



TEACHING AND LEARNING DURING COVID LOCKDOWN

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ABSTRACT

This situation had risen in the context of the outbreak and is considered to be unique as there is no evidence of the similar situation in a couple of decades. 'Janata Curfew' followed by 'lockdown' is painstaking decision laid on Indian citizens to fight against the global epidemic war. Due to the decision imposed on the people, all the sectors of various departments functioning have come to a halt. Among all the sectors, education sector is one entity which is shut in all the parts of the nation. To bridge the gap in an optimistic approach, creativeness in learning and teaching has come forward for adoption by various universities and schools. Hence, using technology, teaching, students' assessments are in action online.

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INTRODUCTION

A huge impact on the education sector is laid upon during any national crisis. It is threatened as the concept of right to education is halted during the disasters. Among such various disasters occurred, COVID-19 or Corona Virus outbreak is a pandemic which forced the educational system to shut the doors. This has led to think various alternatives or strategies to engage students and benefit them from loss of learning. One best auxiliary method for doing so is online mode of teaching adopted by the education department throughout the nation. Online mode of learning is learner centric mode where students are open to choices of choosing the subject responsibly.

Approaches that ensure increase in online teaching and learning methodology include

Smart teaching practices adopted

-) Conducting online lecture sessions for all the students' starting from 1st grade of school to the professional degree graduates.

These sessions are scheduled using software's like 'Skype', 'GoToMeeting', 'Zoom', 'Google Duo', etc. The monitoring of the students happens with interaction with everyone involving the aspects of questionnaire for doubt clearance.

-) Sharing of the material and administration of assessment assigned through various options available- 'Google Classroom', 'WhatsApp', etc. with specification of deadline.
-) Conducting quiz or looking forward for multiple choice questions from the students (MCQ's), etc., methods could be adopted using classroom or other software like 'Testmoz' for active participation of the students and create interest and enthusiasm among them.
-) Options available in Google platform, like 'Google Docs' could be used to engage students in concerted writing to enhance their skills and contribute them for research extensively.
-) Educational videos available online on 'YouTube' helps the student to watch and learn the topic with clear understanding and browsing.

-) Faculty has an option of creating videos/presentations with voiceover and slides to share with the students for preparation or learning of the syllabus.

Students’ learning resources

-) Students learning access could be a preliminary step from their side by creating or formulating their own study material or presentations from the topics in their curriculum.
-) Apart from the curriculum of study, students are also encouraged to take part in various competitions or activity sessions where they focus on co-curricular activities.
-) They are encouraged to utilize the time available to create their portfolios which reflect the learning experiences the students went through the course duration.

MOOCs: Massive Open Online Course has a relevance in learning platform as the short-term course could be a base for the student to be encouraged in further learning as they would be awarded with credits and certification. Various MOOC’s available for students accepted across the globe could be SWAYAM NPTEL, Coursera, Udemy, edX, etc. Any pioneering evolution in learning-teaching practices in a developing nation has pros and cons to admit. They include-

Advantages	Disadvantages
Increases the learning ability using various technology and tools available	Absence of direct conversation with the faculty or expert in all circumstances
No standstill situation because of epidemic spread	Lack of infrastructure in few places
Working according to pace and convenience	Difficulty in being adapted to online mode of learning and submissions with distractions around.

Changing from offline to online mode of learning: Conferring about the assertion given by *UNESCO’s Assistant Director-General for Education, Mrs. Stefania Giannini*, “We need to come together not only to address the immediate educational consequences of this unprecedented crisis, but to build up the longer-term resilience of education systems”, we are involuntary near the inclination towards the learning without the suspension of classes. The continuity of learning is an emergency learning phase that is different for both- the learning and teaching as well. It generally focusses on the students’ transition period that helps them to explore not only the course curriculum but also their skill development.

