



## Study of Impact of online teaching during pandemic

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### Abstract

There is a 'Coronavirus disease-2019' pandemic in India (COVID-19). To prevent human-to-human transmission of the COVID-19 coronavirus chain and community, the Indian government has ordered a nation lockdown beginning on March 25, 2020. Education facilities were shut down as well, and conventional classroom teaching was replaced with online instruction to make up for the educational losses in India.

**Key words:** Educational, Teaching, Online, Pandemic etc

### Introduction

The COVID-19 epidemic has now spread to almost every country and territory in the globe. Wuhan, China, was the site of the first epidemic detection in December of this year. Various nations sent warnings to the general public, urging them to exercise caution. Distancing oneself from crowds and avoiding big gatherings were among the public health methods used. In order to restrict the spread of the illness and flatten the curve, lockdown and homebound techniques have been used.

The ramifications are far-reaching and will continue to have an influence on learning in the following weeks and months. Face-to-face instruction has been phased out in a number of schools, colleges, and universities. Alternative instructional and evaluation procedures must be developed as quickly as possible. Because to the COVID-19 epidemic, we now have a chance to lay the groundwork for digital learning.

infrastructure for online teaching, instructors' inadequate experience to online teaching, the knowledge gap, an unfriendly learning environment at home, and academic quality in higher education are all problems. Globally, the influence on teaching and learning from the COVID-19 epidemic is assessed in this article. Online and continuing education possibilities and problems during the COVID-19 epidemic are outlined, and a path forward is proposed.

### Impact of COVID-19 Pandemic on Teaching and Learning

- **Pedagogy for Continuing Education Through Online**



Due to the COVID-19 epidemic, schools, training institutions, and higher education facilities around the world have been forced to close. Educators are delivering great education in a new manner, using a variety of online platforms. While online learning, distant learning, and continuing education have their drawbacks, they have emerged as a remedy for the unprecedented worldwide epidemic. Students and instructors may have a difficult time adjusting to the change from conventional face-to-face instruction to online learning when there are few or no other options. Many online venues have embraced "Education in Emergency," and instructors and the education system as a whole have been obliged to do so. Students' ability to study during the closure of colleges and institutions has been greatly enhanced because to the use of e-learning technologies throughout this epidemic. Staff and student preparation must be assessed and supported while making the transition to the new adjustments. It is difficult for students with a fixed perspective to adjust to different learning environments, whereas students with a growth mindset do so easily. Online learning pedagogy does not have a one-size-fits-all approach. Each topic has a different set of requirements. Online learning methodologies varies depending on the topic matter and age group. Additionally, online learning provides students with disabilities the flexibility to engage more fully in the virtual learning environment, needing less physical mobility on their side.

#### ➤ **Challenges in Teaching and Learning**

Users—educators and learners—face numerous hitches while utilising or referring to the multitude of platforms and online educational resources now available. Many scholars have found and emphasised the following challenges:

Accessibility, affordability, flexibility, learning methodology, life-long learning, and educational policy are some of the issues facing e-learning. Many nations have significant problems when it comes to having access to digital gadgets and a dependable Internet service. While economically disadvantaged students in many developing nations cannot afford online learning gadgets, online education increases the danger of the learner being exposed to excessive screen time. This means that students must participate in offline activities and self-exploratory learning in order to be successful in the classroom. Another issue is that both parents are working, making it difficult for young learners to get instruction. Physical workplaces suitable to various forms of learning have practical challenges that need to be addressed.



Pupils that are naturally driven to study need little in the way of supervision or assistance, while students who are poor learners confront challenges. Online learning might be too expensive for some academically gifted students from economically challenged backgrounds.

➤ **Opportunities for Teaching and Learning**

Although educators, schools, institutes, and the government have faced several problems in respect to online education, the COVID-19 epidemic has generated numerous chances for those who are unprepared and have long-term intentions to deploy an e-learning system.

Teachers and parents now have a stronger bond as a result of it. Home schooling requires financial and academic assistance from parents. During this prolonged crisis, extra assistance is needed for children with impairments.

We're exploring and experimenting for the first time with online platforms like Google Classroom and Zoom for teaching and learning as well as other group forums like WhatsApp and WeChat for the continuation of education and the usage of virtual learning environments. Even if face-to-face instruction is resumed, this may be explored further, and these platforms can offer learners with more materials and coaching.

Teachers must come up with innovative solutions to the challenges of virtual teaching. Teachers are working together to develop online teaching approaches on a local level. As instructors, parents, and children share similar experiences, there are unparalleled chances for collaboration, innovative solutions, and a readiness to learn from others and experiment with new methods (Doucet et al., 2020). In order to make teaching and learning more dynamic and interesting, several educational institutions are giving out their tools and solutions for no charge. Online education has made it possible to educate and learn in new and creative ways, as opposed to the traditional classroom environment.

**Conclusion**

When looking at how the COVID-19 pandemic will affect classrooms around the world, researchers found that while many studies have been done, more work needs to be done to find appropriate pedagogy and platforms for different class levels in high school as well as middle and primary education in developing countries, particularly Africa. Due to poor Internet speed and a lack of connection points, data packages in many developing nations are out of reach and unaffordable for the average citizen. Improving the problem will need government involvement. Effective online teaching and learning pedagogy requires further study and



analysis. Another area of focus was the need for the development of instruments for realistic evaluations and quick feedback. The producer of educational tools should concentrate on customisation to make their products more affordable and accessible to students from all socioeconomic backgrounds. Intervention at the political level is also critical. When you take into account the current situation, every education system, including Bhutan's, has to make an investment in the professional development of teachers, particularly in ICT and effective pedagogy. Another focus of R&D is to employ user-friendly technologies to make online education more creative, inventive, and participatory. In this way, the educational system would be better equipped to deal with future uncertainty. The COVID-19 epidemic has shown us that instructors and students/learners should be trained on how to utilise various online educational technologies. The use of such online tools for instructors and students should be promoted after the COVID-19 outbreak when regular courses resume.

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