Effects of post COVID-19 lockdown on educational pedagogy: A study of Lovely Professional University

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Abstract---Background: The end of 2019 marked the beginning of the global pandemic COVID-19. With this global issue, all the fields of society became stagnant. The education system is no exception to it. Education sector suffered as students were sent back to homes and schools, colleges and universities were shut down. But steps were taken and the education teaching system was shifted from offline to online mode. This research project examines the educational pedagogy which has been adapted in online mode of teaching due to post COVID-19 lockdown. It seeks to discover the pros and cons of online teaching vis-a-vis the ways of offline conduct of classes. The data for the project has been gathered in the form of an online survey in which both teachers and students were given questionnaires which are used to map and understand different pedagogical choices during online teaching. It also tries to highlight the comparative value, compatibility and usefulness of digital mode of learning.

Introduction

The COVID-19 pandemic struck almost all the countries. Educational sector was the worst hit sector and the one of the few that was shut down almost immediately when the spread of corona-virus started. Thousands of students across the world were affected due to it. It triggered significant changes in the educational sector, bringing changes in the old, chalk-talk instructing education practices to suit the upcoming challenges driven by innovation. The COVID-19 changed the world sooner than anyone could have imagined. Educational pedagogy can be defined as the approach of the method of teaching and learning theoretically and practically. Pedagogy is the study of the way knowledge as well as skills is implied in the education system. The pedagogy in this ongoing time of pandemic requires flexibility and change for delivering education to learners virtually in an efficient way and that may prove to be effective.

Offline education is in class / school, face to face interaction between the teachers and students kind of education. It needs physical attendance and is the traditional method of education. Online education is a form of education where physical attendance is not needed and it is the new upcoming method of education where anyone can get educated by sitting in front of the internet and attending the class. Online learning is technology dependent.

COVID-19 pandemic has steered away the system of education with advanced and innovative technology. The new educational pedagogy has been mandated, taken up and implemented via online or digital means. Educational institutes like schools and universities were quick in adopting the use of technology in providing students with proper education. These institutes have arranged or established channels to communicate with the staff and the students. This new pedagogical approach was not only challenging for students but also for the faculty who were trying hard to get accustomed to the new ways of dealing with technology. Not everyone has expertise to use the online medium or give and receive instructions; it's neither fair for the teachers nor the students. Online learning can be used as another word for self-driven-study, with an advantage of time and space. For successfully delivering meaningful teaching and learning via technology, it is essential that the teachers as well as students engage in the development, implementation and use of educational technology.

For a few, the shift to the online teaching mode was a boon while for others it wasn't. This was significantly an emergency switch to online education. Not all have the luxury of having technological devices or means to connect on the online platform. Many people from the rural areas or people from low economic backgrounds are deprived of the technology which has also hampered online teaching or education mode. The gap can be seen between countries and even within the country across different parts and also between the income brackets of different socio-economic groups.

The ongoing and upcoming modifications have decorated the promising outlook of education, and the speed up changes in form of delivering education that is worthy and valuable and has some quality but there are challenges to this too. Some of the hindrances faced were to provide appropriate guidance beforehand to the staff and students to maintain educational integrity, establishing level-headed expectations for the work that is to be completed by the students, also to establish a proper relationship between the student and faculty. This lockdown has shut the educational institutions and left everyone wondering about the effect it is going to have on the education system and whether the online learning and teaching is going to persist even post-pandemic or if it is going to be as effective as the offline methods. It's hard for students to understand the online education system so teachers must understand that and also try to be lenient with the untimely submissions of assignments by the students and flexible with the test evaluations. The Statistics suggests:

Global Scenario

COVID-19 pandemic had a huge impact on global education. More than a billion students were unable to go to school or university, worldwide. Before the pandemic, the world was already facing terrifying challenges in managing the promise of education as a basic human right. According to the latest figures released by UNESCO, around 1.38 billion students around the world in more than 190 countries and all continents were not able to attend school or university which had an enormous impact on their education due to COVID-19. Closures of schools and other learning spaces have impacted 94 per cent of the world's student population, up to 99 per cent in low and lower-middle income countries. 1,379,344,914 students or 80 % of the worldwide students were kept out of educational institutions by country-wide closures.Another 284 million learners were affected in some way by closures at a localized level, such as those seen in U.S. states like California and Virginia.

