# A STUDY OF IMPACT OF ONLINE TEACHING – LEARNING PRACTICES AND SUBSEQUENT CHALLENGES FACED DURING COVID-19 WITH SPECIAL REFERENCE TO AURANGABAD CITY.

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## Abstract

The teaching-learning system has changed dramatically as a result of the current pandemic situation induced by COVID19 sickness. For the first time in 100 years, students and staff members are confronted with this dilemma. Covid-19 has opened up a lot of doors for online learning, and it's doing it in a big way, but it's also causing a lot of challenges. There are numerous issues to be rectified, ranging from internet access issues to online assignment and it's assessment. Impending challenges to online security for video lectures, as well as combating student boredom, are also issues that require immediate attention.

This research aims to shed light on the problems of e-learning techniques in comparison to traditional teaching and learning methods. The evaluation is based on a variety of teaching and learning characteristics. The data acquired in this research article was also analysed, and it was discovered that while e-teaching requires more time and effort, it produces poor results in terms of student attention.

*Keywords: Online Pedagogy, Students Teachers. Motivation*

## Introduction

By the end of 2019, the WHO had received reports of a Corona Virus epidemic in Wuhan, China, and in the first month of 2020, the WHO had labelled COVID-19 a Pandemic illness (Hebebci M. T., Bertiz Y., and Alan S. (2020)). COVID-19 is caused by a new virus known as the Corona Virus of Severe Acute Respiratory Syndrome (SARS-COV2). Due to an increase in the number of COVID-19 patients, the Indian government also issued a complete countrywide lockdown in late March 2020 (Soujanya Kaup et al. (2020)). Since then, schools and institutions have been closed to students for more than a year and a half, and all teaching activities have been conducted online utilising internet-enabled devices.

Different platforms are utilised as a technology tool for teaching students in an online mode, such as Zoom, Google Meet, Microsoft Teams, Google Classroom, CISCO Webex, and so on. These platforms work flawlessly on Android-enabled smart phones as well as Windows-based computers. India, as a developing country with the bulk of the population living in distant areas, has a lack of Internet connectivity infrastructure (Hebebci M. T., Bertiz Y., & Alan S. (2020)). According to the Rangarajan Committee report, over 36.6 crore Indians live in poverty, with nearly 30 crore residing in the middle class on average.

The majority of Indians cannot buy an Android phone due to their terrible economic circumstances. During the lockout and when enrolling for online education, students are experiencing variety of technological challenges. Gurukul has had a "Guru Shishya parampara" (teacher-student idea) of teaching from ancient times. Our literacy graph has shifted northwards over the last two decades, with improved percentages of educated persons reaching roughly 74.04 percent as of the 2011 census. In this study, the impact of online approaches on students and faculty members is attempted to be observed and related. It is also being attempted to highlight various challenges that students and faculty members have when adapting to non-traditional teaching – learning methods. This research analysed data collected at

random from 357 students and 38 staff members from selected professional colleges of the city of Aurangabad, Maharashtra.

## Literature review

Due to the COVID-19 pandemic, Arief Eko Priyo Atmojo & Arif Nugroho (2020) conclude in their research paper that teachers have conducted online teaching through a series of activities ranging from checking students' attendance to giving score on their works synchronously or asynchronously depending on each school policy. According to Jillianne Code, Rachel Ralph, and Kieran Forde (2020), many students do not have access to expensive smart phones, unlimited internet bandwidth, or continuous internet connectivity, which is still a source of concern due to the financial situation of the students' families.

In their research article, Niemi H. M. and Kousa P. (2020) state that while the overall picture is bright and optimistic, there may be issues that are crucial for overcoming oncoming crises. As they plan and practise, colleges and schools should be prepared for outstanding online teaching arrangements. Every school's strategy should include preparation for online teaching and distance learning. In their study, Hani Morgan (2020) found that while school closures can save lives, they also create obstacles, which are exacerbated for low-income pupils. One issue is how to feed children who are qualified for free or reduced lunch at school.

