

COVID 19 AND EDUCATIONAL VICISSITUDE

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ABSTRACT

This paper aims to reflect the changes in educational system due to COVID-19. Covid 19 confined everyone in the four walls of their homes and challenged the education system all over the World. Though no country was prepared for it, yet every Nation utilized the available infrastructure to the utmost and tried to keep the learners' busy in one or the other way. In spite of lot of uncertainty that prevails till now, one thing that is definite is that teaching, and learning will never be same. In this survey of 572 college students 62.8% of the participants were female and 37.1% were males. On the basis of place of residence there were 55.1% urban participants and 44.9 rural participants. Majority of the students (65.7%) were attending the classes for 1-3 hours. Internet connectivity has been revealed as the major hurdle (by 60.3% participants) towards making the best use of online classes. Though lot of similar opinions have been reflected in other research papers, the contribution of this survey lies in the fact that it has reflected the opinion of students from Punjab.

Keywords : Covid-19, college students, online classes, internet connectivity, Pandemic.

INTRODUCTION

Covid 19 challenged the education system all over the World. Though no country was prepared for it, yet every Nation utilized the available infrastructure to the utmost and tried to keep the learners' busy in one or the other way. Lot of uncertainty prevails till now, one thing that is definite is that teaching and learning will never be same. On the one hand everyone was bewildered to even imagine life without internet during lockdown, on the other hand it brought to the forefront the major hurdles on the way to online education. This paper attempts to bring forward the worldwide realizations on educational vicissitudes after covid 19.

The spread of internet and mobile apps has opened up new avenues for home learners. Lot of efforts were taken to design online course content with online registration and evaluation systems by all the Universities yet, there was some reluctance in giving the online mode an equivalent status. The traditional

classroom teaching was considered the best. The pandemic forced the whole World to opt for the online mode. It led to the development of some required e-content and digital evaluation strategies. In spite of wholehearted efforts, every available option had one or the other muddle.

REVIEW of LITERATURE

The first online class started in 1982 and University of Phoenix started online course in 1989 (Feenberg, 1993). Since 1989 the online teaching and learning has witnessed a lot of development. There are many benefits of online learning reported by students. Online classes are preferred for convenience (ADEBO, 2018); flexibility, remote access etc.

The features of the online teaching valued by students include active online tutorials with discussion, ppt's, breakout rooms, small group interaction that encourages them to clarify doubts, discussion forums promoted group cohesiveness, responsive and

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