Indian Scenario

In India, more than 32 crore students have been affected due to the several restrictions and the nationwide lockdown. According to some reports, students from classes 9 to 12 were most severely impacted in this pandemic. More than 13 crore students fall under this bracket in India. Even after facing so many consequences, the country has been adapting to the new-age learning i.e., E-learning, but there still lies a hurdle in achieving entire success as only 45 crore people of India's total population have proper access to the internet/e-learning. The people who have taken up residence in rural areas are still very much deprived of the technologies and therefore hampering the cause of online education. The COVID-19 pandemic taught the entire society on how necessity is the mother of invention by allowing educational institutions to adopt online learning and introduce a virtual learning culture. The government launched initiatives to help students in tough times like DIKSHA and e-Vaidya. It also helped to fill the gap faced by children studying in the government schools by sharing content on apps and groups, radio broadcasting the content, T.V. channels like on Doordarshan.

Hypothesis

- H1: There is a positive remark regarding the Education Pedagogy adopted in Post COVID-19 lockdown
- H2: Online form of education is considered as exploring a new option in the Education sector.

Objectives

- To study educational pedagogy with special reference to online and offline education
- To collect relevant data in terms of the problem statement
- To analyze the collected data focusing on the effect of post Covid-19 lockdown on educational pedagogy
- To apply the finding-based research outcomes for pedagogical betterment

Methodology

In this research, we have used Qualitative and Quantitative study specifically following the Questionnaire method which includes few statements to be rated in 5-point Likert scale ranging from: "strongly agree" to "strongly disagree". Comparative methodology has also been used in our study, which helped in studying about the pros and the cons of Pre COVID-19 and Post COVID-19 educational pedagogy.

Simple Random Sampling method was used. There were two questionnaires, one for the students and another one for the teachers. Both the questionnaires contained different sets of questions regarding the online and offline education. The questionnaire was distributed among 100 students falling in the age group of 18-24 years. The questions in the questionnaire were asked for the purpose of knowing the ways education pedagogy has impacted the students and teachers in the Post COVID-19 lockdown. https://docs.google.com/forms/d/e/1FAIpQLSfaHp0HSVsbrGEILsZorRmQx0CF4 KrFTyMSE4sc5RPneqpGPA/viewanalytics

Research Outcomes and Discussion

This section highlights the major findings of the study, conclusion and recommendations made. The objective of the study was to collect the data from 124 respondents. The aim of this review was to analyses and understands the changing dynamics of educational pedagogy during Post COVID19 lockdown. The focus of the survey is to understand the comparative significance and effectiveness of online and offline pedagogical methods of teaching and learning. In this research, we have used Qualitative and Quantitative study specifically following the Questionnaire method which includes few statements to be rated in 5-point Likert scale ranging from: "strongly agree" to "strongly disagree". Comparative methodology has also been used in our study, which helped in studying about the pros and the cons of Pre COVID-19 and Post COVID-19 educational pedagogy.

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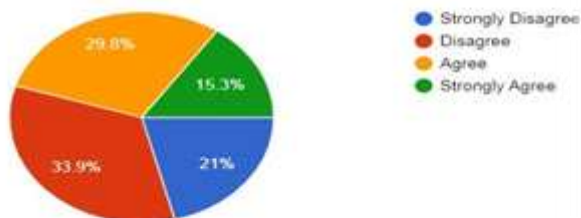