The global platform of education in collaboration with the world bank has made efforts to use the technology for educational purpose and specified up the exertions with respect to individual country to provide learning prospects to all the students with instructive assessments in context of the closure due to the epidemic Covid-19. According to the review on “How countries are using edtech to support access to remote learning during the COVID-19 pandemic” by the World bank, the following analysis has been done

Study& Analysis: The world all over, except the continent of Antarctica is into the hands of the deadly pandemic COVID-19. An immense number of cases and deaths are spread all over the

world leaving the origin of the epidemic, the state of China apart. The pandemic is looming a threat to the education progress all-over the world with the following foremost shudders. They include

-)World-wide shut of the schools and colleges
-)Fiscal recession related issues.

Focussing on the educational related aspects across the globe, closing of the schools is leading to loss in learning, increase in number of drop-outs, higher decline in the demand & supply of the education sector. To overcome the above evasions, most of the countries have adopted to continue the learning through various approaches that helps to alleviate the damage caused and mend the situation to a prospect of vision. The World Bank along with the several countries affected due to the virus spread has formulated a policy to achieve a positive node for the educational sector. They include-

-)Coping
-)Managing continuity
-)Improving and accelerating

The countries have initiated in the implementation of the key terms mentioned above to not only improve the existing situation, but also to grow ahead with the physiognomies of little learning, high levels of inequality and slow progress from the pre-COVID situation. The countries are making an opportunity to “build back better” as the recovery strategy and progressing on long term improvements in the areas of pedagogy, technology, assessment, financial aspects, parental involvement, etc. Among the countries of the world mentioned in the given Table 1, there are few countries that are successful in the implementation of the educational policies on a better platform by providing access through various sources while the other countries are not in a position to reach the target and be successful at the same pace due to innumerable aspects including the infrastructure availability, financial status, presence of high COVID cases all across the country. According to the focus on the policy, the measures taken by different countries are categorised and marked bestowing the Logistic regression in areas of

-)Broadcasting on television
-)Broadcasting on radio
-)Use of e-classroom
-)Distribution of stationery
-)Subsidiary on internet/ cable fee
-)Free access to e-library and self-learning resources
-)E-assessment

Amongst the countries taken into consideration(Table 1), Korea and Nigeria (Figure 2)are the only countries in the world to score the highest mark containing all the fulfilments or 7 categories to achieve the good rank in the educational status across the globe even with a considerable number of epidemic cases and the economic status comparatively. It is further followed by Argentina (Figure 1), Jamaica (Figure 2) and West bank & Gaza (Figure 3) which has a 6-point rating in the logistics. The countries which are under the least ratings for the progress in the policy devising are Chile(Figure 1), Libya (Figure 2) and Sudan(Figure 3) which has only 1-point rating due to their economic status & the importance given to the education sector in the country. In case of India (Figure 2),

Table 1. Review on “How countries are using edtech to support access to remote learning during the COVID-19 pandemic”

