WWW.IJRPR.COM

International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Influence of Pandemic (Covid-19) on Teachers & Students during Online Education- A Study

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DOI: https://doi.org/10.55248/gengpi.2022.3.8.7

ABSTRACT:-

Covid-19 has forced schools, colleges and universities in India and around the world to suspend physical classrooms in favor of online classes. While most private/public schools/colleges/universities in India have made the transition smoothly, a few are still adjusting. There have also been discussions about the nature of classes and the future of examination and evaluation, including whether or not they could be conducted online. While faculty grapples with new ways to manage this abrupt shift to online education, students cling to their mobile phones and computer screens. How would higher education be affected if the lockdowns continued for an extended period of time? What are some of the more serious issues that necessitated introspection? And what does this mean for the students going first response: Going digital

Keywords: - Covid 19, Education, Undergraduate

Introduction

As soon as the Covid-19 crisis erupted in India, major universities such as Delhi University (DU) and Jawaharlal Nehru University (JNU) announced a three-week suspension of classes until March 31. While others waited to see what happened next, they began looking into online classes.

School, Colleges and other academic institutes shifted to the online mode by mid-March and remained largely unaffected by the nationwide lockdown enforced on March 24. Teachers and faculty members are started giving lectures online (on Google Meet, Zoom, etc). Due to shifting education culture the academic activities are much less affected," say experts of many education institutes.

The IITs also shifted to conducting online classes, and sharing study materials and audio files with students via the internet "The faculty members are available online during interactive sessions and to clear students doubts," says Timothy Gonsalves, director of IIT Mandi. Teachers supplement Moodle (an open-source learning-management system) with various social media and online platforms, depending on the nature of the course and students' internet access."

The universities and teachers contacted by Business Standard agreed that the transition to online teaching had been relatively easy. If the lockdown lasted longer, they said some infrastructure investment and additional training for teachers and students would be required.

Objectives

This review paper has been written to with certain goals to know the challenges has been faced by Online teaching during Covid-19 by the school, college and universities going students.

1. To understand the issues involved in education online teaching.
2. To know the public sector initiatives during Covid-19

Methods

This paper / write up have been based on secondary data – website, books, reports etc.

Literature Review

The National Law University of Delhi was one of the first law schools in India to have an open MOOC, and it opened the course to the public in March, following the Covid-19 crisis. Students can access legal study materials as well as digital resources provided by the University Grants Commission (UGC) and the Ministry of Human Resource Development (MHRD).

Professor G S Bajpai "This was a measure to cater to the needs of quality education for students across the countries who are unable to join top institutions," says and registrar of NLU Delhi, who led this initiative alongside the vice-chancellor. Such measures were already well established in the field of science and technology. However, no such initiative for legal education existed until NLUD took it up."

The National Programme on Technology Enhanced Learning (NPTEL), a project of the Ministry of Human Resource Development (MHRD) initiated by seven Indian Institutes of Technology (IIT) and the Indian Institute of Science Bangalore, was established in 2003 to provide online education. The goal was to provide engineering, science, and management courses via the web and video.

According to NPTEL India's head of operations, Bharathi Balaji, Covid-19 has pushed institutions, faculty, and students to embrace online learning in unprecedented ways. "NPTEL has grown since its inception, but the level of percolation has been only adequate." We have spent the last six years explaining to people what it means to use online education and attempting to break down their barriers. Because of Covid-19, there is now no choice but to adapt and use online education."

Digital transformation

There are two methods for delivering online education. The first is through the use of recorded classes, which are referred to when they are made public.

There are two methods for delivering online education. The first method is to use recorded classes, which are known as Massive Open Online Courses when they are made available to the public (MOOCs). The second method is to attend live online classes via webinars or zoom sessions. In addition to a stable IT infrastructure and faculty members who are comfortable teaching online, universities require high-speed internet and education delivery platforms or learning management systems. Students will also need high-speed internet access and computers/mobile devices to participate in these sessions or watch pre-recorded classes.

