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### “Teaching – Learning experience during Covid-19 Pandemic in respect to Bhavnagar (Gujarat)”

Prof.(Dr.)Aarti Joshi, Mr. Harin B Bhatt\*

#### ABSTRACT

As COVID19 and lockdown forced an emergency transition to online education from traditional methods in the Bhavnagar city of Gujarat, it became important to understand what accumulated interactions may have resulted from the abrupt change in the teaching-learning process. Despite a 13 percent rise in mobile internet use in Bhavnagar, the digital divide still exists, making it critical to comprehend the challenges, methods, and options in education, as well as the participants' adaptability to the remote teaching-learning mode. It was also necessary to see if the participants were more prepared for the transition to online education and if there was a greater likelihood of long-term remote teaching-learning in the post-pandemic scenario. This cross-sectional study was performed by tertiary level students to determine the probability of continued online education in the post-pandemic scenario. The respondents were chosen using the snowball sampling process, and they voluntarily responded to an online survey created using Google forms, the link for which was shared on social media, and descriptive analysis was used to analyze all responses. Despite the fact that inadequate internet access, overburdening, and traumatic interactions exacerbated the schooling process during the lockdown, the majority of participants called for the implementation of a blended learning model in the post-COVID19 world. The switchover, however, promoted greater use of ICT in education; however, since the research is restricted to participants with internet access, the digital gap in education is exposed.

**KEY WORDS:** Accessibility, Blended learning, COVID-19, Education, Online.

#### INTRODUCTION

The corona virus disease 2019 (COVID-19) (Holshue et al., 2020) caused by extreme acute respiratory syndrome corona virus 2 (SARS-CoV-2) (Ghinai et al., 2020; Sharma & Singh,

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\*Prof.(Dr.)Aarti Joshi , Dean, Faculty of Management, R.K Uni Rajkot  
Mr.Harin B Bhatt, Research Scholar , R.K University, Rajkot

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2020) (Ghinai et al., 2020; Sharma & Singh, 2020) was first identified in the city of Wuhan in the Hubei province of Central China in December 2019. On March 11, 2020, the World Health Organization declared COVID-19 a pandemic after the global number of contaminated cases reached 118319 and the death toll reached 4292. (WHO, 2020). The rapid growth and global dissemination of COVID-19 through human-to-human transmission (Kar, 2020) prompted countries to take all reasonable steps to stop it, including implementing complete lockdown in the world or parts of it. Though the introduction of lockdown was successful in preventing the corona virus pandemic by restricting community travel, it also resulted in the temporary closing of educational facilities, requiring schooling to migrate online.

The enhanced use of ICT in education was already ongoing, with global edtech investments in education technologies approaching US\$18.66 billion in 2019 (Li & Lalani, 2020), but the world's crippling with COVID-19 accelerated the pace. Though education has been digitizing for some time, the abrupt transition away from classroom to online teaching and learning has placed many educators, students, and their families in a difficult position. For a variety of factors, including a lack of technological skills, a lack of means to access online education, a lack of interest, an unsuitable research setting, health consequences, anxiety and depression causes, and so on, online education may not be seen as a viable alternative to traditional classroom teaching-learning. Despite the fact that many educational institutions remained open in many parts of the world, online teaching-learning continued to provide education while ensuring the protection of lives during the pandemic.

From midnight on March 24, 2020, India imposed the world's highest and most stringent nationwide lockout, resulting in the temporary closing of educational institutions (Ansari, 2020). According to the Ministry of Human Resource Development (MHRD) and University Grants Commission (UGC) guidance, universities introduced online teaching-learning initiatives to avoid disrupting students' learning scenarios (Careers360, 2020), but e-learning remains a far-fetched fact for those inside the same boundaries. UNESCO reports that 320.71 million students were affected across India during the lockdown (UNESCO, 2020). In the current pandemic situation, where the lower socioeconomic stratum (SES) has

