

# Corona Virus-19: Impact On Education by Using Online Teaching Methodology by The University Teachers and Students in Delhi NCR Region

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## ABSTRACT

Due to interconnection of the world, we are facing the risks also and the COVID pandemic is not stopping at the specific area of the nation rather it is spreading all over the world at continuous rate after its inception. It has even affected every one without seeing its gender, education, income, nationality and infrastructure. Vulnerability of hitting is even hardest to the national who pretend to be developed and health conscious. The main objective of this research paper is to conduct online study for the perception & experience of students and teachers of those who are having their education centres in the DELHI and NCR region after start of covid-19.

During this corona pandemic, India has modified the education system at every level by introducing the online class methodology for the students and teachers. The sample of this research paper consists of 100 teachers and 350 students for the university and colleges in DELHI and NCR. This study enclosed the perception & experience of both teachers and students study in the DELHI and NCR. The results incorporated detailed satisfaction, quality, interaction, technical availability etc. The challenges are to cope the uncertainty, communication and regular planning for the educational institutions. For the courses which are practical and require trainings are greatest challenges to move from class room teaching to online methodology.

**Keywords:** Corona virus, Pandemic, online methodology, university students

## INTRODUCTION:

It is prime objective of the educational institutions to keep their students and staff safe during this pandemic period and try to normalize the operations of day today running with smooth pace. The pandemic impact is very significant and pressure is on the educational institutions to adopt new changing strategies for addressing the issues of their stakeholders.

To avoid the financial losses and save the years of the students almost every educational institution has adopted the online teaching methodology. This methodology is giving a chance to the students to keep on going in the current pandemic situation and keep themselves safe and follow the social distancing norms formulated by the governments at each level.

The role of education is very crucial in the recovery stages after the outbreak of corona virus. Perhaps it will foster the societies. The education system will provide them awareness about the work done by the governments at their levels. Since the outlooks of the corona is very uncertain and unpredictable, so alternate way of educational teaching methods is need of the hour. The capacity of educational system will react efficiently & effectively on the move of governments' preparedness, foresight and readiness. The educations system will be the centre of this planning. Proper skills and trainings are needed for making the balance for the situations arise after the corona outbreak. It will provide sustainable development which is committed by the system to the people of the nation. Every student in the university must have opportunity to succeed and have fair chances of developing skills, values, attitudes and knowledge.

Online teaching methodology for the taking the classes are part of the educational institutions all over the world. They are enabling the education more convenient and easy and comfortably accessible to each one associated for both teachers and students. In India, educational sector is fast growing and comes first in the world when count in the higher education. Especially in India the online classes and distance mode had started well before the corona pandemic and this is seen as substitute of the traditional approach of the classes.

Due to familiar and ease in offline teaching methodology and it is requiring less resources for the teaching is supposed to be major hindrance in using online teaching methodology. Due to outbreak of corona pandemic in this year 2020, it is mandatory for the concerned university to adopt the online teaching methodology for the educational institutions. Major changes have been done not only in India but it is also done worldwide. They have suspended physical class rooms and adopting virtual class rooms for their studies till proper vaccine will come. It is very early stage of development in India for the online class rooms.

In India, transition phase to online classes have mix of negative and positive experiences for both institutions either public or private and slowly they are trying to adapt the changes with modifications. As we are aware that in India the technological advancements is in the developing stage even though access and speed of internet is still an issue for the students and teachers. This makes attendance and participation problems for them.

As this time is very uncertain almost every university is trying to impart quality education which is consistent and useful for the students. They are continuously listening the students and university is using the best communication tools to deliver the quality lectures and guidance. The corona pandemic is exposing the inequalities and shortcomings in the educational institutions as they are not helping the poor students who are unable to bear the expenses of resources which are not helpful in acquiring the online classes. Mostly students are to rely on their resources to do the classes from remote areas through internet. Teachers are also adapting new teaching concept, pedagogy & methods for the deliverance of the classes for which they have never taken training and practice. Marginalised students groups are lacking the most in engagements for learning the subjects.