1. Students are able to grasp the concepts better in the online medium
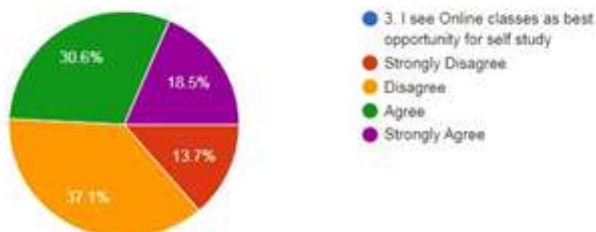
124 responses
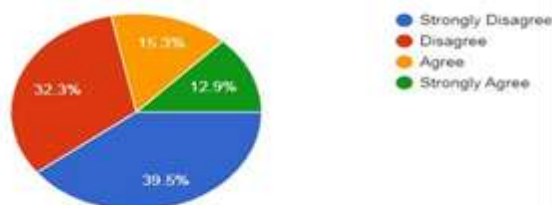
2. I leave my online class on listen mode and get busy doing my other stuff
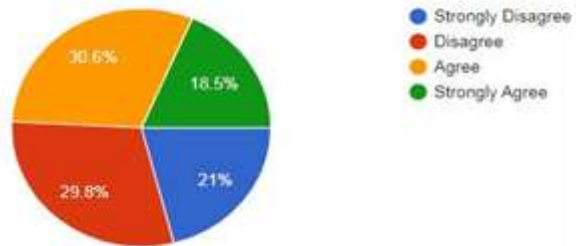
124 responses

124 responses

4. I get more time to study during Online classes

124 responses

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

30.6% | 18.5% | 21% | 29.8%

5. There are many loopholes in the online examination mode

124 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

20.2% | 13.7% | 37.9% | 28.2%
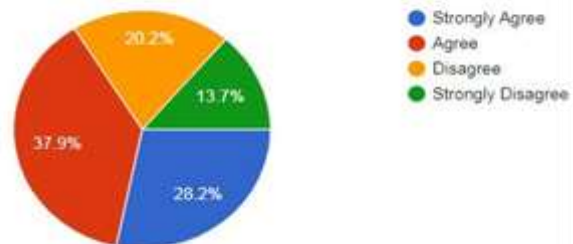
6. Do teachers in online class give same potential as they give in offline classes?

123 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

33.3% | 24.4% | 17.9% | 24.4%
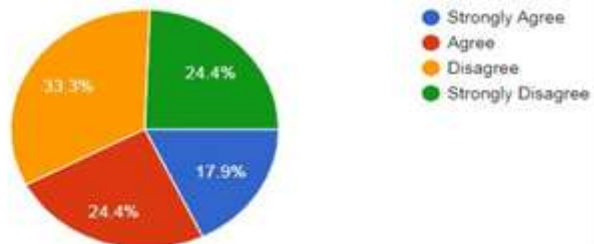
7. Do you give your same potential in online classes as you gave in your offline classes?

123 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

32.5% 22% 24.4% 21.1%
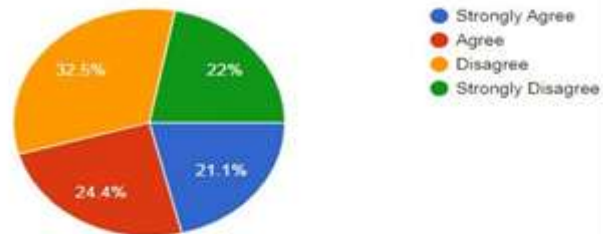
8. Does this change in education system to online mode affect your studies?

124 responses
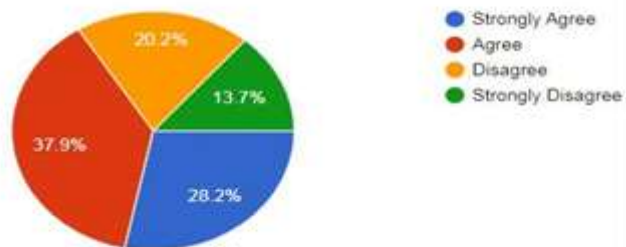
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

