

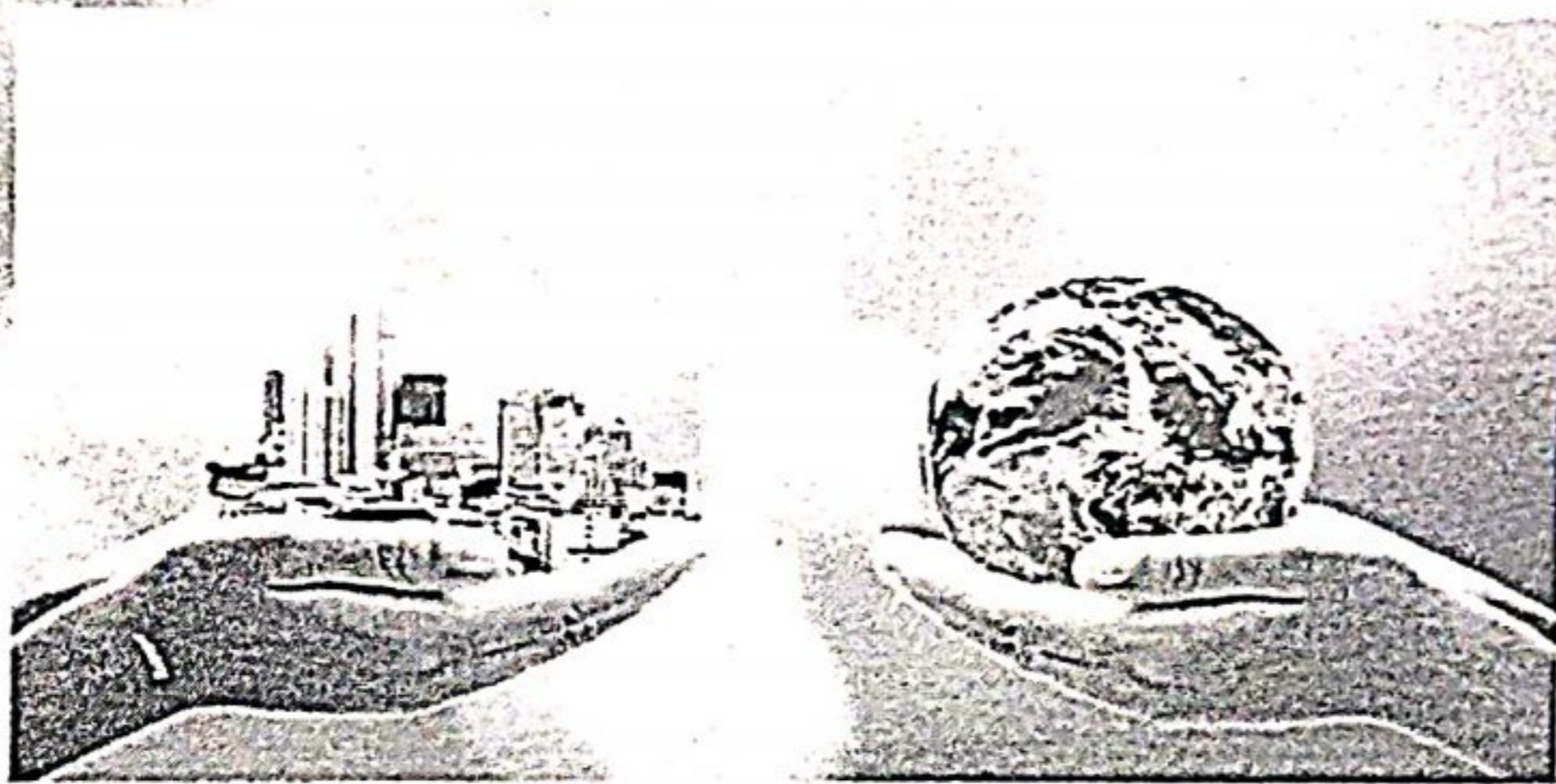


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(In collaboration with Krishna University, Machilipatnam)