**REVIEW OF LITERATURE:**

A complete review of literature was done throughout maximum numbers of research papers and publications on the related title of the research paper chosen for my study. Brief snapshots of some are as follows:

SNO	TITLE OF RESEARCH	NAME OF THE AUTHORS(S)	CONCLUSION(S)
1	Students' Perceptions of Online or Face-to-Face Learning and Social Media in Hospitality, Recreation and Tourism	Fortune, Spielman, and Pangelinan (2011)	In year 2009, a survey was conducted on the students opting courses "hospitality, recreation, and tourism" for evaluating the impact of different teaching methodology like traditional and online modes. The learning method and network platforms also keep importance for the participants. Students do not differ in accepting the teaching methods on the prescribed subjects of the research.
2	Student satisfaction with an online and a face-to-face Business English course in a higher education	Tratnik A. (2017)	Author concluded that students are showing different significance levels while taking classes by online and face to face methods. This research was done on English as teaching subjects. Students are more interested on face to face teaching methodology as compared to traditional teaching method.
3	Impact of online education in India	Lone, A. Z. (2017)	Author opined that role of online methodology in India has found very good space among the students and teachers. Technology will play very important role in the coming years for the education sector. Numerous online teaching courses are still taught by the institutions on the different topics. Human face is about to change in years to come. New methods and innovations are to be incorporated in the education sectors for the welfare of the students and teachers.

4	<p>COVID-19 Era: Students' Role to Look at Problems in Education System during Lockdown Issues in Maharashtra, India</p>	<p>Vikram R. Jadhav, Tushar D. Bagul, Sagar R.Aswale(2020)</p>	<p>Authors concluded that due to corona virus there is definite break on the education system. Students opted for online mode and they iterated that some positive impact was there on their education while taking online classes. Exams were totally conducted online and teachers took their lectures through online. It is seen that to some extent cost had increased and is good chance for the innovations during this pandemic of corona.</p>
5	<p>Impact of covid-19 on education sector In India</p>	<p>Swarup Saha,Srijita Mandal, Dr. Supti Kotal(2020)</p>	<p>Authors opined that COVID-19 had impacted tremendously not only in India but also in the whole world especially educational sector. This pandemic had created not only various challenges but also many opportunities for the human beings. All government either central or states and other stakeholders used different present technologies for the online teaching methodology and balanced the problems aroused by the corona pandemic. This would even prepare the students for the future based on the modern technologies to both rural and urban areas in India. All students who come from minority, marginalised and remote regions should get a specific policy so that effected and efficient education must be reached to them.</p>

7	Impact of Coronavirus Pandemic on Education	Edeh Michael Onyema et al.(2020)	<p>Authors established that there was an adverse effect on all the sectors especially education which had reduced the research, academic activities and development of staff of the institutions. This had reduced the employment opportunities and resources had gone down and diminished at fast pace. This was felt by all the stakeholders of the educational institutions. This research study emphasized the use of technology in the education to reduce the pandemic effects of corona-19.</p> <p>Authors acknowledged that the effects are hurtful to the coming years and are teaching lessons for the schools and universities to embrace the new technology for the getting new benefits and progress as early as possible. The adopted strategies should be robust enough to cope the effects of pandemic by the educational institutions.</p>
8	Effect of COVID-19 on the Performance of Grade 12 Students: Implications for STEM Education	Edgar John Sintema(2020)	<p>Author pointed out that in Zambia during corona virus education sector also affected and adverse trends were seen. Due to lack of facilities used for the online classes many contact hours of the students were lost and examination was to be postponed and fresh time table were prepared for the students. Due to limited time span all had reduced the performance of the students and teachers and ultimately quality also suffered badly. As corona progresses dropout rate of the students are increasing and teachers are preparing with new teaching methodology to cope the situations.</p>

9	Impact of Covid-19 on higher education in India	Pravat Kumar Jena(2020)	Author outlined that in India higher education had suffered most due to the corona virus pandemic since March 2020. Corona had not only created challenges but also opportunities for the stakeholders to move to the new approaches of teaching pedagogy for the virtual online class room teaching for the students. UGC/MHRD had started many platforms which are virtual based on e-books etc. materials. Modern technologies are used for the delivery of lectures to the students. This had enabled to meet the needs of the students. It has made it most parallel means of education based on virtual methods.
10	The impact of COVID 19 on Education	Rajput Vijaybhai Mahendrabhai(2020)	Authors opined that due to corona pandemic all over the world all educational activities like workshops, sports and conferences etc. had been cancelled or postponed till further notice. All teaching activities had swiftly changed from class room ode to online mode. All institutions are using method to stop the spread of the corona virus and information is passed to the stakeholders which are updated and regular using modern communication tools. Health safeties of the stakeholders are the top most priority of the educational institutions and regular counselling is mandatory for the mental health of the stakeholders. Members of the teaching should pay attention and at once make them adaptive to the online mode of teaching to give quality education to the students which should be effective and efficient.

## METHODOLOGY:

This research paper is based on the survey method based on the structured questionnaire comprising of questions based on the demographics and perceptions of teachers and students regarding online classes. This questionnaire has six (07) questions on demographics, nineteen (19) questions on perception section of teachers and twenty (20) questions on the student's perception regarding online classes. Open

ended questions are agree or disagree options through google form send to the respondents. This study was done from April 2020 to September 2020. 100 teachers and 350 students’ data were found good after selection for the research study. All consents were taken from the respondents for this study. No statistical tools were applied for the results.