Students' perspectives on distant education are not clearly differentiated, according to Hebebci M. T., Bertiz Y., and Alan S. (2020). However, a greater number of pupils are dissatisfied with their education. In their study paper, Jeffrey W. Redinger, Paul B. Cornia, and Tyler J. Albert (2020) portray the epidemic as an opportunity to test novel learning modalities and even expand local curricula to the regional or even national level. Interventions that have been studied can help guide future outbreaks and identify which innovations should be incorporated into normal teaching practises.

## Quality Standards of Teaching

According to Gardener's theory of multiple intelligence, a pupil should learn the following intelligences at school. Linguistic Verbal, Visual Spatial, Interpersonal, Intrapersonal, Logical Mathematical, Bodily Kinaesthetic, Musical, and Naturalist are some of the categories. Bloom's Taxonomy describes the stages of knowledge transfer that occur in students throughout class as a result of effective teaching. Remember, Comprehension – Understand, Application – Apply, Analysis – Analyze, Synthesis – Evaluate, and Evaluation – Create are the various degrees of knowledge according to Blooms Taxonomy. Different pedagogies were required to complete these tasks. There are several types of pedagogies that we employ in the classroom. They can include pedagogical innovation, such as visual exercises and games, brainstorming, the use of audio-visual teaching-learning instruments, the concept of learning outside of the traditional classroom, working in groups, pursuing hobbies, and so on. Storyboarding, An energising classroom — the setting, role play, and the addition of rumours Creativity, novel teaching mechanisms, common interest platform, storey potential, teaching – passion, and so on. All of these strategies are utilised in classrooms and are considered teaching standards. Distance education, remote learning, and online instruction are not new approaches to pedagogy or curriculum design, but they have resurfaced in popularity (Ferdig R. E., 2021). When children are confined at home, they miss out on important academic and social emotional learning, formative relationships with peers and adults, opportunities for play, and other developmental demands. Millions of students receive medical, mental health, and therapeutic treatments in schools each year. (2021) (Meira Levinson, Muge Cevik, and Marc Lipsitch)

## Online Teaching during Covid-19 Pandemic

Any modern pedagogy very much accounts for school kids and college guys accessing, analysing, and applying knowledge from an increasing number of constantly changing sources in an ever-changing world where use of latest internet tools and applications has played a significant role in teaching and learning. This necessitates higher-order learning skills such as critical thinking and, as a result, the ability to seek out further information on one's own as well as in groups, both face to face and online. Students must be taught how to use technology to help them study, as well as how to access, exchange, and utilise available online knowledge to improve their fluency in the subjects in question. Educators, on the other hand, can use technology to improve and expand their study materials and support their pedagogies through blended learning, which combines classroom teaching with online teaching, flipped classrooms, which provide study materials that students can access after class, such as videos, lecture notes, quizzes, and additional readings, and overall wider access to sources and experts online. Students, as well as teachers and faculty members, have benefited from online teaching because they now have access to more online resources. Additionally, they can now participate in a variety of online development programmes, international webinars, workshops, conferences, and other events that were previously unavailable to them. Furthermore, the expense of attending such programmes is essentially non-existent, and participating in such worldwide activities via the internet benefits everyone while also providing current information.

**Analysis**

The goal of this study is to make it easier for future researchers to gather and analyse data to aid them in their research. Selected students and staff members who are now enduring online teaching and learning were asked a series of simple questions to gauge their thoughts on the impact of online learning during the COVID-19 epidemic.

