



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## COVID -19: Impact on Teaching Fraternity and Learning Practices

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### Abstract

The COVID-19 pandemic has affected schooling at all levels differently. Foundations and instructor teachers needed to rapidly react to a sudden and 'constrained' progress from vis-à-vis to distant educating. They additionally needed to establish learning conditions for understudy educators doing their arrangement in the light of the prerequisites of instructor training programs and the conditions in which the two colleges and schools needed to work. This paper gives an audit of the writing on internet instructing and learning rehearses in educator training. Altogether, 134 experimental investigations were dissected. Web based instructing and learning rehearses related with social, psychological and training presence were distinguished. The discoveries featured the requirement for a complete perspective on the instructional method of online training that incorporates innovation to help educating and learning. The ramifications of this investigation for the occasion of internet instructing and learning rehearses are examined. Proposals for additional exploration are likewise inspected.

Key words: Online learning, Perception, Learning Practices, Covid-19

### **Objectives**

1. To study the effect of pandemic period on teaching performance
2. To understand the plight and distress of the teaching fraternity working at various private, unaided institutions.
3. To study stress level in online teaching comparatively to offline mode

### **Review of literature**

1. **Carmen Carrillo & Maria Assunção Flores (2020):** has studied about online teaching and learning practices in the context of teacher education and it describes the findings in relation to online teaching and learning practices related to social, cognitive and teaching issues.
2. **Muhammad Adnan1 and Kainat Anwar (2020)** This examination study inspects the mentalities of Pakistani advanced education understudies towards obligatory computerized and distance learning college courses in the midst of Coronavirus (COVID-19). Undergrad and postgraduate were overviewed to discover their points of view about online training in Pakistan. The discoveries of the examination featured that internet learning can't deliver wanted outcomes in immature nations

like Pakistan, where a larger part of understudies can't to get to the web because of specialized just as financial issues. The absence of vis-à-vis connection with the educator, reaction time and nonappearance of conventional homeroom socialization were among some different issues featured by advanced education understudies.

- Baker, Will and Watson, Julie (2014)** With an always expanding cluster of innovations offering potential for the conveyance of instructive e-substance and backing of online correspondence and association, distance learning has a chance to make the progress to true internet learning and educating as at no other time. Nonetheless, it appears to be that foundations are just gradually abusing this chance, especially in the field of language educator preparing. This article presents an intelligent contextual analysis of a course which endeavoured to decipher large numbers of the highlights of an effective vis-à-vis (f2f) program for an e-learning medium. A critical component of the course was a movement put together structure based with respect to a dialogic learning approach which expected to hold the intuitive highlights of f2f learning. Information will be drawn from improvement, conveyance and assessment of the course showing the way in which the online climate was completely abused to make an e-learning local area with a scope of learning openings.



**Analysis of Data:**

**The following are the demographic of the respondents used in the study:**

Variables	Factors	Frequency
Age	20-30	38
	30-40	44
	40-50	14
	50 and above	4
Gender	Male	46
	Female	54
<b>The following are the responses received from various teaching professionals across North Bangalore</b>		
Category of students	Primary school	14
	High School	0
	College	46
	University	40
Type of Institution	Private	88
	Government	06
	Aided	06
Teaching Online was easy	Yes	64
	No	36
There is Liberty of doing other works by Teaching Online	Yes	44
	No	56
Easy to conduct Test/Exams	Yes	40
	No	60
Causes Health Issue	Strongly agree	48
	Agree	38
	Neutral	12
	Disagree	02
	Strongly Disagree	Nil
Increase in Workload	Strongly agree	26
	Agree	42
	Neutral	20
	Disagree	12
	Strongly Disagree	Nil
Technical capabilities enhanced	Strongly agree	28
	Agree	60
	Neutral	10
	Disagree	02
	Strongly Disagree	Nil
Students Interaction during Online classes	Less than 25%	54
	25-50%	32
	50-75%	12
	More than 75%	02
More interactive during Online classes as compared to Offline classes	Strongly agree	Nil
	Agree	4
	Neutral	24
	Disagree	44
	Strongly Disagree	28

get back to you to clarify their doubts in Online Classes	Always	10
	Often	30
	Rarely	56
	Never	4
Satisfied Teaching Online	Yes	46
	No	54

## Findings

The research is conducted and few findings are identified with demography is representing there is changes in the teaching pedagogy due to pandemic period, it is also observed that online teaching will not be sustainable for a long run. Students effectiveness will not be good or satisfactory in their online classes. On the other hand, Academicians geared up themselves for the challenging period, in this analysis switching from offline to Online was easy. Even though switching was easy, Faculties had to undergo pressure/ stress in order to find different ways to reach out the students and trying to ensure that they understand the Concepts and Concentrate. Most of the teaching fraternity Immediately made the arrangements required for the Online teaching. But working from home was not relaxation, as the workload or the pressure was more during this pandemic time. As per the responses received Private Universities were supportive enough in switching to Online Mode when Compared to other Educational Institutions. Academicians improved their technical capabilities as well, they were exposed to different applications and their usages at maximum benefit. They ensured that students would understand the concepts better with usage of technology like videos, PPT, Case studies & activities online. Students interaction & Clarification for doubts was very less as compared to Offline classes. Academicians are not satisfied teaching online as students are not effectively Grasping the concepts and there was high dropout rates and lower retention in online classes than in face-to-face traditional courses. Due to various reasons like lack of electronic gadgets, Network, Learning motivation, Time management etc., students were also not actively participating. Teaching Fraternity couldn't adore the teaching experience like in Traditional method.

## Suggestions

- Majority of respondents consider Online teaching as an opportunity to increase their technical capabilities and use it effectively.
- 70% of teachers have stated that their workload is increased and their screen timings have affected their health conditions.
- Many respondents have stated that student's interaction during online classes, approachability towards teachers and Understanding of the concepts is not as effective as offline Classes.
- Due to pandemic effect majority of respondents consider Online classes are the only best option even though it is not as effective as offline classes
- In order to improve the interaction of students, teachers can conduct quiz & activities related to topics.
- Due to increase in use of gadgets, teachers must practice eye exercises, and ensure the Lighting on screen. Sitting in a proper body posture using laptop/desktop with adjustable desk
- Rather than concentrating on the student's responsiveness, teachers should motivate themselves towards positive side of online teaching that would be helping towards satisfaction.

## Conclusion

Academicians are not satisfied teaching online as students are not effectively Grasping the concepts and there was high dropout rates and lower retention in online classes than in face-to-face traditional courses. Many respondents have stated that student's interaction during online classes, approachability towards teachers and Understanding of the concepts is not as effective as offline Classes. Due to pandemic effect majority of respondents consider Online classes are the only best option even though it is not as effective as offline classes. In order to improve the interaction of students, teachers can conduct quiz & activities related to topics.