20.2% 13.7% 37.9% 28.2%

9. Do you get other works from your parents while you are on online classes?

124 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

28.2% 20.2% 29% 22.6%

10. If yes (Question 9) then does that affect your studies ?

123 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
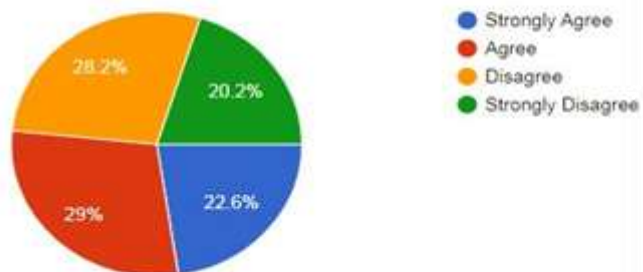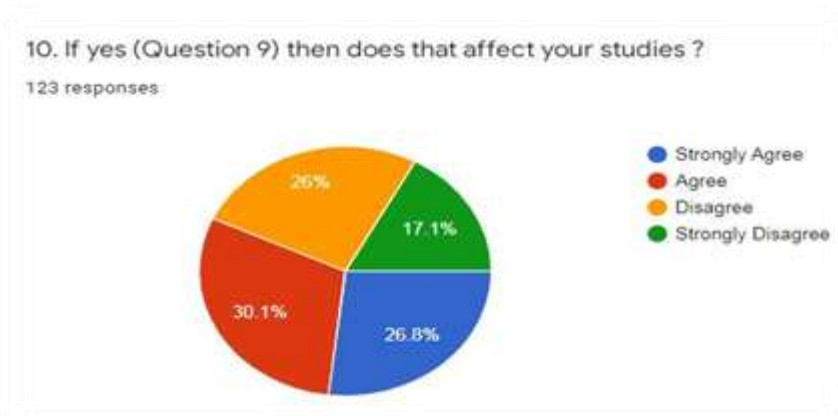
According to the survey that has been done for the better understanding of the topic, the data has been collected such as- The first question asked: - Students are able to grasp the concepts better in the online medium .So mostly student has chosen the strongly disagree 39.5% disagree 32.3%, 15.3% agreed and 12.9% strongly agree. So from this the outcome is that students are not able to grasp the concept in online mood. Then the second question is that "I leave my online class on listen mode and get busy doing my other stuff" in which student choose disagree as most 33.9% and strongly disagree 21%, agree 29.8%, strongly agree 15.3%. the outcome from this question is that the students choose mostly disagree that is 33.9 percent but we can also see that many students choose agree that is 29.8 percent that show that it can be both disagree and agree because there is very low difference between disagree and agree.

The third question is "I see online classes as best opportunity for self-study" in which the percentage distribution is strongly disagree 31.7%,disagree 37.1 percent ,agree 13.6% and strongly agree 18.5% from this question percentage distribution it can be seen that students are mainly disagreed with this statement that online classes are best opportunity for self-study as strongly disagree and disagree have a combined percentage of 68.8%. Then the fourth question is "I get more time to study during online classes" In which the most students choose agree which is 30.6% and disagree is 29.8%, in which it can be seen that both have same kind of percentage disagree and agree from which shows that there are students who get more time to study in online classes but there are also students who don't get time to study in online classes

Then the fifth question is "Is there are many loopholes in the online examination mode" ,in which mainly the students choose agree which is 37.9 % and the rest of the percentage are such as strongly agree 28.2 % and disagree 20.2% and strongly disagree is 13.7 % ,from this it can be seen that mostly the students choose agree and strongly agree ,by which it can be said that there are many loopholes in the online examination mode as most percentage is from agree and strongly agree. Thereafter the Sixth question is "Do teacher in online classes give same potential as they give in offline classes" in which the percentage distribution are such as disagree 33.3% and agree 24.4 present and strongly agree 17.9 percent and strongly disagree 24.4 percent from which the outcome can be seen

that mostly the student are disagreed with this question that teacher are not giving their same potential in online classes as they are giving in Offline classes. The 7th question is "Do you give your same potential in online classes as you are giving in your offline classes", in which the percentages distribution are strongly agree 21.1 percent, agree 24.4 percent, disagree 32.5% and strongly disagree 22% in which it can be seen that students are also saying that they are also not giving their same potential in online classes as they are giving in offline classes as most of the students choose disagree and strongly disagree.

