges in ASEAN countries*”. Dr. Poddar explained the situation in Malaysia and how the Government is managing different education sectors starting from pre-primary i.e. Montessori, moving on to primary, secondary (lower and upper) and ending in tertiary level i.e. higher education. Firstly, according to Prof. Poddar it must be noted that demands and criteria of each educational level and their environment is different, for example the concern of pre-primary section is to teach students behavioural education rather than supplying them with literary texts, and the primary level is looking for group activity to imbibe good behaviour in students like discipline, friendship, harmony et cetera rather than textual facts. Particularly in rural villages of Malaysia as well as of India pre-primary and primary level focuses on group activity and playschool environment to build good human beings. Another important aspect in this level is known as mid-day meal program. This program is to supply nutrition to poor students and to encourage education to these financially weaker sections of the society. A while back Malaysian Government prepared a blueprint for education sector which had six attributes, namely knowledge, development of thinking skills, development of leadership skills, bilingual proficiency, ethics and spirituality and national identity, these were to be achieved by 2025. Thereafter Prof. Poddar showed the UNESCO data on how students community is affected. Since mid-March online classes have been the only option to all students, they are using zoom and other online mediums for online teaching and learning. In developing nations both islands and landlocked countries are facing the same problems. Digital exclusion is one problem in this area. Few suggestions from CMO was given to solve these problems which included, to provide timely and complete information, online support must be provided, institutes must have helpdesk service, active communication through mobile messaging et cetera. Simulation Labs are there in India provided by MHRD. This e-learning procedure is not beneficial for all stages, particularly in pre-primary, primary and even in lower secondary this online classes are not at all accessible or even effective to all. Even in colleges and universities all students cannot access internet facility or even due to lack of network issue and unavailability of high-speed internet facility, hence online classes cannot be taken as an absolute measure but an alternative medium for physical classes. These are the major challenges which developing nations are facing as a whole. His conclusion was since this is a unique situation we have to adapt to this new social distancing situation where there is struggle for existence and survival for fittest leading to the natural selection theory.

Third Speaker of the session was **Prof. Yurchenko Natalya**, PhD in Political Science. She teaches at the Faculty of Management and Psychology, Department of Political Science and Political Management. Also, Head of the Laboratory for Political Analysis and Conflict Logical Expertise of National and Regional Security Problems, Kuban State University, Russia. She presented the *topic “Online education in Russia: the challenge of time and new opportunities”*. Though there were some technical issue but later on as we were able to get her audio presentation it gave us an idea of the online education system in Russia, challenges and new opportunities at the time of globalisation and digitalisation, and integration of different spheres

of society over the past 10 years. More than a decade Russian University systems are using online classes and it has become the basis of integration in creation of human capital. According to Professor evolution of education has replaced the classical methods of teaching by online methods. Russian Universities have already shown the benefits and positive results by holding online conferences but secondary schools do not have adequate infrastructure for online education, moreover there is conflicting interest between administrations, academic institutions, public organisations, political parties and business groups. Schools were provided with proper instruments for mentoring students through online education. As she pointed out that, social networking in Russia was not only used for games and entertainment but also for sharing experiences and effective collaboration, moreover free use of literatures from libraries of different countries and online lectures from foreign Universities were also provided. Online education has shown significant positive effects in Russia, but teachers had to create a system of energy transmission and motivating students with positive attitude through interaction to avoid psychological isolation. Students learn in a playful way in schools under the supervision of teachers. Moreover, in universities open education provided students to have online classes before this crisis situation. Hence in Russia Covid-19 pandemic crisis situation was handled easily as e-learning procedures were already in use for more than a decade. Meetings with head of departments and interviews of former graduate students were conducted, where they shared their experiences in the Kuban State University which marked its 100th anniversary this year which in result aided the crisis situation management. She concluded that online events have become an important part of integration of students and teachers in collaboration, a source of new interesting information to each other and new directions for cooperation at the age of globalisation and digitalisation.

