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The COVID-19 epidemic has wreaked havoc on global education institutions, with closely a billion pupils successful over many countries. School, institution, and other learned facility closures have wedged mostly 70 per cent of the nation's pupil's community. As a result, substantial changes have occurred in every aspect of life style. Societal alienation and constraining change argumentation have caused chaos on conventional acquisition methods. Another issue is reopening schools when limitations have been eased, as new standardised operating procedures have been introduced. In the wake of the epidemic circumstance, several academics have mutual work on tutoring and acquiring in a multitude of ways. A number of institutions, colleges, and universities have begun to phasing out face-to-face lecturing. There are fears that the 2020 school year, and possibly future years, will be lost.

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A Study based on Effect of Covid-19 Epidemic on Online Education System

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ABSTRACT

The COVID-19 epidemic has wreaked havoc on global education institutions, with closely a billion pupils successful over many countries. School, institution, and other learned facility closures have wedged mostly 70 per cent of the nation's pupil's community. As a result, substantial changes have occurred in every aspect of life style. Societal alienation and constraining change argumentation have caused chaos on conventional acquisition methods. Another issue is reopening schools when limitations have been eased, as new standardised operating procedures have been introduced. In the wake of the epidemic circumstance, several academics have mutual work on tutoring and acquiring in a multitude of ways. A number of institutions, colleges, and universities have begun to phasing out face-to-face lecturing. There are fears that the 2020 school year, and possibly future years, will be lost. Alternative teaching methods and evaluation techniques require urgent innovation and implementation. The COVID-19 outbreak has provided a chance to establish the foundation for a digital method of acquiring knowledge. The goal of this paper is to stipulate an extensive review of the COVID-19 epidemic's impact on e-learning of numerous articles, as well as to recommend a plan of action.

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I. INTRODUCTION

The COVID-19 pandemic has swept the globe, hitting nearly every country and territory. The

eruption was reported in December 2019, Wuhan, China. People were urged to be cautious by countries all across the world. Health-care systems have included basic hygiene, face masks, personal distancing, and avoiding public events and meetings. Shutdown and stay-at-home tactics have been used to flatten the slope and limit the progress of the disease.

During the second week of March 2020, India announced the closure of schools and institutions, as well as a reduction in business hours. From August 1, 2020, the entire country was put on lockdown. In the interim, people were allowed to roam around, offices reopened, schooling institutions and colleges started opening for some grades and others may go for the online mode of classes. The school closure has impacted more than 170,000 Indian pupils in grades PP–XII. The consequences are far-reaching, and they have had an impact on learning this academic year and will continue to do so in the coming days. Many institutions, academic institutions, and university colleges have begun to phasing out face-to-face lecturing. Alternative teaching and evaluation procedures must be formulated and implemented as soon as possible. The COVID-19 outbreak has provided us with the chance to lay the groundwork for the adoption of digital training.

The lack of infrastructure facilities on digital tutoring, teachers' control assessing potential access to computer - based instruction, the knowledge gap, a quasi environment for attending lectures, equity, and educational success in higher learning. This study investigates the effect of the COVID-19 epidemic on the education procedure around the globe. The difficulties and possibility of digital and learning opportunities are highlighted during the COVID-19 epidemic, and a road map forward is provided.

Most countries have enacted shutdown and socially separation measures in response to the COVID-19 epidemic, resulting in the closing of campuses, training centres, and further education institutions. The way instructors deliver high-quality information through a variety of online channels is changing. Despite the challenges that educators and students confront, virtually learning, and continued pedagogy proven to be effective in combating this unexpected global pandemic. Including both instructors and individuals, transmutation for conventional personal teaching to digital training can be an exclusively new situation, which they would change to because there are few or no other alternatives. The schooling and instructors have accepted "Education in Emergency" through a range of digital platforms, and are forced to implement a system for which they are untrained.

During the outbreak, virtually all education technologies were essential in supporting schools and educational institutions in encouraging pupil performance while academic institutions were closed. While trying to adapt changes, management and professional readiness must be tested and encouraged. Trainees with a strong mind have a difficulty in adapting and adapting to different settings, but educators with a development mindset do so effortlessly. The all approach to online courses and numerous themes from which to choose, within each set of prerequisites. Different disciplines and different ages require different approaches to online courses. Digital training can also aid physically disabled pupils and authorise individuals to occupy training in a virtually limited mobility.

