



International Journal of Biomedical Investigation

Available Online: <https://ijbi.edwiserinternational.com>

Effect of Covid-19 Pandemic on Teaching

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Article info

Received 12 June 2021

Revised 10 July 2021

Available Online 15 July 2021

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Abstract

In more than 200 nations, the COVID-19 Pandemic has caused the greatest disruption in the history of education systems, affecting up to 1,6 billion students. More than 94 percent of the world's student population have been affected by closures in schools, institutions, and other educational areas. This has brought about profound changes in our life in many facets. Social dissociation and limited rules on movement have greatly disrupted traditional training. Reopening schools following limitation easing is another problem with several new standard operating procedures. Within a brief period of the COVID-19 epidemic, numerous scholars have contributed their efforts on teaching and learning in diverse methods. Several institutions, colleges and universities have ceased face-to-face instruction. In the approaching year, there is a worry that 2020 will be lost or more. The time is needed to develop and implement alternative education and evaluation systems. The COVID-19 epidemic gave us a chance to set the road for digital learning. This article attempts to offer a thorough assessment on the influence on the online learning of various aspects of the COVID-19 epidemic, and to outline the way ahead.

Keywords: Pedagogy; Internet use; Learning; Teaching; Academics

Introduction

Continuing education pedagogy, the lockdown of schools, training institutions and higher learning establishments in many countries and the social distancing actions caused by the COVID-19 epidemic has led to closings. The educators offer excellent education through many online channels is changing paradigms. In spite of the obstacles offered to both educators and learners, online learning, remote learning and continuing education have become a sign for that unparalleled worldwide pandemic. Platforms and the system for which they are not prepared are forced to adapt. During this epidemic, e-learning tools have been important in assisting schools and colleges promote student education during the closure of universities and schools. Staff and student preparedness need to be measured and supported properly while adapting to the new developments. It is difficult for learners with a fixed mentality to change and adapt, whereas those with

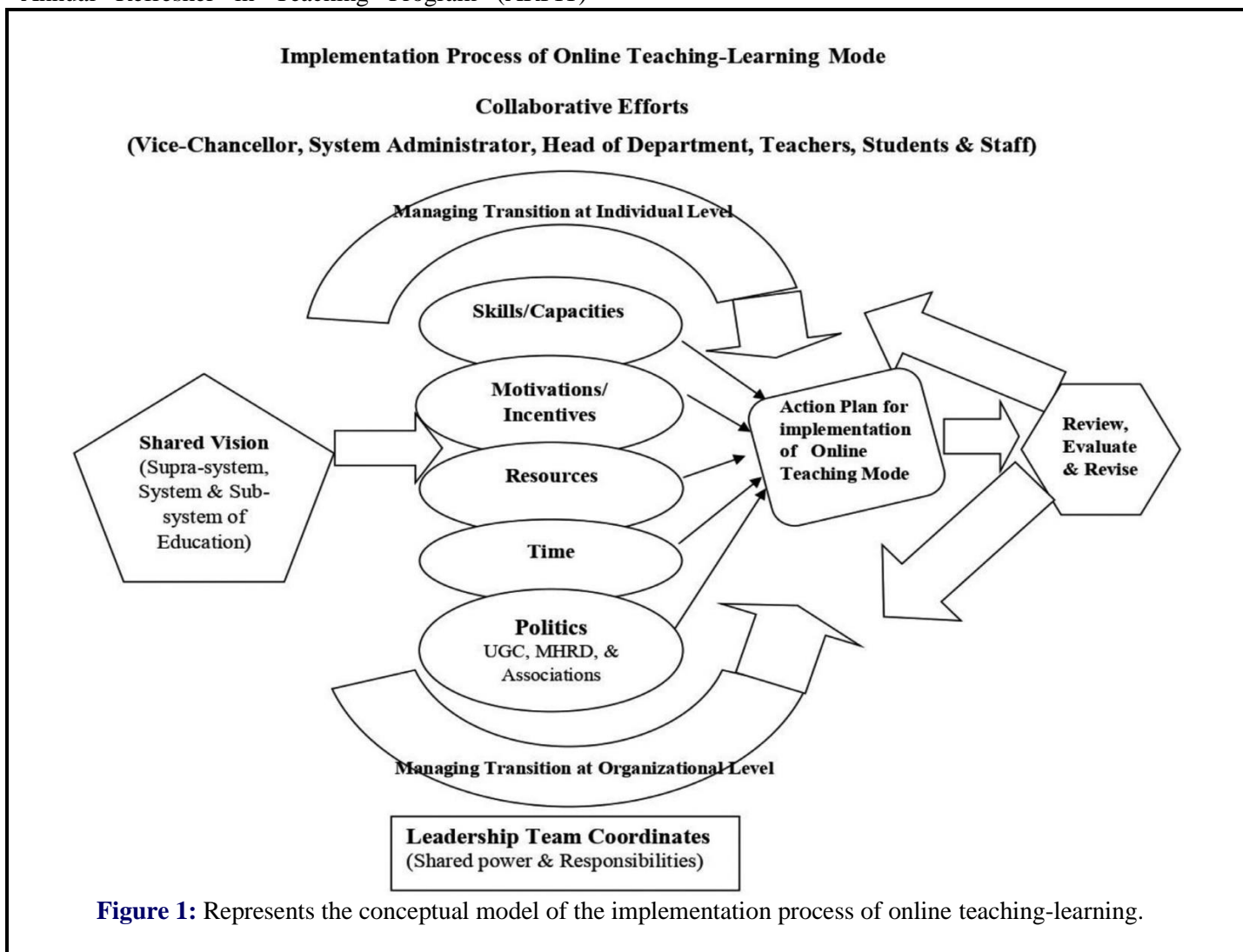
a growth mentality rapidly adapt to a new learning environment. No one-size-fit-all online learning pedagogy exists. Many subjects have different demands. There are several and various themes and age groups demand various online learning techniques [1-3]. The COVID 19 global epidemic has spread to virtually all nations and territories across the world. The epidemic initially occurred in Wuhan, China, in December 2019 [4]. The world's nations warned the people to take good care. Public health tactics include hand washing, face masking, physical distance, and mass reunification and assembly avoidance. Lockdown and stay home methods have been implemented to flatten the curve and prevent disease transmission [5]. Lederman (2020) quite rightly said that the COVID-19 problem forces the professors and the students to embrace the digital academic experience as a summary bonus of the online teaching process. In order to achieve