25th & 26th February, 2022



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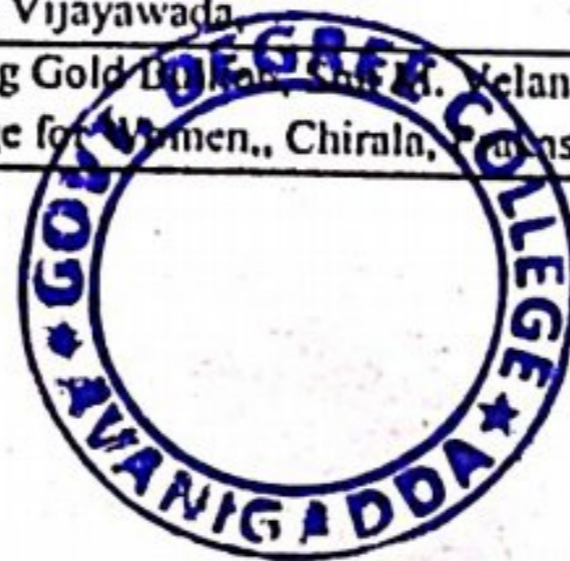
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Online teaching & learning of higher education in India during covid-19
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Abstract

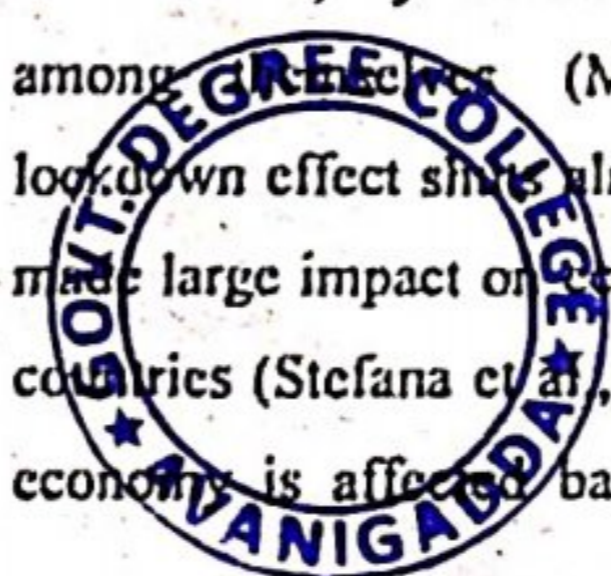
The COVID-19 pandemic has generated a world-wide consciousness that the present way of lifestyle does not work. There are many areas need the revolutionary changes and it has become obvious, one among is educational sector. In India, educational institutes/universities remain closed since the mid of March-2020, because of the fast spread of COVID-19. Emergency lockdown has a preventive measure upended the life of students, parents and teachers. To combat this inevitable crisis educational sectors started conducting the online classes. The sudden changeover in teaching/learning method has raised new challenges and opportunities. In this study, a survey based-investigation has been carried out to analyse the efficacy of online teaching and learning method compared to traditional teaching method. A questionnaire-based survey is prepared to collect the data from different degree students, faculties and parents with general publics. A total of 874 responses gathered from people of different background participated in the survey. The analysis of collected responses confirm that the traditional chalk and talk methodology is often better than online sessions. Results and analysis indicated that lack of facilities, infrastructure, technical tools and the internet access are the major drawback for conducting online sessions. The suggestions and recommendations are provided to improve the current online teaching methods

to outreach many students and improve quality teaching/learning experience.

Keywords: COVID-19, lock down, Higher education, online learnings, traditional teaching

INTRODUCTION

In Wuhan, the pneumonia of unknown cause was first detected and reported to World Health Organization (WHO) Office on December 31, 2019 (Wang et al., 2020). Since then, this epidemic spread all around the globe (Guo et al., 2020). World Health Organization broadcasted the name novel corona virus disease (COVID-19) on February 11, 2020. WHO announced the COVID-19 is a pandemic on March 11, 2020. On September 26, 2020, there were 32,110,656 active cases with a death count of 980,031 in world (Worldometer, 2020). On September 26, 2020, India reported there are of total 960,969 cases and 93,379 deaths (MoHA, 2020). Coronavirus is affecting the normal life in every possible manner. An unprecedented worldwide lockdown has not only made our life miserable, but also imposed us to live inside our homes. Extremely rare events like this are witnessed only once in a lifetime or two. Indian government announced we need to adjust to this environment, by maintaining social distance among ourselves (MoHA, 2020). The lockdown effect hits almost all sectors which made large impact on economy in most of the countries (Stefana et al., 2020). The country's economy is affected badly by the following



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sectors such as, automotive, transportation, shopping malls, hotels, restaurants, tourist, sports leagues (NBA, FIFA, IPL, WWE, Formulae 1, golf) and public events, airbus, service sectors (amazon, Flipkart, ekart), education and so on (Fernandes, 2020). Many of the aforementioned sectors are re-opened after undergoing lockdown period of 50-70 days. However, still the educational institutions remain closed as they find it difficult to maintain social distance in place.