As institutions have been shut to deal with the corona disease outbreak, pupils, guardians, and lecturers around the world have suffered the unintended rippling effects of the COVID-19 outbreak. While legislatures, government authorities, emergency personnel, and medical experts do everything they can to keep the disease from spreading, educational sectors struggle to deliver well knowledge for kids trying. As numerous pupils struggled with mentally then, physiological issues at residence or in their surviving environment, making it difficult for

them to engage effectively. The most effective methods for internet home education have yet to be developed.

Both instructors and pupils' abilities and access to internet communication infrastructure may have an impact on the progress of necessary and effective pedagogy for virtual classrooms. Teachers have incorporated communicating and quising-ism systems like "Microsoft Teams, Google Classroom, Canvas, and Blackboard" to construct classroom instruction, training, and skill enhancement programmes in the past. They include services like workplace communication, video meetings, and data storage, each of which aid with class organisation and productivity. They usually let you exchange a variety of files, such as Word, PDF, Excel, audio, and video. It is feasible to track pupil acquisition and appraisal testing by quiz questions and rubric-based method of evaluation in submitted tasks.

The web based teaching method is a simple method of displaying resources for students prior to class. The information shared in the virtual classroom must be put to good use by engaging in conversation with teachers and classmates. This is a highly effective method for encouraging massive issues, rational reasoning, and personality instruction. Virtual classrooms are increasingly using video conferencing as well as configurable cloud-based integrated learning systems like Elias, Moodle, Big BlueButton, and Skype.

II. ONLINE TEACHING AND LEARNING CHALLENGES AND ISSUES

Due to the variety of platforms and online teaching aids, participants, both instructors, face several difficulties when using or referring to these resources. Several philosophers have investigated and emphasised the following concerns: E-learning has a number of drawbacks, including accessibility, cost, adaptability, learning methods, information literacy, and teaching methods. Many countries confront substantial difficulties in keeping a dependable network connectivity and having accession to electronic inclination. Despite the fact that many

economically poor students in developing nations cannot spend on virtual learning, digital technology is expanding the provisional licence screen time. As a result, students have become increasingly reliant on offline activities and self-exploration, constantly learning.

Inherently visual learners are undisturbed in their knowledge since they require minimal monitoring and assistance, whereas students who are learning inadequately face difficulties. Several pupils with excellent educational achievements but limited financial resources are unable to attend or purchase online instruction. Pupils' academic achievement in sessions held for both year-end and institutional assessments is likely to deteriorate due to reduced courses for pupils and a failure to communicate with teachers during instructional issues.

Pupils are graded on the internet, which entails a lot of testing, as well as a lot of uncertainty and misunderstanding among instructors, pupils, and guardians. The technique for administering formative assessments varies based on the teachers' availability and experience, as well as the pupils' compliance. Due to the large student populations, many learning institutions have yet to select appropriate plagiarism-checking measures. Institutional assessments and assessments for important public credentials such as General Certificates of Schooling have been suspended.

School hours help youngsters acquire social abilities and expertise, in addition to being pleasurable. Children endure economic, social, and psychological implications when they are absent from their usual course load. Many of these pupils are now attending courses online and spending a lot of time on internet platforms, potentially exposing them to online exploitation. As a result of increasing and unplanned hours spent on digital education, pupils have been exposed to the risks of hazardous and aggressive knowledge, as well as a heightened risk of stalking. As a result of closing schools and strict confinement initiatives, more groups are concentrating on digital and technological remedies to keep their pupils involved in the

learning process, amused, and linked with the external world, but not every pupil requisite cognition, expertise, and informant to continue themselves adequately.

Most of them virtual students come from rural areas, where their guardians are mostly uneducated farmers. Pupils help their parents with farm tasks like agriculture, cattle care, and household chores. Because they decided to work on the sectors in the morning, many pupils even petitioned that their tests be rescheduled to the afternoon. Many pupils said that they were expected to look after their sick parents, grandparents, or guardians, which included transferring them to institutions. When they arrive home in the evening, staying up with the lessons gets difficult. Allowing their children to repeat the academic year is preferred by parents with children in lower scores. Aside from restricted Internet, the proportion of students lack access to electronic devices or television at the cottage. A huge percentage of the population has no or little impact on the revenue of business and enterprise closures. In comparison to typical revenues, the data package is quite expensive, and keeping constant Internet connectivity is a significant expense for agriculture.