Fourth Speaker of this session was **Prof. Aloysius Nyuymengka Ngalim**, Ph.D in History. He teaches in the Department of History, University of Buea, Cameroon. He presented his topic "*Teaching and Learning Methods Implemented by the Cameroon Government during Covid 19 Pandemic*". As he explained the situation in Cameroon, how the Central African government is coping with the pandemic situation, since mid-march schools and colleges were closed as Cameroon is the fourth city in Africa which has seen geometric increase in the number of the corona virus affected patients. Government took several fighting measures one among which was for the educational sector. Online teaching and learning was encouraged to continue education as physical classes became impossible. Tele lecture became an option, video lectures were delivered through National Television channels for secondary and higher education students which started as early as 6 a.m. in the morning. Professor further mentioned that Government ministries were video conferencing with various education sectors to come up with appropriate plans to implement proper methods of e-learning. E-learners are mostly using online platforms like google classroom and Zoom. According to Professor there are some challenges of Digital teaching and learning. First problem is teachers lacked knowledge on e-teaching and e-learning pedagogy, and this problem exist in both the generations of experienced teachers as well as young teachers. Secondly, deprived areas are lacking technological support, there is no availability of TV connection so the question remains how they are going to attend the tele lectures, moreover with unavailability of high-speed internet network, unstable electricity connection, unavailability of gadgets, affordability of equipments and inadequate e-learning infrastructure e-learning remains a distant dream to most of the student's community. However, COVID-19 has exposed the e-learning challenges of Cameroon and provides an excellent opportunity for the country to speed up the building of tech and digital start-ups as well as to significantly increase the access of affordable and reliable

high-speed internet facility in Cameroon's under-served areas. His conclusion was that digital education has a good chance of significant growth during this crisis situation.

Q&A Section of the Second Technical Session: At the end of second technical session in the Q&A section first question was asked by Kaberi Dutta, how online examination is being conducted and how invigilation is carried on in the online teaching process in Canada. This was answered by Prof. Nivedita Das Kundu, as she mentioned examinations are being taken online for two hours and teachers are continuously invigilating through video conferencing, open book examinations are also being taken and marks are being given to term papers and assignments as well. Second question was from Renu, which raised the issue that professional students are having shifting duties and it's not possible for them to attend online classes and her second question was how is cyber security issues being dealt in ASEAN countries. Dr. Nivedita Das Kundu answered that it's a glaring truth that students are losing their part-time jobs and sitting at home and hopefully in near future some other job opportunities will open up; and regarding cyber security it is definitely a problem as Canadian University server was hacked as she mentioned and even while delivering online classes through zoom disturbances are noticed hence teachers are now uploading prerecorded videos to students and later they are discussing through videoconferences to avoid these problems. Dr. Sandip Poddar further added that regarding cyber security precautions must be taken and antivirus must be uploaded and for professional students who are missing online classes they have to adapt to the situation and reform their time schedule to adjust with the new normal situation. Next question was from Neelu, that how projects will be undertaken if classes are done through online learning only, Dr. Aloysius Nyuymengka Ngalim answered this question that at this situation submitting projects physically will be really problematic it must be done through online as well but the problem remains as in Cameroon whether entire student's community have accessibility and affordability on e-learning process. Further it was asked that how students will carry on their practical classes, another one was whether governments are planning to collaborate with mobile companies and internet service providers to facilitate students to continue their e-learning process and how to distribute midday meal during this lockdown situation. Dr. Poddar answered that it is true practical classes and midday meal all are issues which are very difficult to manage right now, hence we have to adapt and come up with alternative ideas and governments are trying to do it, following which the schools, colleges and universities will comply.

Technical Session 3

First speaker of the last technical session was **Ramnieek Sidhu**. She is PMP, Business Development, Project Management specialist. She teaches project management courses, and also the President, Student Engagement and Administration, Liaison College, Brampton, Ontario, Canada. Her topic of the presentation was "*International Student's Plight During the Lockdown Due to Covid19 Pandemic in Greater Toronto Area*". In her presentation as she pointed out that, Greater Toronto area attracts most of the international students than any other province in Canada. According to statistics of the past year, more than sixty thousand international students in Canada were Indian. Teaching institutions of Ontario like the entire world went under lockdown due to COVID-19 pandemics and as a consequence faced huge challenges in the online learning processes. It affected international students, they were unable to get back to their homes and they were stuck due to global travel restrictions. Moreover, as students were confused and uncertain they had pertinent questions like, how to proceed with

