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Managing Learning during Covid Times- A Case Study

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ABSTRACT: The 21st century saw the advent of e-learning, learning beyond the traditional classroom. The world moved fast paced with advances in Science and Technology. Mankind was ready to take on the world. COVID-19, a pandemic that spread fast and wide, touched every nook and corner of the world and impacted mankind like never before and threw a set of new challenges. With schools, colleges, offices, hotels and places of worship shut for an indefinite period of time, e-learning brought in the much needed relief to the abrupt stop in the field of education. Though there were a number of challenges faced by educational institution's management in enabling the faculty and students to continue the teaching-learning process.

KEYWORDS: e-learning, classroom, management, COVID-19

I. INTRODUCTION

Education is acquiring knowledge, values, morals, skills etc by various methods like teaching, training, research etc. It is a process to facilitate learning. Education can happen in formal or informal setup and though usually education takes place under the guidance of certified educators, education can also be a self-learning process.

Formal education is imparted in a structured environment and the sole purpose is to teach students. Informal learning can happen at work, home, various interactions with people etc

The year 2020 brought to a halt the traditional methods of teaching. The classroom, blackboard and chalk had to be put to rest as the whole mankind faced a challenge in the name of COVID-19, for which there was no preparation. As the future looked uncertain and bleak, the educational institutions, teaching faculty and students had to rise up to face this challenge and continue the teaching-learning process.

With the advancement in science and technology, and the availability of facilities like computers, laptops, smartphones and discounted internet facilities, the teachers and learners prepared for the process of education in a system that was virtual and in the comfort of homes.

The Learner and the Facilitator were trained in technological and pedagogical aspects of an online classroom. There were many challenges faced

- Internet issues
- Content preparation
- Reaching out to the students in the absence of a physical setup of classrooms
- Conduct of Lab sessions
- Conduct of exams

The challenges were overcome with the help of various online services. The issue of conduct of exams was resolved in many cases with the help of a third party. The lab sessions were conducted with the help of online services like www.vlab.co.in, Amrita Labs etc.

The students could be reached out to with the help of video conferencing services, whatsapp etc.

Though the pandemic threw a set of challenges at the management and the teaching fraternity, the education process could continue at least in Urban areas due to the advancements made in the field of Science and Technology.



II. REVIEW OF LITERATURE

ONLINE EDUCATION SYSTEM

Distance Education or distance learning, is education of learners who may not be present in a traditional classroom setup. This usually involves correspondence courses in which the learner corresponds with the institution through mail. Distance learning can be completely distance learning or can be a combination of distance learning and classroom learning setup.

Distance education is used all over the world in countries like United States, Canada, Australia, India, Russia, Germany, to name a few. One can trace the origin of distance education to nearly 150 years back. The history of distance education can be understood in five periods

- Period before correspondence education, which included some educational activities that tried to aid for lack of education process
- Heavily applied correspondence education systems period. Printed materials were used and the postal system was used to deliver books, study materials, etc.
- One way Communication period. Instructional Radio and television broadcasting. Alongside printed material, these provided audio and video course materials.
- Two way communication period. Interactive audio and video between the instructor and learner.
- The fifth period is using satellite and technologies, integrating through computer and computer combining systems. Radio, television, computers, satellites, fiber-optics etc.

MOOCS

Massive Open Online Courses (MOOC) is a platform for teaching through pre-recorded lectures, resource video materials, lecture notes, assignments and quizzes

COVID-19

Coronavirus disease (COVID-19) is an infectious disease caused by coronavirus. A disease that has spread far and wide affecting people of all ages and mankind has experienced misery and death like no other time.

The sudden outbreak of this deadly disease, a pandemic as declared by WHO, caused the collapsing of the whole educational system across the globe

Around 264 million children and adolescents are not in school (UNESCO 2017). The pandemic has worsened the situation further. With schools, colleges, universities shut, teaching through online modes was the only option left to continue with the Teaching -Learning process.

In India, with guidelines from the apex body UGC, the Universities and colleges could go ahead with online teaching and learning

Online Teaching and Learning was the best possible approach to a world where now social distancing was the norm. It gave a sense of psychological relief to people amidst the scare of COVID-19. With the availability of online services like Google meet, Google classroom, Google forms, Kahoot, etc, the transition from traditional to online teaching and learning could be taken up with some initial training.

II. METHODOLOGY

The required data for the study was collected from both primary and secondary sources

The data was collected in the form of questionnaires from the faculty and students (primary source) of Physical sciences Departments, St. Ann's College for Women, Mehdipatnam.