*Combined Teacher's & Student's responses:*

There are some common questions asked to students and teachers and their responses are depicted graphically below. A question was asked as to how you will rank online teaching over conventional class room teaching. (10 point scale-poor to highly effective)
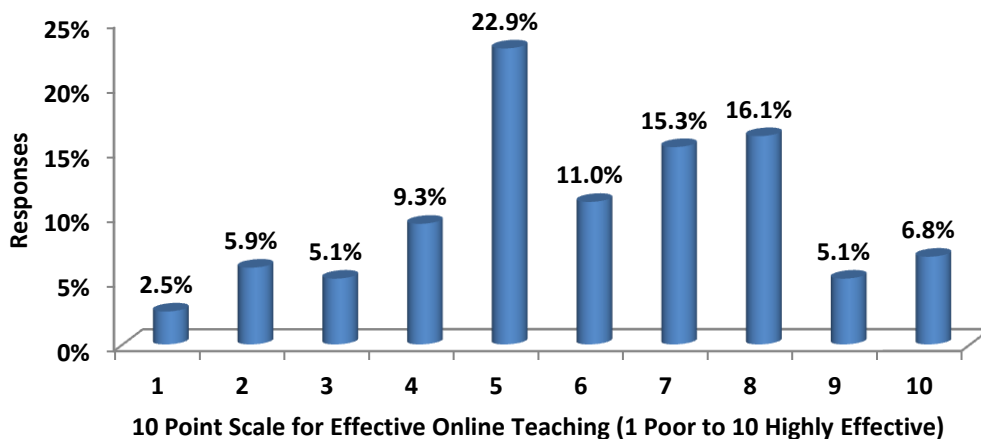


**Chart 1: Effectiveness of Online teaching**

When looking at the graph, it's evident that the majority of respondents believe online education is effective. If the midpoint is 5, 54.3 percent of respondents responded on the higher side, while 22.8 percent responded on the lower side. This can be viewed as evidence of the effectiveness of online education. Another popular question asked of both students and professors was, "How motivated are you for distance teaching?" (10 point scale ranging from unmotivated to highly motivated).
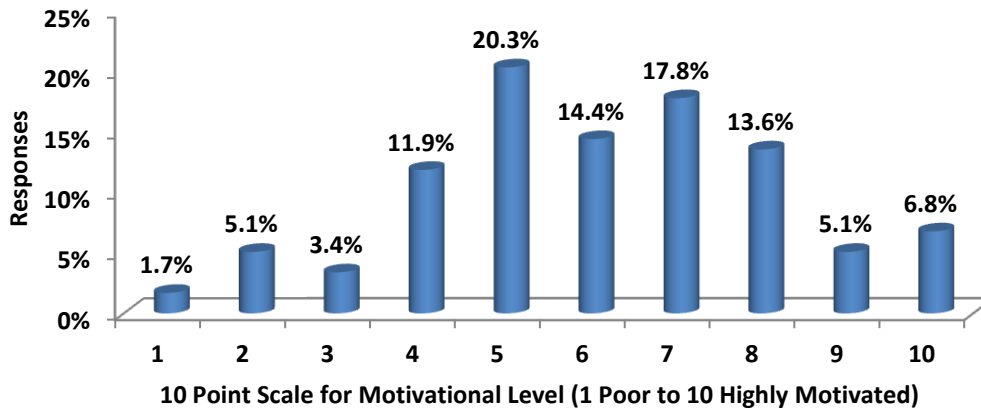
## Chart 2: Motivational Level

Chart 2 shows that 57.7% of respondents were on the higher end of the scale, while 22.1 percent were on the lower end. This might be construed to mean that the majority of students and teachers are enthusiastic about the online teaching approach. What are the issues with online education, according to the question? [Technical concerns, connectivity issues, lack of concentration, comprehension difficulty, time constraints, eye and mind strain (health issues)]
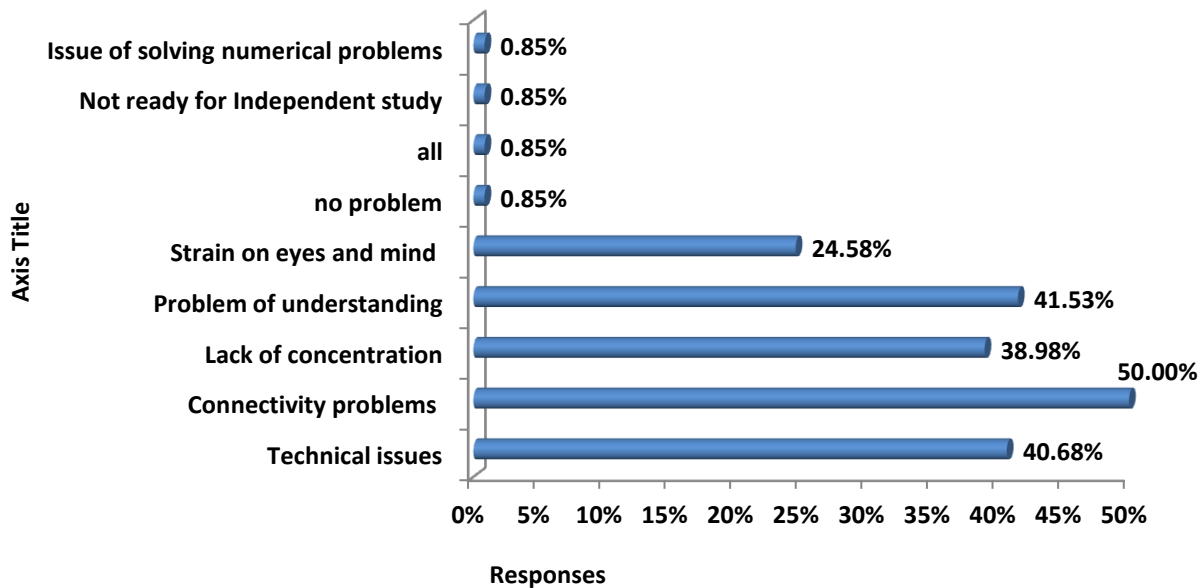


