



EFFECT OF COVID-19 ON EDUCATION: SHIFT TO BLENDED MODE OF TEACHING – EFFICIENCY OF ON-LINE CLASSES

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Abstract

After the arise of life threatening condition due to Covid-19, everything has been changed. A few years ago, we were totally unaware of Corona virus. Our education system was normal. So many changes have crept into student's life. The college education system as well as home and social environment also got changed. There is a tension between traditional versus new pedagogies and standardized testing. We can notice a tension among the Faculty who got accustomed to traditional method of teaching to shift to the new modes of teaching process Taking the Higher Education system with respect to Undergraduate colleges in India and with special focus to Andhra Pradesh, there are certain colleges which have well trained faculty and infrastructure to adapt to on-line mode. But, most of the faculties and colleges were not prepared to face the sudden demand of changing over to on-line mode which was unavoidable during the covid-19 pandemic period. India lives in its villages. More than 70% of the students are villages. Though the first wave didn't affect the villages very much, the phobia and precautionary measures by World Health Organizations and other government agencies forced the public to maintain physical distance the learning was allowed only in on-line mode. While most of the faculties were not prepared to meet the challenge, students too didn't have the smart phones, network coverage...etc.

Key Words: *Efficiency of online classes, Objectives, Scope of the study, Collection of Data, Sampling methods, Faculty responses, Student responses, Data analysis, Conclusion.*

Objectives

1. To study the effect of Covid – 19 on the mode of education
2. To find out the efficiency of online classes
3. To analyze the responses from both faculty and students.

Scope of the study

The study is an attempt to find how much students could learn from the on-line classes and how the faculty felt about the new mode of teaching;

whether the students were really had the facilities such as smart phone, network coverage, clarity of audio...etc. This is to get te pulse of what had taken place in the name of on-line teaching. It is a sense of feedback on the new mode of teaching. Though this study is applicable to whole India, the focus is to Rayalaseema region of Andhra Pradesh.

Collection of data

The present study is based on primary data and secondary data. The

personal interview method has been adopted to collect primary data. For this, a well designed and a pre-tested interview schedule and google forms were prepared means to prepare different types of questions on the topic to collect the information. We had preliminary discussions with the principals of surrounding colleges to collect the data from the students and Faculty through questionnaires and Google forms.

Sampling design, Method and size

We used Simple Random Sampling Method for selecting the colleges from Pulivendula YSR Kadapa District. Non Random Sampling method was used for selecting respondents of study area. For convenience, Sampling Methods was administered for selecting the sample of 160. In that 40 members

are faculty members and 120 members are students from various colleges located in the study area of Pulivendula, YSR Kadapa District.