In India, higher education system at present is at a transition stage. A stage where changes have taken place for good and more transformations in thoughts and processes are desired. Higher education system in any nation today seeks a relook. Higher education for academic institution and students must cope up to online teaching aids still remains a big question in the emergency situation of COVID-19 (Bao, 2020). COVID-19 enforced the academic higher education universities across globe to cancel the traditional chalk and talk (in class face-to-face education) methodology and change to the online teaching/learning (Bao, 2020; Dilucca et al., 2020; Wang et al., 2020). The change originates the challenge of sensitivity of learnings and new opportunities that the technology offers. This changeover has been easy for the autonomous/deemed and private institutions, in the other hand it is a challenge for the public ones. As the COVID-19 emergency arises many universities in India to temporarily close the onsite classes.

Further, some of the universities have decided to start the online classes to the students in a trial basis in the urban areas. This sudden transition of teaching methods to online classes for students

and faculties in a confused mode. The ongoing online classes is now turned out towards the question of learning quality (Crawford et al., 2020).

There may be many advantages and disadvantages of online classes for both faculties and students. For teachers, online classes allow new method of teaching with access of advanced tools and technology involved in it and can reach to many students (Appana, 2020). Contrary, student can acquire knowledge of using different online tools and methods, pay much attention to recorded/live conversations of world class professionals, listen and watch classes many times and working at their own promptness (Arkorful & Abaidoo, 2015). Inability to have a face-to-face connect with students and facilitate free conversations, discussions, and mentoring, lack of online teaching experience consumes more time and practice, technological difficulties with high speed internet access and getting used to learning and being evaluated online are identified as major limitations (Arasaratnam-Smith & Northcote, 2017; Claywell et al., 2016; Sun & Chen, 2016).

The study on Higher education degree courses during lockdown period of the COVID Pandemic situation in India, decision has taken to conduct classes through online mode. Higher education starting from Bachelor of Arts, commerce, science and all technical education have started the online classes to their students using online tool.

The aim of the study is to investigate/identify the knowledge, practice and utilization of online courses and the quality of understanding amongst the students and faculties during



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lockdown period of the COVID-19 pandemic situation in India. The study also analyses the quality and outreach of the online classes with various stake holders of different higher education stream through online Questionnaire based survey. In addition, suggestions and recommendations are high-lightened to impart better teaching and learning experience viz. online mode.

METHODOLOGY

A web-based survey has been conducted through the set of questionnaires' from the various higher education institutions composed of both students and faculties. The required knowledge and technical aspects of online teaching is often difficult to correlate with the quality of the learning experience (Kebritchi et al., 2017). A paradigm shift from traditional in-class face-to-face education to online teaching during COVID 19 has determined lack of availability of internet facilities and technical support. The outbreak of CORONA Virus in India was officially confirmed in the month of January and the higher education institutes have already started their curriculum and the seriousness of COVID-19 was reported in the early month of March. The cluster of few cases of COVID-19, which results in closure of lower education institutions and their activities in the third week of March.

Digitally Connect to Students for Conducting Effective Online Classes

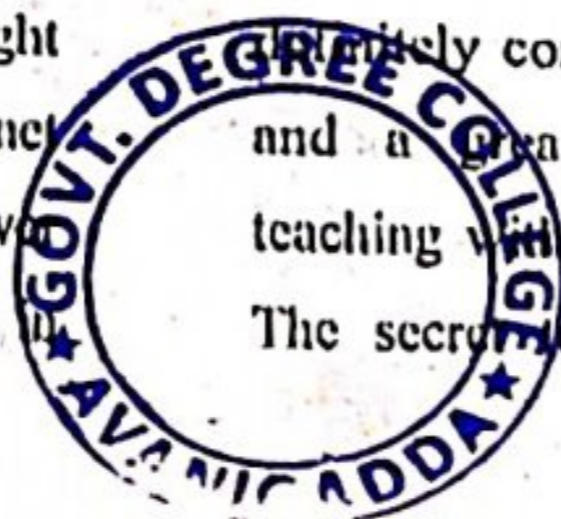
The major role of government during this pandemic situation is to provide the right hardware and software, high speed internet access, storage capacity, uninterrupted power supply and so on for attaining effectiveness