## Chart 3: Problems Associated with Online Education

When asked about concerns with online education, 50 percent of respondents said connectivity is a difficulty, while 40.68 percent said technical issues. This demonstrates a lack of infrastructure and technology resources for both students and teachers. About 38.98 percent of respondents said they couldn't concentrate, while 41.35 percent said they couldn't understand what they were saying. Around 24.58 percent of replies included complaints of eye and mental strain. The whole issue indicates that pupils and people are having technical and mental problems. The ability of students to reason is being impeded.

*Teacher's responses:*
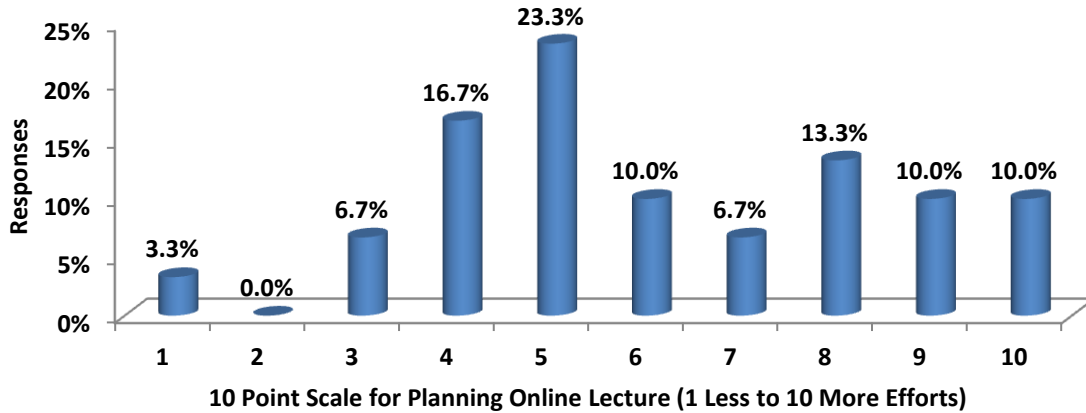
## Chart 4: Planning Online Lecture