success in future pandemics, children are totally dependant on the online learning, teachers in digital intelligence can provide for the digital abilities of children at the edge of cyber rises [6].

Government initiatives

With an emphasis placed on ICT and the use of online education as part of the teaching and education process at tertiary level, the government of India started to think seriously about this issue. In addition, it was seen as a proactive and highly technologically efficient step in the preparation of a draught new education policy 2019 in the period leading to that epidemic. The Study Webs of Activity Learning (SWAYAM) is a massive open online course (MOOC) initiative or platform launched by the Indian Government and hosted online courses in several quadrants. The program is an online course. The SWAYAM PRABHA is a collection of 32 DTH channels which transmit high-quality programs all week long. On 13 November 2018 the MHRD launched the Annual Refresher in Teaching Program (ARPIT)

utilizing the SWAYAM Platform. Another MHRD-based program was e-PG Pathshala, managed by the University Grants Commission (UGC) which delivered excellent, interactive curricular content in 70 topics across all subjects. On November 7, 2015, e-Pathshala is a site managed jointly by the NCERT (MHRD) that provides online learning materials to the instructor, teacher, researchers, students and parents. provides educational resources through an online learning platform. So, the problems and perspectives of online education were not unknown. India's high-level higher education regulating agency (UGC) has taken the current education system extremely seriously and has done some measures to overcome the impasse in ongoing semesters of courses and exams. It is also necessary to finish the 25% curriculum through online teaching and 75% face to face contact with all institutions in India. The post-COVID-19 educational landscape would be difficult to handle instructional circumstances without strict use of online teaching platforms [7,8].



Teaching and learning challenges

Users, educators and learners alike experience regular glitches while utilizing or referring to the many instruments with the availability of a sea of platforms and educational resources online. Many scholars sum up some of the problems discovered and highlighted. Accessibility, affordability, flexibility, educational education, lifelong learning and education policy are widely acknowledged issues for e-learning. There are significant problems with dependable Internet links and digital device connectivity in many nations. Although economically backward kids in many developing nations are unable to provide online learning equipment, online learning is in danger of exposing them to increasing screen time. This makes it necessary for pupils to engage in self-exploratory learning and offline activities. Another issue, when both parents work, is the lack of parental direction, especially for young students. There are practical problems in physical workplaces leading to various learning methods.