S.NO	Country	Broadcasting on television	Broadcasting on radio	Use of e-classroom	Distribution of stationery	Subsidiary on internet/cable fee	Free access to e-library and self learning resources	E-assessment
1	Argentina	1	1	1	1	1	1	0
2	Austria	1	0	1	0	0	1	0
3	Belize	0	0	1	0	0	1	1
4	Bhutan	1	0	1	0	1	1	1
5	Brazil	1	0	1	0	0	1	0
6	Bulgaria	1	0	1	0	1	1	1
7	Chile	0	0	0	0	0	1	0
8	China	1	0	1	0	1	1	0
9	Colombia	1	1	0	0	0	1	0
10	Costa rica	1	0	1	1	0	1	0
11	Croatia	1	0	1	0	1	1	0
12	Czech republic	1	0	0	0	0	1	0
13	Dominican republic	0	0	1	0	1	1	0
14	Ecuador	1	1	1	0	0	1	0
15	Egypt	0	0	1	0	1	1	1
16	El salvador	1	0	1	0	0	1	0
17	Fiji	0	1	0	0	0	1	0
18	France	0	0	1	0	0	1	0
19	Georgia	1	0	0	0	0	1	0
20	Guyana	1	1	0	0	0	1	1
21	India	1	0	1	0	0	1	1
22	Indonesia	1	0	1	0	1	1	1
23	Italy	0	0	0	0	1	1	0
24	Jamaica	1	0	1	1	1	1	1
25	Japan	0	0	1	0	1	1	0
26	Jordan	1	0	0	0	1	1	0
27	Kenya	1	1	0	0	1	1	0
28	Korea	1	1	1	1	1	1	1
29	Kuwait	1	0	0	0	0	1	0
30	Kyrgyz republic	1	0	0	0	1	1	1
31	Liberia	0	1	0	0	1	1	0
32	Libya	1	0	0	0	0	0	0
33	Madagascar	1	1	0	0	0	1	0
34	Malaysia	1	1	0	0	0	1	0
35	Maldives	1	1	1	0	0	1	0
36	Mexico	1	0	1	0	1	1	0
37	Moldova	0	0	1	0	0	1	1
38	Mongolia	1	0	0	0	0	1	0
39	Morocco	1	0	0	0	0	1	0
40	Nigeria	1	1	1	1	1	1	1
41	North macedonia	1	1	1	0	0	1	1
42	Paraguay	0	0	1	0	1	1	1
43	Peru	1	1	1	0	1	1	0
44	Poland	0	0	1	0	0	1	0
45	Russia	0	0	1	0	1	1	1
46	Rwanda	1	1	1	0	1	1	0
47	Saudi arabia	1	1	0	0	0	1	0
48	South africa	0	0	0	0	1	1	0
49	South sudan	0	1	0	0	0	0	0
50	Tunisia	0	0	1	0	1	1	0
51	Turkey	1	0	0	0	1	1	0
52	United arab emirates	0	0	1	0	1	1	1
53	Uruguay	0	0	1	0	0	1	1
54	West bank and gaza	1	1	1	0	1	1	1

Source: <https://www.worldbank.org/en/topic/edutech/brief/how-countries-are-using-edtech-to-support-remote-learning-during-the-covid-19-pandemic>

*1= Yes (Presence and usage of the method)

*0 = No (Absence and no usage of the method)