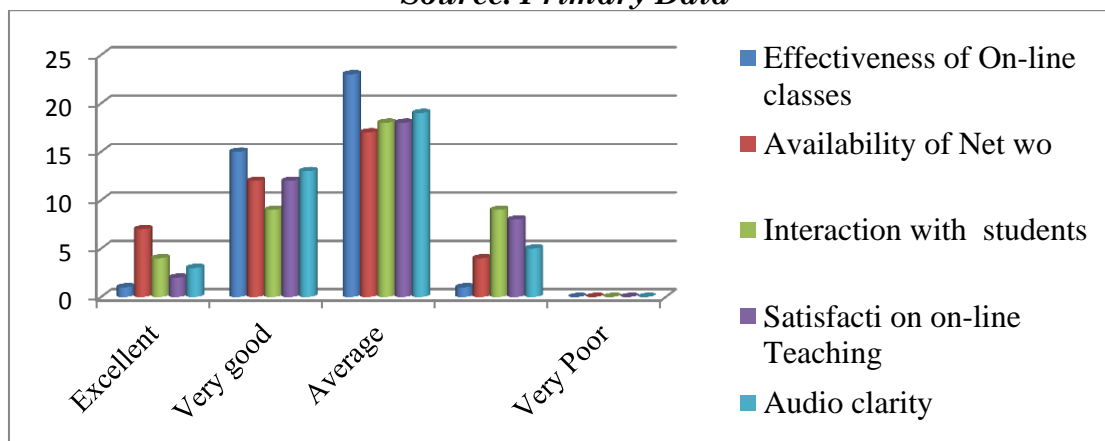
Data analysis

For the data analysis on “Issues related to on-line classes” we took 160 Samples from the faculty and students of surrounding colleges of Pulivendula. The issues are classified into five types based on its nature. These issues are evaluated with mean. The responders (Faculty & Students) tell their opinion on different reasons i.e. Effectiveness of On-line classes, Availability of Internet, Interaction with students, Satisfaction on-line Teaching and Audio clarity. They exercised their opinion through as Excellent, very good, Average, Poor, Very poor.

Data analysis - Faculty responses on Efficiency of on-line classes

S. No	Issues related to On-line classes	Excellent	Good	Average	Poor	Very Poor	Total
1	Effectiveness of On-line classes	1	15	23	1	0	40
2	Availability of Internet	7	12	17	4	0	40
3	Interaction with students	4	9	18	9	0	40
4	Satisfaction on-line Teaching	2	12	18	8	0	40
5	Audio clarity	3	13	19	5	0	40

Source: Primary Data



The above table and chart show the details of data collection of “issues related to on-line classes” The table 1.1

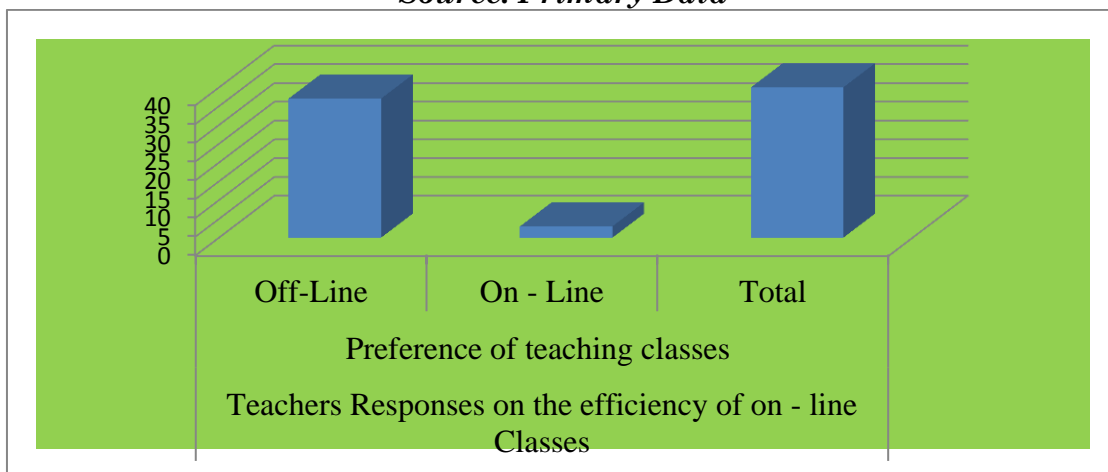
or charts shows, majority of Faculty chose the option ‘Average’ the efficiency of on-line classes i.e. 47.5% and 30.5%

chose the option 'Good'. Very fewer Faculties chose the option 'Excellent' and 'Poor' the efficiency of on-line

classes i.e. 8.5% and 13.5% respectively. Nobody chose the option 'Very Poor' the efficiency of on-line classes i.e. 0%.