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emerged as the most vulnerable to COVID-19's socioeconomic impacts (Gopalan & Misra, 2020; Baloran, 2020), the digital gap has deepened, impacting their access to education. Furthermore, according to a study by Quacquarelli Symonds (QS), India's internet infrastructure is not able to adapt to online learning as required by COVID-19 ("COVID-19: Indian Internet Infrastructure," 2020). In addition, the school system is critical. Prior to COVID-19, educational establishments that had already adopted digitization of education were well suited for the transition and could quickly adapt existing software technologies or create their own (Srivastava, 2020). Furthermore, the pandemic had an effect on the population's neurological and emotional state, leading to a rise in anxiety levels (Roy et al., 2020; Baloran, 2020). Students, staff, and caregivers are struggling with anxiety as a result of the present situation, as well as emotional and physical health issues resulting from expanded screen time (Shih & Killeen, 2020; Verma, 2020). Not only has the transition to interactive education had a negative effect on education (Allen, 2020), but it has also intensified the adoption of technology and advances in education (Allen, 2020), such as flipping classrooms (Williams, 2020), national and institutional online learning networks, contents and libraries, platforms and tools for evaluation, instruction, video conferencing, and so on (World Bank, 2020).

### **METHODS**

During the rising number of COVID-19 cases in Bhavnagar city, the researchers led this report, which resulted in the state being placed under complete lockdown. Five questionnaires were distributed to teachers, parents, and students in Bhavnagar's basic, secondary, and tertiary education systems (InSCED, 2014). The respondents were selected using the snowball sampling process, and they voluntarily responded to an online survey created with Google forms and shared with the respondents via social media. The questions were specifically intended to gather socio-demographic data as well as understand the problems, concerns, coping mechanisms, adaptability, and improvements placed on them as a result of the Covid-19 education usability lockout. From June 13 to June 28, 2020, an online survey was distributed.

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### **RESULTS AND DISCUSSION**

The rapid dispersal of Covid-19 exposed the entire population of Bhavnagar, especially those in team-oriented careers. As a result, classroom teaching and studying, for example, came to an abrupt end. The abrupt closing of educational facilities, on the other hand, had little impact on teachers' ability to teach and students' ability to learn, as most institutions quickly reverted to emergency online instruction. It should also be remembered that, apart from the persistent digital divide and inequity in access to education caused by disparities in facilities such as power, internet access, and computer affordability, the nation lacked the technology and tools to turn to successful online learning, and many of them were even unfamiliar with the concept.

### **ADAPTATION TO ONLINE LEARNING**

Students at the tertiary level also used video conferencing applications to get their education. Students used general chat apps in 71.90 percent and 20.10 percent of cases, respectively, while 0.35 percent used other channels. To deal with the ongoing difficulties of online learning, the majority of students said they sought assistance from friends and relatives, as well as travelling to areas with strong network coverage during class hours. A few students have attempted to overcome the challenges of online learning by using asynchronous online learning through the use of websites and apps like YouTube, BYJUS, and Unacademy. A student suggested that to improve online learning, "To complement the online tutorials, read my books thoroughly." "Rather than relying exclusively on online tutorials, I have turned to self-learning," another student said."

### **ATTITUDE TOWARDS ONLINE LEARNING**

Parents and guardians of 80 percent of students favored online schooling, and 82.67 percent of students had a supportive home study atmosphere, despite the fact that only 38 percent of students chose home learning after the pandemic. As a result, 32 percent of students decided to feel secure in their academic setting, while 48 percent were unsure of their safety in their institutes after COVID-19. In the tertiary sector, 86.56 percent of students said their institution has implemented online learning initiatives, and 53.92 percent agreed

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that the online learning services offered by their institution have fulfilled their needs. Following this, 27.39 percent of students accessed the MHRD's ICT programmers, and 21.81 percent of students participated in Massive Open Online Courses (MOOCs) during the lockdown period. In the other hand, 67.71 percent of students said they had trouble with online learning, 53.57 percent said they had gained the desired expertise and skills from online learning, and 53.05 percent said they were able to interact well with teachers and peers

### TEACHERS

70.83 percent of the 216 teachers who replied to the survey lived in urban areas, 15.74 percent in semi urban areas, and 13.43 percent in rural areas. College teachers made up 35.65% of the overall sample, led by school teachers with 33.80%, universities with 27.78 percent, and coaching and vocational Training institutes with the remainder. The majority of the respondents were enrolled in government Institutions (55.09 percent), semi-government institutions (11.57 percent), and private institutions (33.33 Percent). The age group below 35 years received the most responses (41.20 percent), led by the age group 45 years and over (28.43 percent), and the age group 35 to 45 years (20.37 percent). With the onset of the pandemic-induced lockdown, the majority of teachers (96.76 percent) agreed to switch to a Multimedia mode of instruction.