Many platforms have been developed in India to enable online education. The Ministry of Human Resource Development (MHRD), the National Council of Educational Research and Training (NCERT), and the Department of Technical Education all support these initiatives. There are also initiativessuch as e-PG Pathshala (e-content), SWAYAM (online teacher training), and NEAT (enhancing employability). Other online platforms aim to improve connectivity with institutions and content accessibility. These are used for course materials and classes, as well as the operation of online modules. Among them are the National Project on Technology Enhanced Learning (NPTEL), the National Knowledge Network (NKN), and the National Academic Depository (NAD).

Technology enables, but it can also limit.

Dinesh Singh, former vice-chancellor of DU, is a strong supporter of higher education that makes full use of technology. According to him, technology can enable various teaching methodologies as well as teach a large number of people across the country. "In a country like India, there aren't enough teachers or easy access to good teachers."

A systematic programme must therefore adopt for harnessing the power of technology, he says. Singh believes that while face-to-face teaching has some advantages, it is not necessary given the number of online tools and innovative teaching methods available to enable learning. The less face-to-face teaching you do, the better — you must have some, but it is ineffective. Teachers are needed to make students think. They must be mentors and gurus, not lecturers standing in front of students taking notes."

He explains it further: "Imagine a gifted math teacher talking to students while digitally recording the entire session." He then uploads it to the web and, over time, adds daily supplementary videos, notes, comments, and feedback from students. That would be an in-depth and comprehensive procedure. It would be available online and accessible to anyone who wishes to learn. This is only one example of many creative ways to use technology to improve learning and teaching."

However, while technology is empowering, it can also be limiting, particularly in India, where basic access is difficult to come by. Not every student has a computer or high-speed internet access at home. This causes problems with online session attendance and participation. A poll was conducted. IIT Kanpur revealed that 9.3 percent of its 2,789 students were unable to download or study online due to technical difficulties. Only 34.1% of them had an internet connection capable of streaming real-time lectures. Another Local Circles survey of 25,000 respondents discovered that only 57% of students had the necessary hardware — computer, router, and printer — at home to attend online classes.

"The main issue with online teaching is that some of our students come from remote villages with slow and patchy internet access," says Gonsalves of IIT Mandi. Exams would have to be held at commercial exam centers. Students would have to make their way to the nearest centre."

Yamini Mookherjee, a second-year law student at Jindal Global Law School, emphasizes the challenges, particularly in a discipline like law where discussions and debates are essential. "It is difficult to participate online in the same way that we would have been in a classroom."Viva, extempore, debates, and other classroom discussions/ activities on present topics necessitate wide perspectives, which lose involvement when done online," she says.

Mentoring, debates, and casual conversations, according to Rudrangshu Mukherjee, Chancellor and Professor of History at Ashoka University, are better in traditional classrooms. "There is simply no comparison." Students are asking fewer questions online, according to my observations. The most significant advantage of face-to-face instruction is eye contact. It is simple to determine whether or not students understand what I am saying. A sense of excitement is always there in a physical classroom.

"The biggest negative (of shifting courses online) has been the lack of face-to-face contact with students and their isolation from the university library," he adds. Students, particularly those from low-income families who live in areas with poor connectivity, frequently lack access to online resources."

There are some newer institutions that have approached online education in their own unique way. Takshashila Institution, a public policy think tank, has provided online education since 2011. Its courses, which have over 3,500 alumni, are delivered online via an integrated learning management system, with live webinars, recorded videos, and contact workshops.

Takshashila Director Nitin Pai responds to the question of whether online education fails to incorporate mentoring, interpersonal relationships, and brainstorming: "It is possible to do all of that if you want to." how to deploy the technology." The key to success is that both students and faculty are at ease with technology."

He does, however, add that the online education model cannot completely replace the traditional classroom. "In undergraduate studies, we need good public universities that can produce educated students." School/ Colleges are excellent places for young citizens to interact across lines of diversity, get along, have fun, and pursue academic interests. Online education should be treated as a supplement."