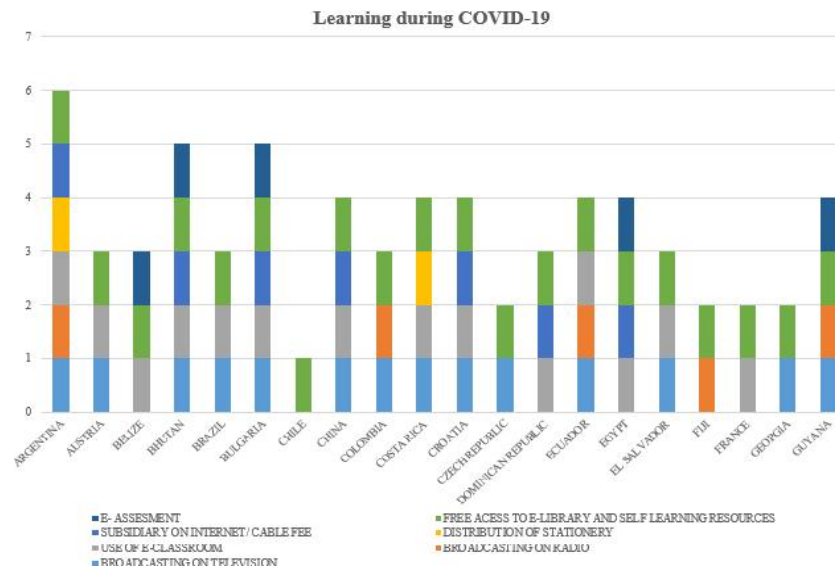


Figure 1. Analysis of 1-20 Countries from the above table

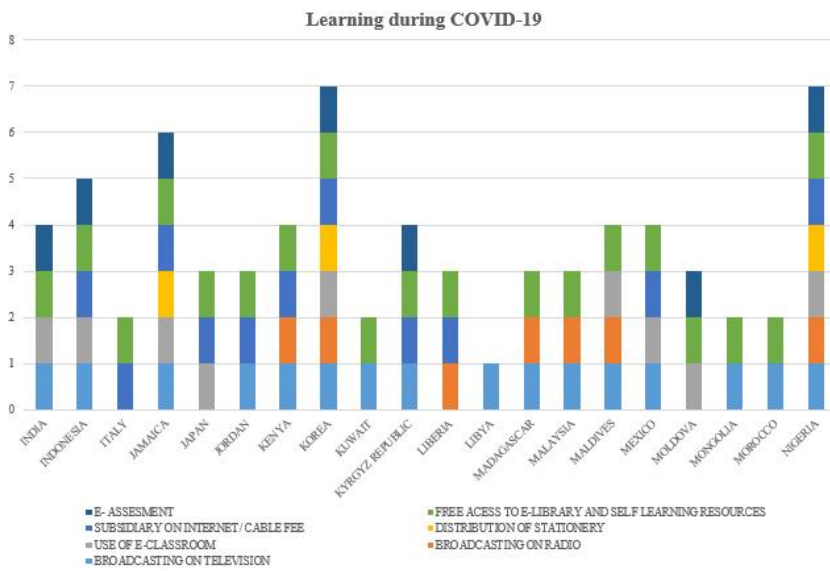


Figure 2. Analysis of 21-40 Countries from the above table

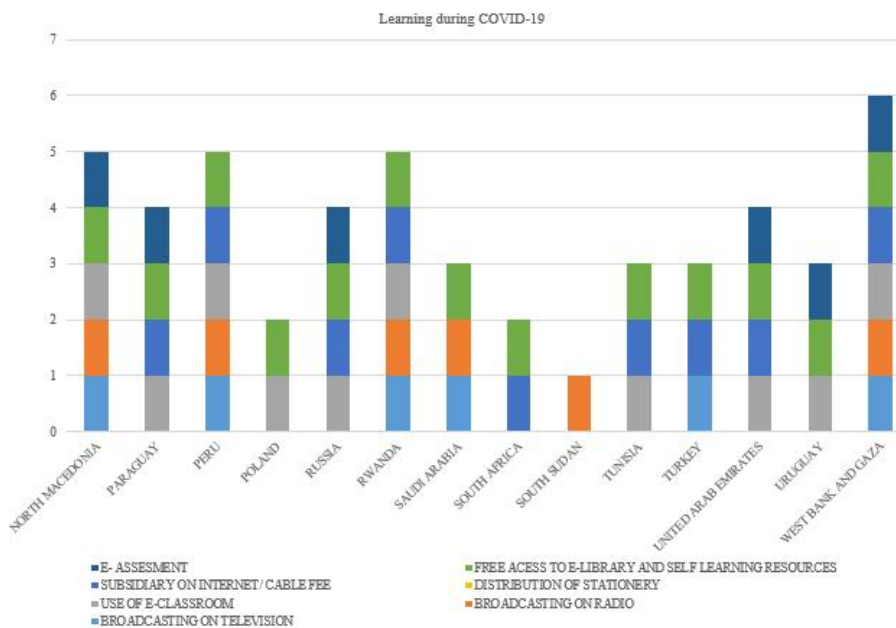


Figure 3. Analysis of 41-54 Countries from the above table

though an emerging nation, it stands at a platform with 4-point scale where trying hard to overcome the epidemic situation is considered more necessary. Thus, providing the basic access for the pupil across the country to engage themselves during the summer break is provoked sufficient to generate a better life for the citizens of the realm.

Conclusion: Thus, during the catastrophe, expressly in case of India, we have to behold the effective educational practices needed for younger generations mind building capacity rather than the curriculum-based learning limited only to the school or college level. It will thus help in the advancement of the skills to ensure an overall progress in India in the sectors of employability, health, well-being, productivity, and many more aspects in the decades to come.

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