Preference of teaching classes		
Off-Line	On - Line	Total
37	3	40

Source: Primary Data

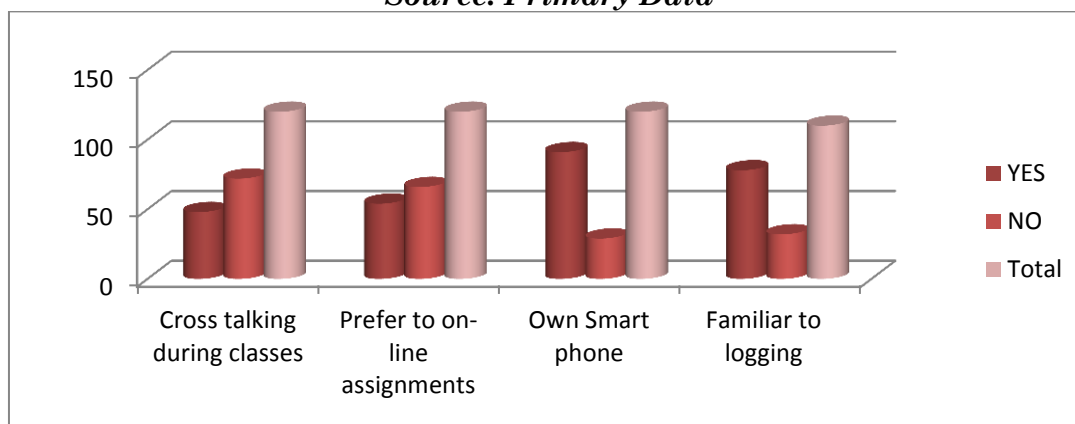


This table 1.2 clearly indicates that the teacher's opinion, the Preference of teaching classes i.e. Off-line and On-line classes. Majority of the Faculty have expressed that their

interest in off-line classes i.e. 92.5% (37 members). Remaining 7.5% (3 members) expressed their interest in On-line classes.

S.No	Issues related to On-line classes	YES	NO	Total
1	Cross talking or intruder during on-line classes	27	13	40
2	Do you prefer to have on-line assignments/tests/evaluation	20	20	40
3	Do you have your own Smart phone?	38	2	40
4	Are you familiar with procedure of logging on to on-line classes	29	11	40

Source: Primary Data



In the above table 1.3 and chart shows the details of data collection on

issues related to on-line classes. The responders (Faculty) have given various

reasons i.e. Cross talking during classes, Prefer to on-line assignments, Own Smart phone, Familiar to logging. They chose their opinion through the options YES or NO.

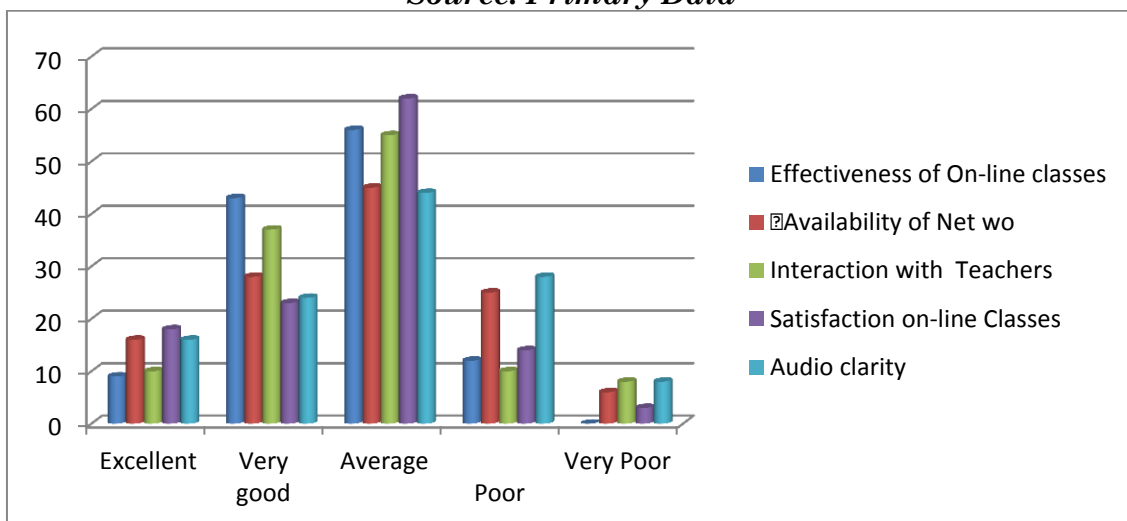
Table 1.3 shows that 67.5% of the respondents say that YES to the first issue i.e. cross talking during the classes and remaining 32.5% of the respondents says that NO. 50% of the respondents says that YES to the second issue i.e.

