

conduct a rigorous review of the results of this new requirement to ensure compliance, and also that it contributes evenly to alleviating the health, educational, and other development goals enumerated in the Companies Act. And if the intended results are not met, the Indian government should look at ways to strengthen the Act's provisions and implementation.

The CSR concept has encompassed a wide range of economic, legal, ethical and philanthropic (discretionary) activities of business performance at a given point in time, without any hierarchic order (Carroll, 1979; Carroll, 1991). Carroll (1979) was one of the first researchers who debated and had a big influence on the CSR concept. He claimed that the economic category was the most important within social responsibility, and the other three were ranked in the following decreasing order of importance: legal, ethical and philanthropic. Carroll (1991) developed the most known and a leading paradigm of CSR in the in the management field: The Pyramid of Corporate Social Responsibility (Carroll & Schwartz 2003). To this day, Carroll's paradigm remains the most known within business.

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CHAPTER TWELVE

Digital Age Pedagogy for English Language Teachers

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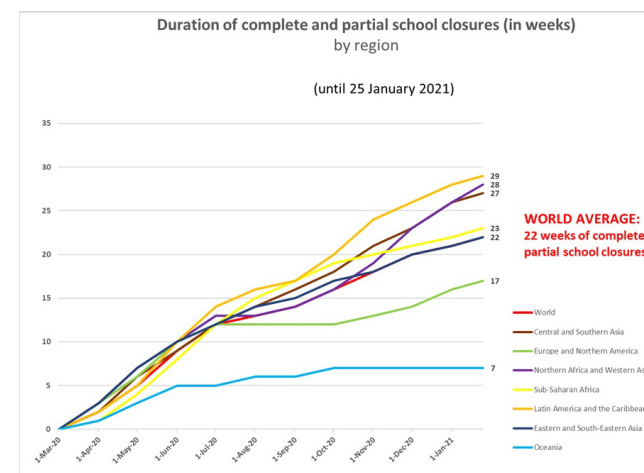
Introduction

There is a need to use digital technology tools to ensure that the teaching and learning process continues in distance mode when there is a complete closure of educational institutions due to the outbreak of the COVID-19 pandemic. The use of digital tools also is recommended in a face-to-face mode of class, especially language classes. The present paper makes a descriptive study of some of the digital technology tools, which can be handy for the language teachers, especially those of them deal with the English language in higher education. A detailed on each tool has

been attempted and some suggestions have been offered how language teachers can use the tools to make their classes more interactive and effective.

The effect of COVID-19

The pandemic COVID-19 has brought the world into a complete halt especially to the educational sphere worldwide. According to a recent survey by The United Nations Educational, Scientific and Cultural Organization (UNESCO), many schools were completely closed for more than 14 weeks since the rise of the pandemic. The duration of the closure of schools varies according to regions which are up to 5 months also. The following figure (Figure 1) from the UNESCO highlights how the details of the closure from different regions of the world.



(Figure 1: Duration of school closure due to COVID-19 Source UNESCO Website)

Issues with Language Teachers

Many teachers were not ready to cope with the situation of addressing to the sudden change due to COVID-19. Interacting with the students was suddenly changed to online mode in digital platforms, where there were enormous issues in the part of the teachers to deal with. Unlike the face-to-face mode, where the students were more receptive, at least teachers were able to find out from the faces of their students, in the digital platform it was hardly possible to find out whether students were paying attention to the teachers or not.