The Secondary sources of data being Reports of various concerned committees of the College, College Website, Academic Text books, Extracts from Internet etc

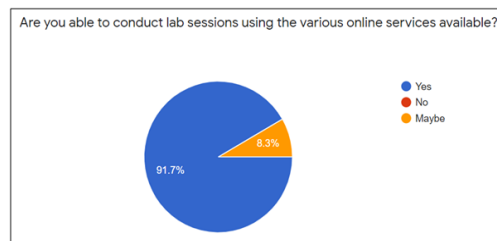
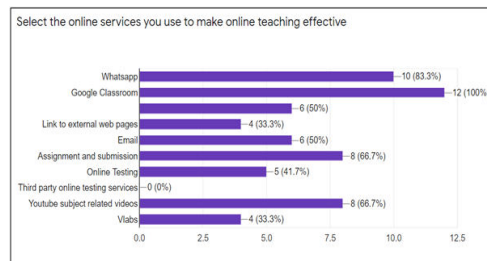
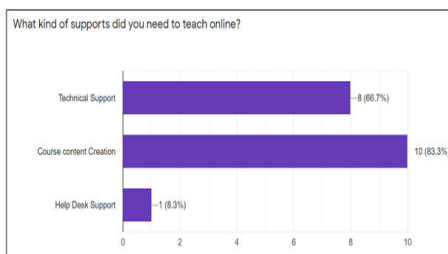
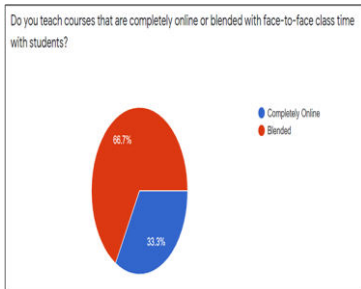
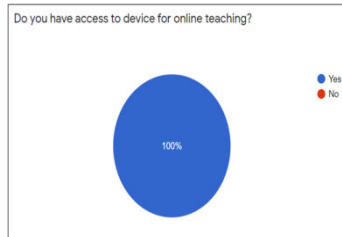
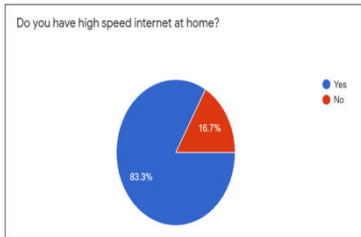
III. RESULTS

The survey conducted for staff confirmed that the staff having been trained for online teaching and online content creation was able to reach out to students in difficult situations as that of the pandemic were equipped to impart quality education to students even in online mode with a few constraints. Most of the staff affirmed possessing laptop, desktop or smartphones with high speed internet or mobile data to be able to take classes through video conferencing. The