Although the majority of students prefer online face-to-face teaching methods, several pupils have claimed that face-to-face concepts of online demand more information packets. Instructors are split between listening to whom and using which techniques. Pre-recorded videos, according to several, may further assist, but it curtails action. It's challenging to pattern a way to integrate all of a student's educational needs while still being accessible.

III. OPPORTUNITIES IN ONLINE TEACHING AND LEARNING

However there have been various issues with digital learning for trainers, universities, institutes, and the authorities, the COVID-19 outbreak has provided multiple opportunities for those who are untrained or have long-run plans to use an e-learning program. It has enhanced the link among parents and educators in ways that it

has never been before. Parents must provide monetary and scholastic assistance for their learning when they homeschool. Disabled people deserve multiple and individualised help throughout this ongoing tragedy.

The very first time digital platforms like Google Classroom, Zoom, virtual learning environments, and social platforms, as well as various group forums like Messenger, Telegram, WhatsApp, and WeChat, are being systematically evaluated for teaching methods in order to pursue training. This can be studied further even after face-to-face instruction continues, and these networks can continue providing resources and mentoring to pupils.

Teachers are encouraged to develop solutions to the challenges of virtual learning. Educators are constantly interacting with one another on a regional level to promote internet - based instructional methods. Because instructors, parents, and children have comparable experiences, there is an unrivalled opportunity for interaction, innovative solutions, and a willingness to learn from others and try new ways. Many academic institutions are offering their resources and remedies freely available online in order to help and encourage more dynamic and interesting teaching methods. Teachers and students have been able to teach and study in innovative ways that would not be feasible in a typical class context thanks to online courses.

IV. ONLINE TEACHING METHODS AND PEDAGOGY

4.1 Presentations

Both classroom instruction and online education use the presentation of content for study. Whether students are learning offline or online, a good presentation has a big impact on them. Teachers only need to provide material from the linked subject and book in a visual way. Teachers can combine visuals such as photographs, GIFs, videos, and other media into a good presentation more captured, and methods can be fairly straightforward to leave on cognition to pupils. Pupils are capable of presenting objectives such

as studying and revising the syllabus in the future.

4.2 Online whiteboard

Tutors can utilise online whiteboards to teach online using best practices. An online whiteboard aids in the transmission of knowledge and the creation of a stronger connection between teachers and students in a virtual classroom setting. Tutor can use an online whiteboard to draw diagrams, share pre-made templates and charts, sketch, write, and more. It functions similarly to a chalkboard in a classroom, but it can change what professors teach. It also allows people to share the content with others. Tutors and students can also connect in real-time on the same canvas and use it for a variety of tasks such as mind mapping, interactive exercises, completing assignments, reviewing homework, brainstorming around lessons, and providing feedback.

4.3 Live Online classes

Tutors no longer need to gather pupils in the classroom to teach them with online programmes. Instead, they can use live online classrooms to offer lectures in real time. Unrecorded virtual classrooms allow teachers and students to connect face-to-face and provide a learning atmosphere that is similar to that of a classroom.

4.4 Pre-recorded Video class

Tutors utilise online video group meeting applications to establish a link with students in order to conduct regular classes. Live online classrooms break down geographical barriers, allowing teachers to engage with students who are studying overseas. In live online classes, using an online whiteboard is more piquant. Tutors aim to employ a variety of teaching approaches to keep students engaged throughout the live online session, and they should be prepared with what they will teach. Tutors should ask questions during and after class and allow students to respond so that pupils do not feel inactive. They should form a discussion group to allow them to participate actively. Teachers should use posters, films, graphics, graphic organisers, and photos to

make it more engaging and fascinating. Educators should avoid covering the full material in one sitting. To make the content more palatable, break it down into smaller portions.

V. IMPACT OF ONLINE METHOD OF LEARNING IN KERALA EDUCATION SYSTEM

Digital courses demand more drive and self-discipline than traditional classroom courses. Many professors and Squint can keep learners expecting to study the coursework in a classroom. Virtual courses, on the other hand, require us to set pupils goals, track the improvement and meet endedness . Because it is impossible to study well in solitude, online courses provide discussion boards, email, and one-on-one assistance. Technology enhances the visual experience by introducing interactive animations for optimal learning and communication.