The 8th question is "Does the change in education system to online mode affect your studies", in which the percentage distribution is strongly agree 28.2 percent, agree 37.9 percent, disagree 20.2 percent and strongly disagree 13.7% from this question the outcome is that mainly students are agreeing with this that the change of education system to online mood affected their studies because more percentages are from agree and strongly agree. Further the 9th question is "Do you get other works from your parents while you are on online classes" ,in which the percentage distribution are such as strongly agree 22.6 percent ,agree 29% ,disagree 28.2% and strongly disagree 20.2% from this question it can be analyzed that both agree and disagree have the same kind of percentage in which it can be seen that some students do get work from their parents when they are on online classes and some do not get the work from their parents while they are online classes but if see this percentage precisely then we can see that there is more students that do get work from their parents while they are on online classes.

Then the last question from our survey for the students is that "If yes (Question 9) then does that affect your studies?" ,in which the percentage distribution is such as strongly agree 26.8 percent ,agree 30.1% ,disagree 26% and strongly disagree 7.1% from which it can be seen that this works from the parents that students get while they are on online classes do affect their studies as most percentage is from agree and strongly agree.

Teacher's Response

Data related to the teachers responses:

Sno.	Questions	Online mode of teaching		Offline mode of teaching		Both
1	I prefer to teach through	10.3%(3)		89.7%(26)		-
2	Teaching is well organized in	13.8% (4)		86.2% (25)		-
3	Accessibility in terms of the quality of voice and content during is far better in	10.3% (3)		58.6% (17)		31% (9)
	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
4	Students are learning well during	13.8% (4)	34.5% (10)	27.6% (8)	24.1% (7)	-

|					
	Lockdown.				
5	Teaching remotely/online is Stressful.	10.3% (3)	6.9% (2)	20.7% (6)	41.1% (12)	20.7% (6)
6	My experience teaching students Online is better than teaching students offline.	13.8% (4)	58.6% (17)	20.7% (6)	3.4% (1)	3.4% (1)
7	I received positive response from Students in regard to online classes.	6.9% (2)	17.2% (5)	37.9% (11)	37.9% (11)	-
8	Students are learning as much now As they were before switching to online learning.	10.3% (3)	48.3% (14)	20.7% (6)	13.8% (4)	6.9% (2)
9	I have more 1-1 discussion with my students in online classes as compared To offline classes.	20.7% (6)	31% (9)	24.1% (7)	24.1% (7)	-
10	I face many hurdles during online Classes.	10.3% (3)	6.9% (2)	17.2% (5)	37.9% (11)	27.6% (8)
11	I could easily motivate and engage Students in online classes.	13.8% (4)	37.9% (11)	24.1% (7)	17.2% (5)	6.9% (2)
12	There are many educational opportunities In response to online mode of teaching.	3.4% (1)	24.1% (7)	24.1% (7)	45% (13)	3.4% (1)
13	Educational institutions have been Helpful in offering resources to teach online.	6.9% (2)	20.7% (6)	10.3% (3)	58.6% (17)	3.4% (1)
14	Online mode of teaching is more Effective and acceptable.	13.8% (4)	62.1% (18)	20.7% (6)	3.4% (1)	-
15	Online mode of teaching has contributed in Enhancing the teaching style.	3.4% (1)	13.8% (4)	27.6% (8)	55.2% (16)	-
16	Online classes have increased our work-load	-	3.4% (1)	17.2% (5)	44.8% (13)	34.5% (10)

From the above table, we came to know that a lot of teachers responded in support of offline teaching i.e., 89.7%.