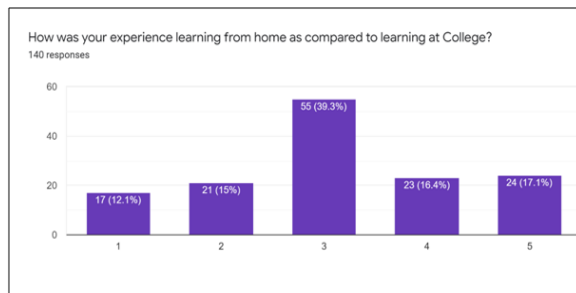
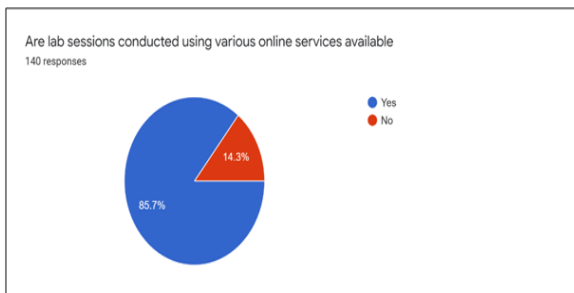
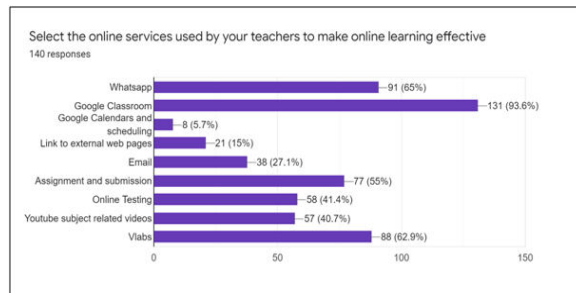
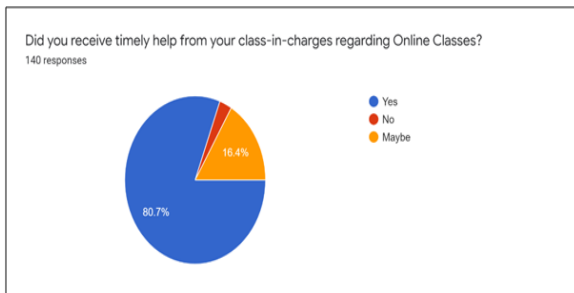
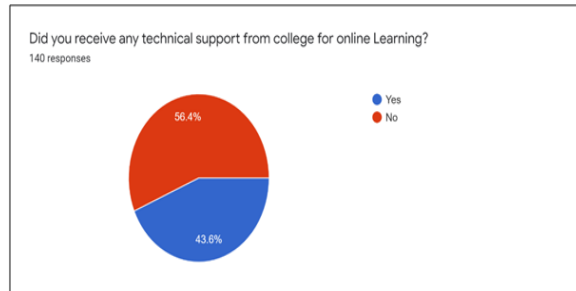
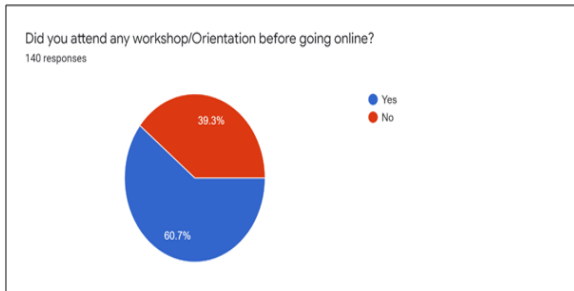
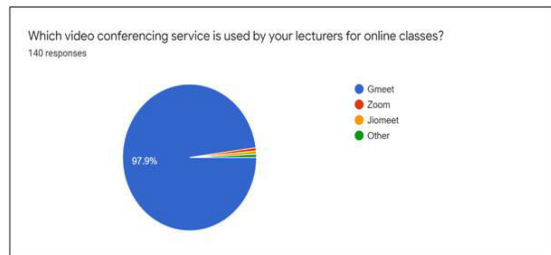
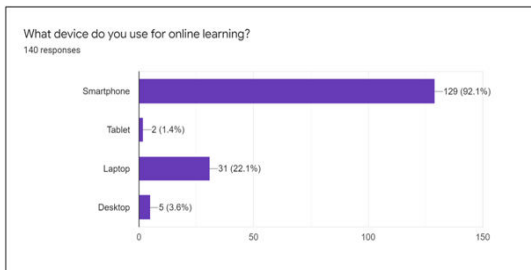
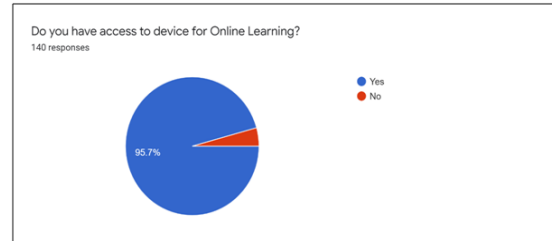
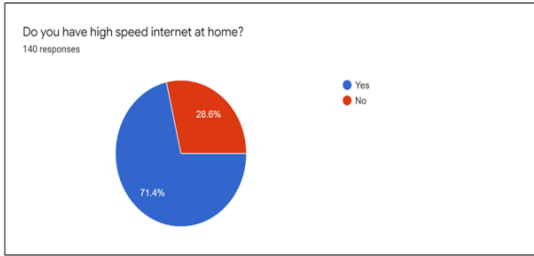
faculty were able to juggle work and home even though restrained in the confines of their homes. The Online committee was able to resolve any issues faced by the faculty during the conduct of online classes. The students also had the necessary resources to be able to attend the online classes and were trained before the start of the online classes to familiarise and resolve any technical issues. The online committee and parents supported the students during the pandemic so they could attend the online classes

With the help of online labs such as vlabs, Amrita labs, the experiments could also be conducted online
The response of the survey of the staff





The response of the survey of the students





IV. CONCLUSION

The challenge thrown at the teaching faculty when everything had to be shut down, a simple smartphone could help them be in touch with the students and be effective in imparting quality education to the learners. The Institution rose up to the occasion by training the faculty to transform from traditional methods of teaching to teaching online. A team was formed to provide technical support, preparation of online content and to be in touch with the students and other faculty. There were various workshops on virtual labs that the faculty could attend to be able to conduct lab sessions online. Excluding a few hitches, a number of experiments could be conducted online. Examples of a few virtual labs being: www.vlab.co.in, Amrita labs etc. The conduct of exams was through online using various online services like Kahoot, Google classroom, Google forms, Google meet etc. This helped in the assessment of students during the pandemic. Most of the teaching faculty were able to manage work-home effectively.

The students were able to attend the online classes, as most of them were already familiar with the usage of smartphones. The non-resident students were in great benefit as everything went online.

COVID-19 and the lockdown threw a lot of challenges at the teaching fraternity, yet the online teaching platforms and other online resources helped the continuation of the teaching-learning process thus benefitting the student community to a large extent.

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