**DATA ANALYSIS AND RESULTS:**

The main objectives of this research study are to evaluate the respondent’s feedback from the students and teachers from the university situated in DELHI NCR region. Data analysis used was totally descriptive. Frequency counting of the respondents was later converted to percentages for the display of results. Details of the finding are as follows:

**DEMOGRPGHY OF TEACHERS:**

GENDER	MALE		FEMALE
	70%		30%
AGE	25 to 40 years	41 to 55 years	above 55 years
	42%	48%	10%
University type	Private		Public
	52%		48%

“observation of teachers Online v/s classroom teaching method“			
SNO	QUESTIONS	AGREE	DISAGREE
1	It is effective	61%	39%
2	It is convenient	48%	52%
3	It lacks interactions	70%	30%
4	Facing problem of engagement	65%	35%
5	It is interactive and have more fun	45%	55%
6	It has low disconnect of Teachers and students	68%	32%
7	It has longer durations	55%	45%
8	Less control in group discussions	63%	37%
9	More innovative	40%	60%
10	More issues of Technical in nature to stop the flow of the class	75%	25%
Individual factors “online teaching”			
1	Less effective due to lack of knowledge of computer skills	55%	45%
2	Feeling of shortage of satisfaction of work	52%	48%
3	More conscious about skills of teaching	48%	52%
4	Motivational issues	43%	57%
5	Distraction is random	65%	35%
6	Excel anxiety	59%	41%
7	I find improvement in my skills	45%	55%
8	Feel adaptation problems	58%	42%
9	It boosts confidence	48%	52%



**PLATFORM USED DURING ONLINE CLASSES**

Zoom	Google Classroom	Skype	Google meet
56%	37%	2%	5%

**DEMOGRAPHY OF STUDENTS**

GENDER	MALE		FEMALE	
		74.3%		25.3%
AGE	17 to 21 Years	22 Years to 25 Years	above 25 years	
	45.5%	41.4%		13.1%
University type	Private		Public	
	55%		45%	
Course Type	Technical		Non-Technical	
	58%		42%	

**STUDENT FACTORS IN ONLINE CLASSES**

<b>“Online v/s classroom teaching Method”</b>			
SNO	QUESTIONS	AGREE	DISAGREE
1	They do not take seriously	55%	45%
2	They make more excuses and reliability problem	52%	48%
3	They show deficiency of interest & involvement	58%	42%
5	It is effective	45%	55%
6	It lacks interactions	68%	32%
7	It is convenient	61%	39%
8	Discussion Quality is very low	72%	28%
9	Transfer of Learning & knowledge happens more in online classes	32%	68%
10	Online classes are less structured than classroom mode	74%	26%
<b>“Online v/s classroom teaching Method”</b>			
1	Online classes save time	66%	34%
2	Technical issues disrupt the flow and pace of online classes	80%	20%
3	Difficulty in clearing the doubts	77%	23%
<b>“Individual factors online classes”</b>			
1	Less effective due to lack of knowledge of computer skills	85%	25%
2	Participation of comfortability is more	42%	58%
3	Difficulty in understanding	68%	32%
4	feeling less anxious	85%	15%
5	Distraction is random	82%	18%
6	Feeling lazy & disinterested	86%	24%
7	Feeling of motivation is less during discussions	88%	12%



**DISCUSSION:**

The most of the results of this research paper indicate that traditional method of the teaching is still preferred by the stakeholders of the educational institutions of higher studies in DELHI NCR region. Online teaching methodology is gaining acceptance day by day but is lagging far behind it. The features like “social presence, interaction, satisfaction and overall quality” are more inclined towards the face to face teaching rather than online. Technical presence was found to be most critical factor among the others factors for the online teaching methodology. Technical expertise of teachers and students are important for the success of online classes and put influence on the satisfaction. This study concluded that students are unable to learn not more in online classes as offline mode as a result it stops the learning process in the students.

**CONCLUSIONS:**

India has not regulated online for the teaching purpose till now and it is generating lot of lack of clarity and confusion among the stakeholders. Failure and success of online mode of teaching in future will depend on how much adaption among the teachers and students are provided by the regulators of the educational institutions in India. Comfort level would increase when the quality, technical support, content and interactions excels in online mode than offline mode. Proper training also required for the teachers and students both to make better avenues in the future. It is also indicated that the financial burden should not to be on the students and teachers for the delivery of online lectures and notes. Accessibility for the classes should be concrete so that the technical problems should not come to avoid the disturbances during the classes.

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