Teaching Learning Process. Free access for digital libraries, e-books, patents and journals to be given for students and faculties. The list of popular digital libraries in India are, Archives of Indian Labour, National digital library of India, Digital library of IIM Kozhikode, ETD at IISC, Nalanda digital library, Librarians digital library, Vidyanidhi; Digital library and E-scholarship portal, Indira Gandhi national centre for Arts digital library and so on. For an effective online learning experience, the designed content material must enable student to engage digitally and dynamic always. Faculties need to send the content material to the students well-in advance before starting the online class and this enable fruitful discussion after class session finished by the faculty. To enable student's attentiveness in each class, surprize quizzes and questionaries are to be mandated.

Key Strategies to be Adopted for Enhancing Online Teaching/Learning Experience

Online education has not been included in the curriculum by many institutions. Several institutions are now persuaded that online education has continued to stay, which will be part of future academic activities. Digital technologies to be included for learning management systems, enrolment and academic programs, faculty governance, assessment of students, etc. The roles of Teacher, student and Parents are equally important for adopting this, both should change their mind set toward adopting the same. The pandemic epidemic has

definitely confirmed that reform is imminent, and a great combination of conventional teaching and online mode should be available. The secret to success in the online teaching



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learning process is that the system has to be accessible for both students and staff.

CONCLUSION

India's higher education system is the world's third largest in terms of students, next to China and the United States. India's Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since independence. The COVID-19 pandemic has severely affected the economic and educational health of India. The first decision, the Central government took in the field of education was to close schools and colleges, including higher education universities. The government and higher educational institutions quickly announced that online classes will be conducted by the institutions. Paradigm shift from traditional face to face teaching method to Online teaching poses technical difficulties that affects the efficacy of Teaching-Learning Process. The survey has been conducted with various stake holders of all higher education courses to know the efficacy of Teaching-Learning process. More than 60% of the students are not ready (due to lack of technical, infrastructural, and high-speed internet access, and power supply, limited network data per day) for the online classes. Survey indicated that the online sessions of problematic subjects are difficult, but theoretical subjects are easy to understand. Most of the students felt that Morning 8-12 time is effective for conducting the online teaching. Students felt selected portions which are covered during the emergency lockdown period via online, needs to be revised in face-to-face classes after reopening of institutions. The

recommendations are made to improve the efficacy of online teaching learning process. Further, the precautions to be taken by the universities to avoid rapid spread of COVID-19 cases are high lightened, if colleges/universities open before vaccinating the individuals (public, staff and students).

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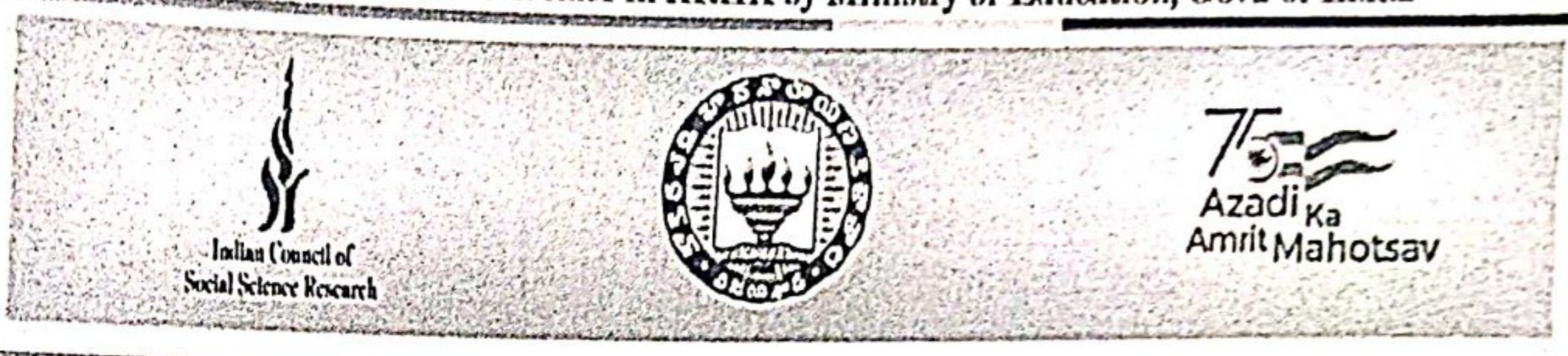
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Certificate

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