As examining chart 4, it is obvious that 50% of respondents required more effort to prepare an online lecture, whilst 26.7 percent required less effort when compared to the traditional technique. This can be construed to mean that preparing for an online lecture takes more time.
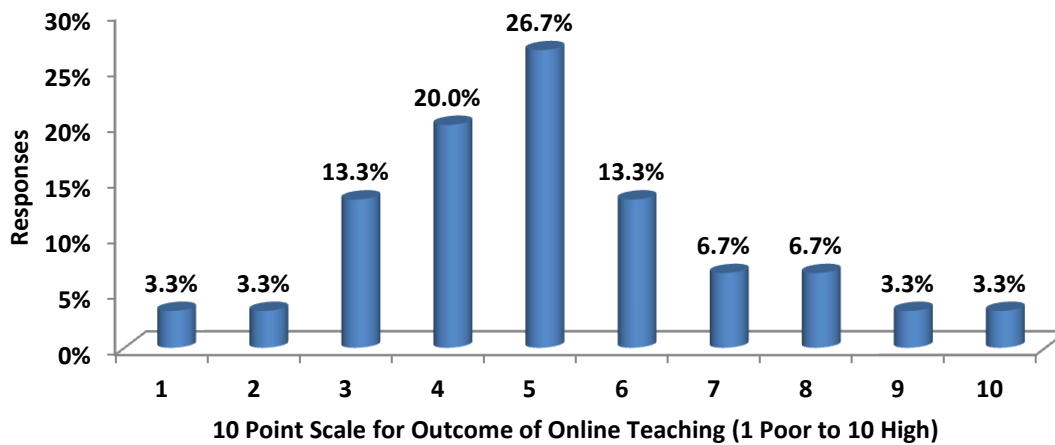


## Chart 5: Outcome of Online Teaching

When asked about the outcome of an online lecture, 33.3 percent of respondents gave a positive response, while 39.9% gave a negative response. This demonstrates that online instruction has a bad outcome and that it has to be improved.
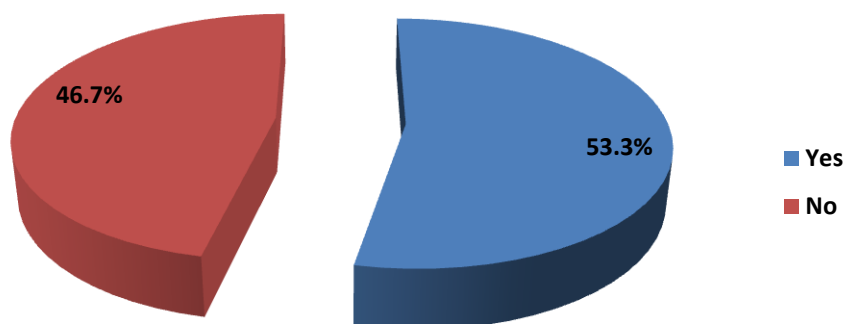
**Chart 6: Special Training needed for Online Teaching**
When asked if specific training for instructors would be required if they were to teach online, 53.3 percent of respondents said yes, while 46.7 percent said no. This can be read to mean that online approaches should be developed, and teachers should have sufficient training to deal with this circumstance.

**Conclusion**
During COVID-19, academic activity, particularly online teaching or work from home, is encouraged. The pandemic has had a tremendous impact on education systems in countries all around the world. In reaction to the current issue, academicians from all over the world have developed their own norms and methodologies for managing and responding to changes in the e-learning system. Our own Indian educational systems have fully opened its doors to the greatest available options for online teaching and learning in just a few months (using online applications like Zoom, Google Meet, CISCO Webex, Microsoft Teams, Youtube, T.V, radio and also inculcating offline methods including printed books, study material and other related modules). Along with these changes, instructional strategies, technology preparedness to execute online learning, and providing support and motivation to all interested parties, whether teachers, faculty members, or students, have all been made necessary. With the discovery of many COVID-19 vaccinations, there is a strong likelihood that the situation will return to normal in the next months. Meanwhile, academic curriculum adjustments, as well as some syllabus reductions, must be formulated and instilled to promote flexibility, and technology readiness must be hastened. According to the findings of the study, both teachers and students are hesitant to adopt online pedagogy. We must resolve issues that arise at our level during online education, and both the state and federal governments must strengthen their I.T. infrastructure, particularly in rural India. Finally, education must be viewed as a joint endeavour involving the government, instructors, faculty members, parents, schools, and academic institutions to improve the efficacy of teaching and learning methods that have been harmed by the current pandemic. Not only that, but all members of the teaching team have a moral obligation to ensure that pupils do not fall behind in their education and knowledge. Many well-known donors have stepped forward to assist disadvantaged kids in embracing and adapting to online schooling. During the COVID-19 pandemic, several of them have donated free tablets, phones, and other items to assist these children in gaining access to education. A few state governments have also made free wi-fi available at certain locations to assist consumers and schools in overcoming the challenge of internet connectivity.

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