According to our data, 34.5% of the teachers disagree that students are learning well during lockdown as 41.1% of the teachers find teaching remotely is stressful.
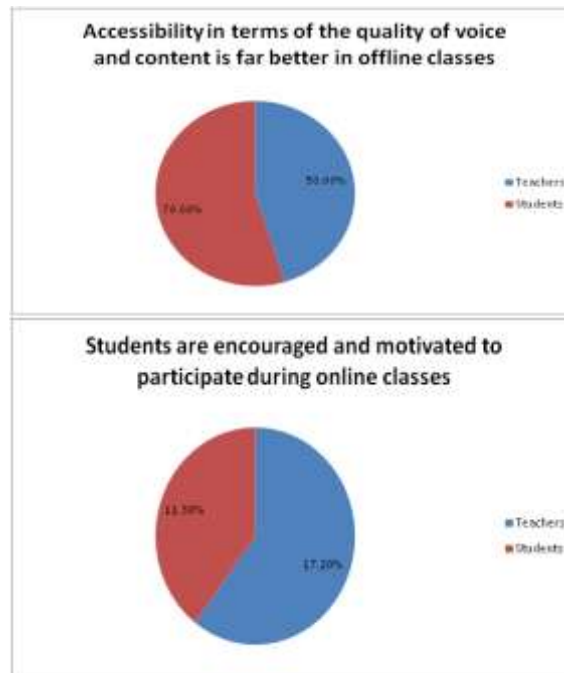
Also 56.8% teachers agree that their teaching experience is better in offline mode but also 37.9% of the teachers responded that they get positive responses from the students in online classes. 48.3% of the teachers have the view that students can learn much better during offline classes and 31% of the teachers support the statement by agreeing that they have 1-1 discussion with the students during offline mode. 37.9% of the teachers face hurdle during online classes supporting with the fact that the teachers couldn't engage and motivate students.

Though 58.6% of the teachers are satisfied with the educational institution offering resources to teach online and 45% find that there are many educational opportunities in response to online mode of teaching. Although 55.2% of the teachers believe that online mode of teaching contributed to enhancing the teaching style, 62.1% still feel that online mode is not effective and acceptable. Online classes have mainly increased the workload of teachers which is supported by 44.8% teachers. The teachers somewhere agree that online mode of teaching would enhance their skill and provide better opportunities but somewhere the lack of interest of students during online mode only makes the learning more stressful and thus increasing the workload on teachers.

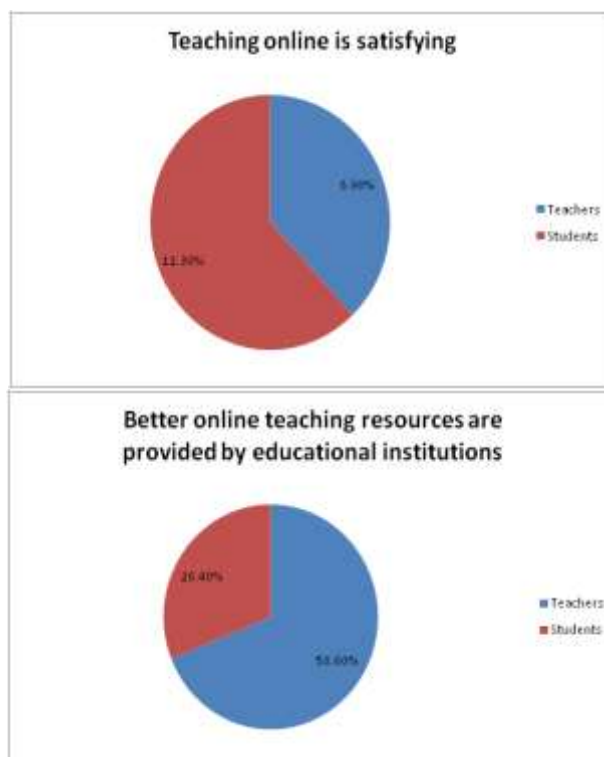The comparative data of teachers and students with respect to online/offline teaching mode:
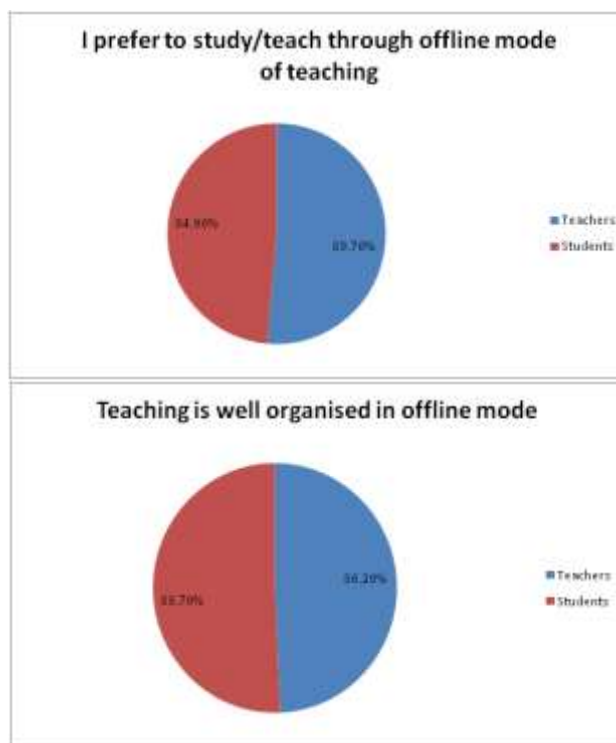
Both teachers and students with high percentages prefer the offline mode of teaching and consider offline mode to be well organized.