Prefer to on-line assignments and remaining 50% of the respondents says that NO. 95% of the respondents says that YES to the second issue i.e. Own Smart phone and remaining 5% of the respondents says that NO. 72.5% of the respondents say that YES to the second issue i.e. familiar to logging and remaining 27.5% of the respondents say 'NO'

Data analysis - Students responses on Efficiency of on-line classes

S.No	Problems of On-line classes	Excellent	Good	Average	Poor	Very Poor	Total
1	Effectiveness of On-line classes	9	43	56	12	0	120
2	Availability of Net work	16	28	45	25	6	120
3	Interaction with Faculty	10	37	55	10	8	120
4	Satisfaction on-line Classes	18	23	62	14	3	120
5	Audio clarity	16	24	44	28	8	120

Source: Primary Data

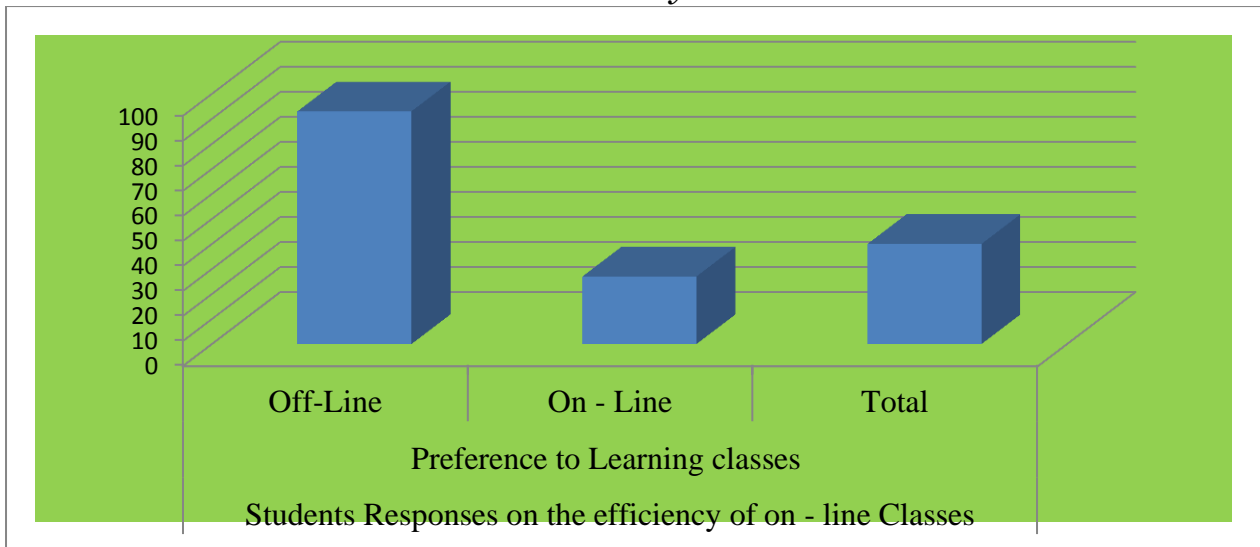


In the above table 2.1 and chart shows the details of data collection on issues related to on-line classes. The responders (Students) have given different items to choose, i.e. Effectiveness of On-line classes, Availability of Internet, Interaction with students, Satisfaction on-line Teaching and Audio clarity. They choose their opinion through the options Excellent, very good, Average, Poor, Very poor.

The table 2.1 or charts shows, majority of students chose the option 'Average' the efficiency of on-line classes i.e. 43.66% and 25.84% chose the option 'Good'. Some of the students chose the option 'Excellent' and 'Poor' the efficiency of on-line classes i.e. 11.5% and 14.84% respectively. Very less students chose the option 'Very Poor' the efficiency of on-line classes i.e. 4.16%.