this online teaching process. Some of these were answered by the Canadian Government but some are still unanswered which increases the uncertainty particularly regarding immigration of students and academic status. International students who went back and united with their families are also unable to come back for their academic session. Universities have started academic process online hence at this moment everything is running smoothly but once the lockdown is over and those who wants to come back must have a valid student's permit and temporary resident visa to attend their session. Those who were stuck here was asked to vacate the university premises, thankfully the Indian consulate managed to provide shelter, food and basic necessities for those students. Students were feeling isolated and lonely, institutes tried to answer their questions to make them less uncertain and calm. Assignments and deadlines are still there, but students are adapting to the online classes and e-learning processes. Many students lost their part time jobs and government came to their rescue through monetary assistance even local communities have come forward to make these students feel at home, services like hot meal service, delivering daily need groceries from door to door et cetera were arranged by the local community helpers. These initiatives were immensely helpful for the students even helplines were created to solve their problems. In the conclusion, she pointed out that until the situation gets better the international students community must stick together and uphold their rights as part of the Canadian student's community.

Second speaker of the last session was **Prof. Arthur Atanesyan**, he is the Applied Sociology Department's Head and Professor at Yerevan State University of Armenia. His topic for presentation was "*Reconsidering the teaching methods in the times of Covid-19*". According to Prof. Arthur, during Covid-19 Pandemic Armenian Universities are experiencing relatively new conditions of online education, the same way, as many other Universities in the world are experiencing now-a-days. He discussed some feedbacks from the teachers and the students on the new format of education and proposed some recommendations. As he started his presentation he mentioned that Yerevan University is Hundred years old and approximately seventeen thousand students enrol in each academic year. As the university had distance learning facility available for students before this pandemic situation, hence the arrangement for the infrastructure of online learning process became easier to enable. Zoom was chosen for the online learning platform, though other e-learning platforms were present as well. Since March Government deployed lockdown and social distancing as a measure to control further spread of virus. As many universities are there in Armenia some universities like his own adopted quickly to this online learning process, but despite that few universities do not have adequate facilities to adopt with e-learning procedure. Surveys were done on the pros and cons on the current scenario among students and teachers. Feedback from student's pros included that the transport cost, lunch costs and extra cost for going outside has drastically disappeared but there were certain cons as well these included feeling of isolation, mental and physical health deterioration, though computer and mobile networks are available to most of the population but network problem persisted. According to teacher's pros were that no physical classes were needed to be taken but it had its adverse effect that online assignments and preparing for study materials made the job more time consuming and almost a 24*7 job, moreover there are no emotional feedback from students as the situation also lacked the classroom rewards. Hence it was for sure that this is a temporary arrangement as both students and teachers do not enjoy this way of online teaching and learning process but it is need of the hour so they are adopting with the situation. At the end, as he concluded with two major concerns; one regarding his doubtfulness of that skills can be transferred through online teaching for example medical students, second concern as he added was that cheating is randomly done by the students so if students are preparing home assignments and term papers

how this cheating or even better performance can be evaluated, hence merit is becoming undervalued in this generalised process which is detrimental for higher education undoubtedly.

Third Speaker and the last speaker of the conference was **Prof. Fotini Bellou** (Ph.D in War Studies), teaches International Relations in the Department of International and European Studies at the University of Macedonia in Thessaloniki, Greece. She also teaches Strategy in the Supreme War College in Thessaloniki and is a visiting instructor at the Multinational Training Centre for Peace Support Operations at Kilkis, Greece. Her topic of the presentation was *“E-teaching at the time of COVID-19: Opportunities and Challenges”*. As she mentioned that schools and universities since the very first day of lockdown switched to online learning process as directed by the National Educational Ministry of Greece. Though it was difficult for primary schools but secondary schools adopted e-learning; and universities decided to remain closed till the entire semester and continue the e-learning through online platforms. More than 96% of the teaching hours of the spring semester was covered through online teaching process. Minister of Education pledged that semester must not be lost hence most of the universities used Google meet and Zoom to continue their existing timeline of the semester as planned before the Covid-19 pandemic situation. Both UG and PG curriculum was continued through Zoom classrooms even the military training programs were carried on for almost 250 officers of Supreme War College through online processes. Even assignments and examinations were conducted online. According to Prof. Bellou, Greece needs better and robust network and internet connectivity, as 76.5% of population is internet users. Among 30 to 44 years age of population are 96% of total number of users. It is evident that younger population are at advantageous position in this eLearning process while the older generation is adopting with it in a slower manner as they are less tech savvy. Professor mentioned that digital teaching’s advantages include it can reach to wider audiences from faraway places, e-teaching is a commodity for which we shall all strive for and we must plan in a democratic manner keeping in mind that no discrimination is carried on the weak and vulnerable and less privileged communities, robust and good internet facility must be provided to all in an affordable range. Democratic and inclusive character of e-teaching demolishes borders and provides a wider platform to different places in the world, and gives teachers and professors the independence to transfer their knowledge freely to create more responsible open-minded students. There are certain disadvantages of e-teaching which should be kept in mind as well particularly cyber security, and it must be remembered that teaching is not only transfer of knowledge but also transfer of energy and skills. There are multiple advantages of eLearning in the situation of emergency but feedback came from the students that though they are adopting with eLearning process but they do not enjoy this process and will prefer classroom learning as situation gets normalised. Hence eLearning can only be the reliable substitute at the time of crisis only when physical participation is not possible. As she concluded that, e-learning is very important in the emergency situation particularly if the matter is of national emergency but it must be considered as the temporary substitute due to the crisis situation as in this scenario physical classroom is not an option.