Accessibility in terms of the quality of voice and content is far better in offline classes

Teachers
Students

Students are encouraged and motivated to participate during online classes

Teachers
Students

Both teachers and students agree with the high percentage (students slightly higher in percentage) that the quality of voice and content is better in offline classes and might be one of the reasons that students are not able to get motivated and encouraged in online classes and thus showed up with a low percentage rate.

Students are more interactive during online mode

Teachers
Students

Students are learning well during online mode
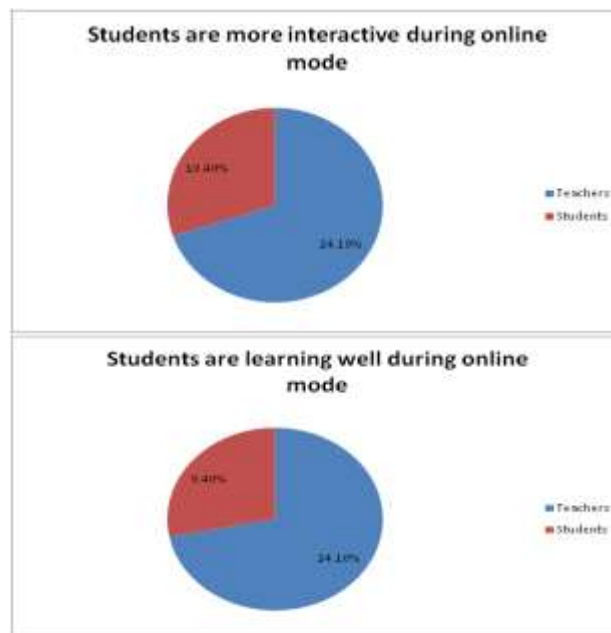
Teachers
Students

Students and teachers with the low percentage (students with much lower percentages) agreed that students are learning well during online mode, which might be one of the reasons for teachers and students having low percentages of being interactive during online mode of learning.

Teaching online is satisfying

Better online teaching resources are provided by educational institutions

Even though the educational institutions are providing better resources for online classes according to a high percentage of teachers but still the online mode of teaching is not satisfactory for both students and teachers (with slightly high percentage of students).

Both teachers and students recommend their classes to be conducted in offline mode but all agree to the fact that online classes are the only option left to them in this pandemic. They believe that whatsoever opportunities they would get from online mode can't be compared to the offline mode. Many of them suggest blended learning as an appropriate option in future, in which students will learn via electronic and online mode as well as traditional offline mode.

The teachers prefer the physical involvement of the students as a basic requirement of teaching especially in the subjects which require practical work. The technology would limit study to the 3D video in terms of practical work but experiencing the situation physically is a totally different experience. The shift to technological learning for both teacher and student, not from an electronic background, had limited online mode to just presenting the slides which is not enough to engage students sitting in their comfort zone. Over that, the internet distractions have become the main reason for the students not to respond in the

class. The students with time are losing their interest in learning in online mode. The complaint for facing the screen for maximum hours of the day and disturbance in sleep patterns have become the health concern. The students take the learning as a burden when studying online as there is least interaction with the peers, which was a stress buster during offline mode.