To groom its pupils, an institution gives a pattern, encouragement, and a technique of providing prize and punishment. Face-to-face contacts with classmates, usually regulated by a teacher, are an advantage of traditional classroom education. It provides a smooth environment for interactions socially for children and allows them to learn skills such as boundary setting, empathy, and collaboration. Unlike a virtual learning environment, it also allows for plenty of spontaneity.

VI. ONLINE EDUCATION FOR LEARNERS

As they progress through school, students desire more mobility and integrity. They can use digital resources to complete highly personalised training programmes, such as academic skills. These can help children learn more successfully when combined with practical learning activities, actual knowledge and comprehensive assessments. They could explore their options before deciding to specialise by trying out basic topics from a variety of fields. Web - based learning platforms can help the students become more autonomous learners before they join college.

Smartphone devices that give students with extended learning possibilities have recently garnered a lot of attention because phones have already made their way into the hands of pupils. These applications are being used to enhance instructional practices. School administrators as well as parents must act as anchors and advisors during this challenging period of picking which vocation to pursue, selecting the educational materials that individuals are revealed to.

VII. ONLINE METHOD OF EDUCATION TO LEARNERS

Internet methods of learning can be customised to fit a number of learning approaches. Almost certainly have to put in extra effort as instructors to integrate virtual learning courses into the curriculum as effectively as feasible.

Tutors and learners can improve their skills in curriculum implementation, policy, education systems, and leadership by engagement in various training courses, which they can accomplish on their own or with the assistance of their education systems. It enables tutors to collaborate with their colleagues while also exploring new teaching skills that are relevant to their field. These programmes can help them create new skills and capabilities in their students by utilising technology and transdisciplinary methods.

As the convergence of offline and digital modalities of academic achievement grows more and more unavoidable, the pupils perceive their future via ingenuity, passion, and rigorous preparation.

Findings

As of July 2020 July, the epidemic had affected 86% of learners globally, or younger generation in 200 countries, from preschool through higher level of degree. As a result, making learning visible and accessible through homeschooling has become a pressing need. The utilisation of pedagogy that is accessible and used for direct method of instruction is not possible with online learning. Despite the fact that a number of pedagogies for virtual methods of acquiring knowledge have been established, faculties are

digitally illiterate needing mentoring and coaching to match oneself with their students. The learning process relies heavily on formative assessment and frequent feedback. Online distance learning relies heavily on the provision of useful formative evaluations and prompt feedback to students. The provision of evaluations and fast review to students is a critical component of online distance learning.

Many educational firms have created a variety of online infrastructure that has been offered free for study throughout this epidemic. The price and accessibility of these online infrastructures for students from all walks of life remains a challenge. This has been shown to be difficult for instructors and the educational system. Due to higher class sizes, Interactive learning facilities and professional growth are lacking and the students' lack of participation, it is more difficult in India.

The goal of online learning is to keep students studying especially in the current pandemic. The teachers want to make sure that children are secured that fundamental requirements are met before starting web - based learning. Domestic abuse and emotional abuse are on the increase, and abusers are typically present at home or in the area, distracting pupils and causing harm. As a consequence of the COVID-19 epidemic, students are now experiencing homeschooling, and the home setting is not consistently beneficial for learners of varied grades and economic groups. Needed to be carried out to aid those who are considered vulnerable and have been impacted the most.

Specialised training, as well as assistance and monitoring, are required for learners with disabilities, such as hearing problems, impaired vision, or mobility difficulties. Often caregivers and parents at home are unable to address these needs, which makes learning difficult for this group. As a result, efforts and money should be spent investigating and studying the best educational options for these students.

VIII. CONCLUSION

In the end, a comparison of classroom and online study was conducted. The research was carried

out by looking at the findings on the applicability of online learning to students that had been published in books and journals. In comparison to traditional classroom learning, online learning has numerous advantages, according to the study. Though there are certain drawbacks to online learning, such as a lack of student feedback and the absence of appropriate technology to conduct online learning successfully, these drawbacks can be overcome by upgrading E-Learning systems and using online discussion forums and new web-based applications. Finally, students, tutors, and the institution that offers these courses all benefit from online learning. As a result, online learning should be incorporated in all educational institutions, and that research into how to better this learning process should be conducted.

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