In the future

What does the future hold for online education? Author Mukul Kesavan, who teaches history at Delhi's Jamia Millia Islamia University, emphasizes the issue of inequity, pointing out that only a portion of his students can attend online lectures. "One workaround is to create class emails and reading lists, as well as send lecture recordings." However, this is not a long-term experiment that can be sustained without excluding

everyone from towns or villages where there is an obvious problem with technology access."

He goes on to say that the benefit of online education is for universities like Delhi's Indira Gandhi National Open University (IGNOU), which offers distance education and can effectively use technology. "If universities can impose"Zoom teaching can work well if classes are taken to nodal points and the institution takes responsibility for connecting students there. However, if done incorrectly, it will serve to legitimize poor, meaningless online education."

He also cautions against any attempt to defund already-strapped public universities under the guise of online education. "This has been decided by state that online teaching can be used for undergraduate education in a systematic manner, thereby reducing salaries, maintenance, and funding for public institutions." Furthermore, the idea that teaching can be dematerialized may lead to the next thought, which is to use resources produced elsewhere to mass-educate people within public education. This is especially true for STEM (science, technology, engineering, and mathematics) subjects, which may reduce universities to examining bodies that have subcontracted intellectual content to MOOCs produced elsewhere."

Exams, classes, and grades are rarely the focus of higher education. Rather, it is an experience that prepares a student to enter the labour force with the necessary knowledge, skills, and life experiences.

"This is sufficient for the time being. But what happens after a few months? Will the university be held accountable if we don't get the grades, or if our careers suffer as a result of our struggles with online classes and determining what methods will be used to assess our knowledge?" final-year students of social sciences at a public university in Delhi enquired this. He doesn't want tobe given a name

Students have expressed concerns about the future and the plan of action, particularly with regard to examinations, results, internships, and placements. While most higher education institutions are doing their best in this situation, no one knows what will happen next.

Most educators across institutions agree that there is a need to invest in developing standardized online education platforms rather than relying solely on apps and Google Hangouts; and to train both students and teachers. Others emphasize the importance of reflecting on the nature of these platforms and how students are taught using various online tools and methods, while keeping accessibility and equity issues in mind. All of this must also be understood across academic disciplines and institutions.The path forward can only be charted if we consider the diverse perspectives of experts and incorporate all of the lessons learned from the summer of 2020.

Advantages of online education for teachers

Allows for innovative methods of teaching using technology and online tools, Allows for reaching out to a large number of students across geographiesespecially useful for distance learning

Disadvantages:

Online teaching requires time and practice; there is little agreement on how students should be evaluated fairly; Inability to have a face-to-face connection with students and facilitate free conversations, discussions, and mentoring; and Inability to reach all students due to technological limitations.

Advantages of online education for Students

Advantages include: The ability to learn using various online tools and methods; no disruption in learning due to the pandemic; and the ability to listen to recorded and live conversations and work at their own pace.

Disadvantages include: a lack of open conversations, debates, and discussions; and technological difficulties.

Students can learn online.

Advantages include: the ability to learn using various online tools and methods; no disruption in learning due to the pandemic; and the ability to

listen to recorded and live conversations and work at their own pace.

Disadvantages

Lack of free-flowing conversations, debates, and discussions Technological challenges due to poor devices or internet access getting used to learning and being evaluated online Studying while living at home, with family, and other distractions

Suggestions

Covid-19 pushed us to a new normal: online classes for kids through college. Neither students nor teachers found it easy to adjust to the trend of online classes. In such cases, comments and compliments from teachers can be extremely beneficial to students.As a teacher, you must be very selective with your words when communicating. So, here are some comments you can use in online classes to thank, encourage, and provide feedback to your students.

Conclusion

Online education has improved the lives of students and working professionals. It has enabled them to take additional courses in addition to their studies or jobs as they see fit. Finally, online learning benefits students, tutors, and the institutions that offer these courses. As a result, I would recommend that all learning institutions implement online learning, and that research into how to improve this learning process be conducted.

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