Pros and cons of online and offline learning:

Online learning

Pros

1. Place and time efficient
2. Flexible
3. Affordable and cost efficient (stationary, uniforms)
4. No bias between the front and back benchers
5. Made almost everyone technically efficient
6. Blended learning

Cons

1. Technology issues
2. Difficulty in focusing on the screen
3. Increased screen time
4. Less student teacher interaction
5. Easily to con teachers by joining in the class and not attending it
6. No competitive urge in students
7. Risk of passive learning due to lack of interest and attention
8. Difficulty in learning based on practice

Offline learning

Pros

1. Face to face interactions
2. Easier to get feedback and check if the attendees are attentive
3. Disciplined environment
4. Social exposure
5. Healthy competitive environment with peers

Cons

1. Rigid time schedule
2. Expensive (travel, accommodation, clothes/uniforms)
3. Teacher dependent
4. Time and place obstructing

Online mode would have been very effective if students and teachers were asked to choose it as an option, but due to prevailing circumstances the online mode has become more like a burden on them. The online mode of teaching has a lot

more positive impact on studying rather than negative. This research project is the result of a pandemic crisis, which influenced people both psychological and physically. The sudden shift to online mode without proper planning had been a great challenge in terms of resources, which was satisfying for both teachers and students. India, before, had no such concept and curriculum designed for this kind of emergency.

- ➢ The students shifted to passive learning which resulted in losing interest due to low level of attention span and one of the reasons was that the large population in this developing nation were untouched by the digital world of learning. The unprepared teachers for online learning included those as well who were not good with technology. The most of online platforms which had been used as a source of online learning were lacking the dedicated online design required for the purpose, resulting in a disengaged audience. Had it been under normal circumstances, then the positive impacts of online learning would have outnumbered the offline one.
- ➢ The blended learning is the first thing which comes to the mind of any person in favor of online mode, which is an immense opportunity for a major transformation in the area of curriculum development and pedagogy. The more we grow in technology , the more opportunities we gain, like the concept of collaborative teaching and learning which can be easily monetized; collaboration among faculties across nation; delivering online courses to students from competitive institutions, massive rise in teleconferencing opportunities, which would in return emerge as a new business model as well.
- ➢ This learning system gives the reason to develop and strengthen the learning management system used by universities and colleges. The response of teachers and students in favor of online teaching under normal circumstances would push the management to find new ways to design and deliver quality content especially due to the fact that the use of such a learning management system is based more on openness and transparency in academics.

The prevailing condition impact on the research project need not be taken as a drawback but as a finding for new research.

Conclusion

COVID-19 pandemic has left distressing consequences on the education system. This has caused a rapid shift from face-to-face teaching to an online mode and the use of online platforms from being just an extra teaching resource to a prominent one for avoiding the collapse of the system of education. The need for teachers to learn the online teaching tools to effectively deliver course knowledge in this corona-virus pandemic is very crucial. The changing pedagogy in education in the time of COVID-19 brought upon some challenges along with benefits too.

- ➢ The need to close the educational institutes whether it be school or universities so as to contain the spread of the coronavirus became necessary. Although, many were quite happy with it when it freshly came

because it gave the students a break that they thought would last for 15 days but as we are here after more than a year, the coronavirus has clearly overstayed its welcome. The students are affected academically; many did not have resources or the motivation to sit in a place for long hours and stare at a screen without getting distracted by various factors like social media, unethical environment at home, etc.

➢ After the analytical study was done, the study came to conclude that the majority of students and teachers were not satisfied with the online classes. The mode of teaching is new for both teachers and students and almost all the teachers are not able to conduct classes comfortably and students are not able to concentrate as they do in offline classes. At this point of time, the number of COVID positive cases is increasing at an alarming rate, so it is not possible for the authorities to reopen institutes and schools. The network problem was the main concern for both teachers and students which led to the conclusion that offline classes are better than online classes.

It can be concluded from the research survey that the teachers as well as students consider the offline mode of education more useful and appropriate.

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