Q&A Section of the Third Technical Session: First question was asked by Prof. Folarin to Ramnieek Madam, what are the measures that Canada is taking to maintain social distancing in Ontario to keep the students safe? His second was, what are the measures taken to control intellectual theft and plagiarism in Yerevan University while eLearning and e-teaching is the only option for the time being? As Ramnieek Madam answered the first question and told us that Canada is taking strict measures of social distancing as a whole and international students community is also part of the general public and economy, hence they are also following the rules of 6 feet distancing along with that mask, hand wash and sanitizers are provided

abundantly, national television is telecasting programs of social awareness, and if anyone is violating those norms they have to bear hefty fines, there was a local news that some students decided to go outside and play cricket in the park and they were fined 880 Canadian Dollars per person for not following the rules. Other questions were asked by students which included the one asked by Manmeet, whether a video interactive faculty providing regular sessions for students, and how the syllabus is needed to be reviewed and made for online sessions? Prof Fotini Bellou answered, that in Greece they have upgraded system of interactive session for video lecturing which was already in process even before the crisis situation for distance learning, now it is being further upgraded and made available to the entire student's community, virtual classrooms are being used and various online platforms as well, and MCQ is been used for taking examination and active ICT methods are being used to address the cheating problems. Another question was been asked whether in Greece online teaching was been used before the crisis or it came into focus during the lockdown, as Prof Bellou further added that online teaching and learning was being used for more than a decade but during lockdown it was emphasized more than ever and it was been highlighted that though online teaching has some advantages but it provides immense problems as well hence physical training cannot be substituted by online teaching both must continue and online teaching is need of the hour and is cure for the crisis.

Last Session was addressed by **Dr. Jayanta Das**, he is a practicing surgeon in AMRI Hospital, Kolkata, West Bengal, India. At the end as pointed out by Dr. Das that the ground reports stand that the fundamental problem remains most of the governments are not ready for such crisis hence there is a lack of funding which is hindering the entire medical process, second problem is that training of the medical practitioner never encompasses or trained them to handle such pandemic situation hence there are no hand out rules and training, it has to be created and implemented. In the medical curriculum, this kind of pandemic situation must be incorporated. And medical students must be taught how to operate while using PPE and N95 masks. Online teaching is good for theoretical teaching and learning but for practical inclusive subjects it is not an adequate measure hence for the time being it is the solution to continue the teaching learning process through virtual medium.

At the end, we had an opportunity to hear from the guest Eva, as she mentioned she was from Argentina, she thanked everyone for such an informative session. Thereafter Prof. Nivedita Das Kundu thanked the keynote speaker, moderator, technical hosts, rapporteurs and the speakers for their suggestions and recommendations. Prof. Imankalyan Lahiri further added his vote of thanks to Prof. Kundu for hosting the conference on behalf of Liason college and JAIR, he also thanked the conference moderator Captain Mr. Ajay Lele for coordinating the event, and each and every speaker, the technical hosts and the rapporteurs. Ramneek Sidhu concluded the conference by thanking everyone as well as the frontline heroes the medical practitioners.