Table 2.2: Students Responses on the efficiency of on - line Classes		
Preference to Learning classes		
Off-Line	On - Line	Total
38	2	40

Source: Primary Data

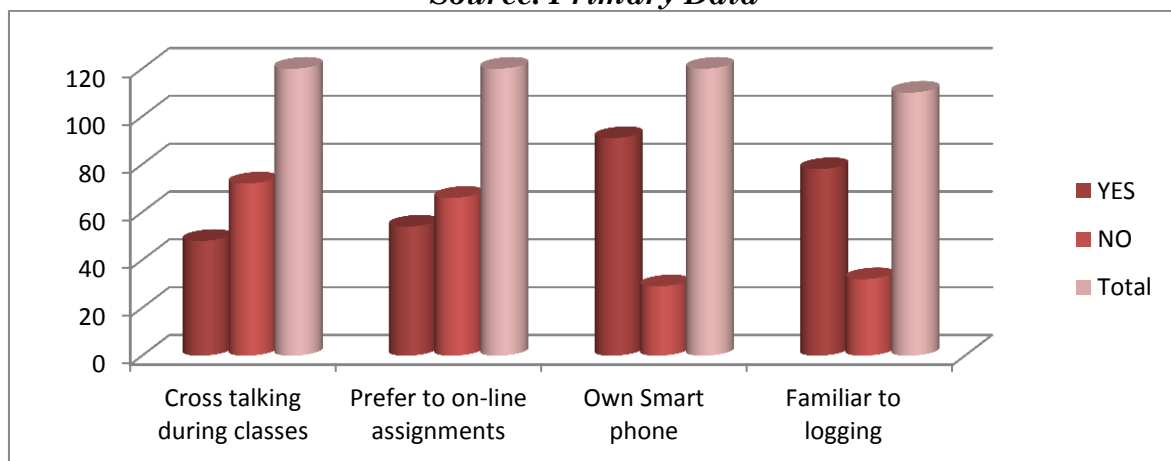


This table 2.2 clearly indicates that the student’s opinion, the Preference of learning classes i.e. Off-line and On-line classes. Majority of the

students show interest in off-line classes i.e. 95% (38 members). Remaining 5% (2 members) only show their interest in On-line classes

Table2.3: Students Responses on the efficiency of on - line Classes				
S.No	Issues related to On-line classes	YES	NO	Total
1	Cross talking during classes	48	72	120
2	Prefer to on-line assignments	54	66	120
3	Own Smart phone	91	29	120
4	Familiar to logging	78	42	120

Source: Primary Data



In the above table2.3 and chart shows the details of data collection of problems of on-line classes. The responders (Students) tell their opinion on different reasons i.e. Cross talking during classes, Prefer to on-line

assignments, Own Smart phone, Familiar to logging. They choose their opinion through the options YES or NO. Table 2.3 shows that 40% of the respondents says that YES to the first problem i.e. cross talking during the

classes and remaining 60% of the respondents says that NO. 45% of the respondents says that YES to the second problem i.e. Prefer to on-line assignments and remaining 55% of the respondents says that NO. 75.83% of the respondents says that YES to the second problem i.e. Own Smart phone and remaining 24.17% of the respondents says that NO. 65% of the respondents says that YES to the second problem i.e. Familiar to logging and remaining 35% of the respondents says that NO.

Conclusion

The unprecedented emergence of Covid-19 situation forced the Education system to opt for on-line mode of teaching. It was a challenge to both teaching community and students. It was well adopted in some higher educational institutions such as IITs, well equipped city based institutions. In rural areas, on-line teaching and learning didn't pick up well. In India, our tradition is to meet people and to have "face to face" interaction. The study reveals that both staff and students prefer to have off-line classes. This was realized by the government and it insisted the reopening of educational institutions and go for physical classes by following the Standard Operating Procedure (SOP). The covid-19 gave an opportunity for the trial run of 'on-line teaching'. The normal observation shows that most of the people, even in rural areas, are using mobile phones if not smart phones. The students, especially the teenagers' demand for smart phones from their parents but use it for games, chats....etc. Though vast amount of learning materials are available on the internet, very rarely we find students accessing them. We need to train the students for the 'wise-use' of mobiles. Our country has to go long way in developing the infrastructure and facilities to go for on-line classes.

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