Learners who are motivated in themselves are least affected during their learning periods as minimum guidance is required to supervise them. However, weak students who needs extra guidance and supervision during the study were most vulnerable during the current scenario. Learners who are academically competent but belongs to the economically unprivileged background are unable to afford the cost of online learning. As a consequence, the academic performance of students in both college level and university level examinations were hampered which could be attributed to the lack of proper consultation and reduced contact hour between supervisors and learners [5,9].

In addition to being pleasant for children, school time enhances social skills and awareness. The lives of the kids, while away from the regular schools, has an economic, social and psychological impact. Many of these pupils now attended online classrooms, spending more time on virtual platforms that have made youngsters susceptible. Increased and organised internet time has brought youngsters to the forefront of potentially dangerous and violent information and a higher risk of cyberbullying.

Teaching and learning possibilities

Although the epidemic for COVID-19 offers a number of chances for preparation and remote plans for the implementation of e-learning systems, educators, scholars, institutions and the government are facing enormous problems in online education in many ways. It has established more than ever a close link between instructors and parents. Home school needs parents to provide academic and economic support for children'

learning. In this continuous catastrophe, children with disabilities require unique and additional assistance. The first time ever education is investigated and attempted to continue with the use of online platforms such as virtual meeting environment of Zoom and Google Classroom, and other social media platforms and forums such as Telegrams, Messenger, WhatsApp and WeChat. Even after face-to-face curriculums, this may be further studied, and these platforms can give learners with extra materials and coaching. Teachers must design unique efforts to help overcome virtual education constraints. Teachers work with each other locally to develop online methods of teaching. Many educational organizations provide their resources and solutions in an interactive and engaging environment to promote and support teaching and learning. In contrast to learning and teaching experiences in the usual classroom context, online learning has offered a chance to study and learn innovatively [3].

Discussion

By July 2020, 98.6 per cent of worldwide students suffered from the epidemic, accounting for 1,725 billion children and young people in 200 nations, ranging from early to high school (United Nations, 2020). Homeschooling has thus taken the time to make learning possible and accessible. For online learning, pedagogy accessible and utilized in person-to-person learning is not viable. While a range of pedagogy has been developed for online and remote instruction, technologically behind educators need a suitable career development and training to focus on their pupils. Authentic evaluations and timely feedback are crucial to learning. The provision of helpful formative evaluations and timely feedback to Online students is a very important element of online distance learning. For the instructors and education system, this is problematic. The absence of a teaching and professional education infrastructure as well as the non-participatory nature of the pupils is particularly problematic.

In this COVID-19 Pandemic, the favorable atmosphere in the house is not consistent for all standards and socio-economic situations. The most economically disadvantaged populations should be supported through studies. There are reports that pupils drop out or opt out of education. This was owing to the extended hiatus during the COVID-19 epidemic caused by the school shutdown. While no studies are conducted to assess the pandemic's direct consequences on the dropout rate, there will be factual facts from study in this field. Since all tasks and exams of students are conducted from home, it is difficult for educators to determine the validity of the work and the actual learning. In addition, many parents assist their children throughout their

schooling and help them in many ways. Student graduation is another topic of research since no adequate criteria are created and applied successfully [3]. The current vaccination drive gives a sign of hope in between the second and third wave or covid virus attack [10].

Conclusion

The research of the influence on teaching and learning around the world of the COVID-19 pandemic indicates that while many studies have been carried out, the right methodology and platform for different classroom levels must be further studied. With less connection points, the Internet bandwidth is comparatively low and data packages cost compared to people's revenues in many developing nations, making it inadequate to accessible and affordable. Restricted movement, and limited exchange programs between countries of duration under lock-down of COVID-19 have greatly degraded the liberalization, privatization and globalization of education. In dealing with the abrupt changing picture of educational planning, administration and management during this epidemic, the third world nations face political paralysis Poor techniques, academic incompetence, and lack of resources, including, in particular, low and medium-sized countries that are already out of finance, would suffer most from reversals.

Intervention at policy level is necessary to enhance this scenario. Another area of study and development is to make online teachings interesting, inventive and interactive via user-friendly technologies. This would help and prepare the school system for the future. The lesson learned from the COVID-19 epidemic was that the usage of diverse educational technologies for online teachers and students should be guided. Following the COVID 19 epidemic, instructor and student use of such online tools in order to improve the teaching and learning should be encouraged to continue.

Conflict of Interest

The author declares no conflict of interest.

Funding

The work has not been funded from any government or private source.

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This manuscript was peer-reviewed

Mode of Review: Single-blinded

Academic Editor: Dr. M.A. Jahangir

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