### **ATTITUDE AGAINST ONLINE EDUCATION**

According to the survey, the majority of parents were concerned that online schooling was reducing their children's experiences with teachers and peers, which, if maintained for a long time, could lead to their children becoming socially introverted. When accessing online education, 27% of parents said it had an effect on their children's welfare. 35 percent of parents were dissatisfied with the course material and the educators' coverage of the syllabus through the online mode. They felt that the educational content had been harmed. A few of the respondents have stated that tasks and workloads placed their children under more stress. In the one hand, parents were under pressure to fulfill their children's educational needs, while on the other hand, their expenses were rising. 22 percent of parents who were previously more involved with their children's schooling said that online schooling made it impossible for them to participate more effectively in the process.

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### **ATTITUDE IN FAVOR OF ONLINE EDUCATION**

The majority of parents preferred online schooling because it ensured their children's safety by not interfering with their education, according to the survey. Online teaching, according to 27% of respondents, has increased their involvement in their children's learning process. A few parents thought online learning was useful since the curriculum was available and affordable at any time of day, and 10% of the respondents thought online education was more effective than conventional classroom learning.

### **PERCEPTION AND PREFERENCE**

Although 51% of the respondents were pleased with the transition to online mode, mostly because it provided education stability during the lockdown, 74% said the standard of education was harmed as a result of the shift. Despite many people's desire for classroom schooling for the sake of quality education, 55 percent of the sample said they would feel uncomfortable sending their children to educational institutes until the lockout is removed. Just 6% of the respondents preferred a full shift to online learning, while the majority (56%) preferred a hybrid approach to education delivery and attainment in the post-COVID-19 era, in which the idea of flipping teaching and learning is combined with online and classroom learning.

### **ONLINE EDUCATION AND HEALTH**

The study's findings illustrate fears among parents, pupils, and teachers as a result of the emergency transition to online schooling and adaptation, as well as the mistrust of COVID-19, which has harmed physical and mental health. Students in primary school were exposed to health issues such as eye pain, tiredness, and stress as a result of spending more time online and being under more scrutiny. 68 percent of students said they spend fewer than 2 hours a day online, but 30% said they spent 2-4 hours.

6.67 percent of high school students spent more than 6 hours a day online, 29.33 percent spent 4-6 hours, and the same proportion spent 2-4 hours a day online. Despite the fact that 55.33 percent of students were physically involved, the increase in screen time had an adverse effect on their health and placed them under pressures.

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Students at the tertiary level have complained of illnesses and stress. 5.41 percent of students spent more than 6 hours a day online, while 10.12 percent spent 4-6 hours a day online. This has a variety of consequences for their welfare.

The instructor respondents appeared to have experienced health problems such as eye pain, tiredness, exhaustion, and irritation, among other things. These health issues arose as a result of spending more time online than normal, as well as the paranoia brought about by COVID-19 and lockout. In a regular basis, 9.72 percent of teachers spent more than 6 hours online, 20.83 percent spent 4-6 hours online, and 38.89 percent spent 2-4 hours online. Teachers, too, expressed their dissatisfaction with the situation.

In this survey, 27 percent of parents said that spending more time with the device(s) influenced their children's fitness, and 9 percent said that their children's failure to attend online classes caused insecurities, which affected their psychological and emotional condition.

### **CONCLUSION AND IMPLICATIONS**

During the pandemic, the transition to online education was both a blessing and a bane for pupils, teachers, and parents, according to the report. Positive and negative attitudes toward online education evolved among teachers as a result of all types of interactions when embracing and adjusting to online teaching. With the transition to online mode, teachers become facilitators of learning. They expanded their position from simply introducing ideas and principles to students and ensuring that they understood them to also directing and assisting students in exploring and understanding the concepts on their own (Facilitator of Learning: Definition & Concept, 2015; Lai, 1993). The adaptability, performance, and The myriad obstacles and pessimistic views toward online education is balanced by other restrictions. With the emergency transfer, the students felt put to the test as well, with one student expressing, "In Assam, weak internet access exists, and a huge number of students don't own even a single phone." It seems that the government and educational institutions are inadvertently portraying today's youth. ". However, with the implementation of adaptation methods, some students, but not all, find themselves out of step with the transfer process. The

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views and worries of parents about online schooling provided a new viewpoint on the adoption of online educational resources.

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