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# TRAINING AND GUIDANCE HAVE BEEN IMPACTED BY THE COVID19 PANDEMIC

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**Abstract:** *In India, education was conducted according to a traditional method in which both the teacher and the student were required to be physically present in the classroom and the teaching and learning process took place at a predetermined time. Nearly 1.6 billion students in over 200 countries have been affected by the COVID-19 pandemic, which has caused the largest disruption in education systems in human history. Terminations of schools, organizations and other learning spaces have affected over 94% of the world's understudy populace. The teaching and learning approach has been fundamentally altered as a result of this. Digital, mobile, and online learning methods replaced the traditional methods of instruction at all of the institutions. Social removing and prohibitive development arrangements have altogether upset customary instructive practices. With numerous new standard operating procedures implemented, reopening schools following restriction relaxation presents another obstacle.*

**Keywords:** *E-learning, online learning, digital learning, ICT, Covid-19.*

## INTRODUCTION

The beginning of the New Year 2020 took a startling diversion from what individuals anticipated. A new virus outbreak began in Wuhan, China, in December 2019; (World Health Organization [WHO]), This virus is now recognized as belonging to the corona virus family and is referred to as COVID-19. Corona viruses are a class of viruses that can infect humans or animals and cause illness. The majority of infections caused by this disease are categorized as mild or moderate, with symptoms ranging from mild to severe. The outbreak that began in Wuhan, China, quickly developed into a global pandemic that impacted numerous nations worldwide. The World Wellbeing Association (WHO) reported this episode as a global general wellbeing crisis as of January 30, 2020. Through bodily fluids expelled by infected individuals, the corona virus can spread rapidly from person to person. Many nations have implemented extremely stringent measures to stop the disease from spreading due to the virus's rapid spread. This virus continues to affect a large number of people worldwide despite all of the strict measures taken. In an effort to control the COVID-19 virus and slow its spread so that people around the world wouldn't die or get the virus, governments decided to work together and put lockdowns in place. Consequently, social separating guidelines, self-seclusion and wearing individual defensive gear (PPE) we built up bringing about the conclusion of non-essential businesses, associations, and organizations. Since they faced physical closures, this had an effect on the teaching and learning process from the first class all the way through higher education. The closure of numerous educational establishments, from elementary schools to universities,

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has halted education for many individuals. As with previous outbreaks, a significant step was taken to close schools.

Before COVID 19 hit, educational institutions used to teach in the same way they always had. In this approach, both the instructor and the student are required to be physically present in the classroom at a predetermined time. Black boards and white boards were used as visual aids during this traditional teaching method. The student and the teacher had a one-on-one conversation here. Verbal and nonverbal cues were used in the traditional educational method to ensure that students actively listened to and comprehended what the teacher was saying. All students were given the written material, and they were expected to remember the lessons and pass the exams, which were held in the students' actual presence and under teachers' supervision. Students who participated in the traditional educational system achieved outcomes that allowed them to continue their education or make a positive contribution to society through employment. This method of instructing students therefore existed for centuries prior to the onset of the COVID 19 pandemic. The vocational educational act made it possible for technology to be used in schools in 1963. Information and communication technology (ICT) has since evolved into an addition to traditional teaching methods. Through the use of ICT in education, educators were able to introduce a new type of learning to advance students. Advanced education establishments involved ICT for distance learning courses to give schooling to understudies who needed the adaptability to proceed with instruction. However, due to the Corona virus (covid-19) pandemic, the recommended method of teaching students included physical face-to-face interaction.

However, in order to preserve the teaching and learning process during the pandemic, the lockdown period saw the greatest utilization of ICT initiatives. A rapid shift occurred in educational institutions toward utilizing ICT facilities to advance student education. From kindergarten through higher education, a number of ICT initiatives have been implemented in the educational sector.

## **Introduction of ICT initiatives**

Prior to the COVID 19 pandemic, online courses were found to be much underused, and people believed that earning an online degree was less advantageous than traditional offline degrees. Individuals favored the disconnected classes and customary approach to showing strategies and normal class, test, assessment techniques. As a result of this thinking, the legitimacy of the online education system was questioned, as students were receiving fewer benefits for the same amount of money. The order of priorities in life changed as a result of the corona virus's arrival in 2019 and its spread throughout the entire world. Another component of reasoning in the training field raised and significance to web based educating and online courses has been given. When teaching was done the traditional way, students and teachers had to physically sit in a classroom and interact with one another according to the schedule. When ICT initiatives were implemented, the schedule was flexible for online classes and e-learning methods. Through online and e-learning platforms, the students had access to the pre-recorded lectures.

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## **E-learning**

The rapid transition to the utilization of ICT facilities that enable students to seek education from remote locations was brought about by the closure of educational institutions. In order to access educational materials offered by educational establishments, this necessitated the use of appropriate hardware, software, and internet connectivity. Due to insufficient funding, this has not been possible for students from lower socioeconomic backgrounds. As a result, their education has been halted or the year has been postponed. Stable web association has been a difficult component for understudies that have been considering from home, as learning materials given by the educational institutions must be gotten to through the web. As a result, students in rural areas have had limited or no access to the internet. This has made it harder for them to learn, especially since all electronic teaching methods require a stable internet connection. In order to make certain that their students were connected to them as well as to other students in order to provide some kind of support, educational establishments employed methods of communication that were both effective and efficient. This is done with the help of ICT facilities and online learning platforms.

At first, Whatsapp groups were only created and used to send sensational news, videos, audios, and messages of good morning and good night. However, the same media have been found to be very useful and meaningful for sharing educational notes, discussions, and videos related to education. The teacher became the group's administrator by sharing notes, e-class videos, assignments, and other materials through whatsapp media. During the lockdown, interactive video conferencing software was utilized at the highest levels to ensure the success of organizations, everyday classes, and meetings. Through these media, educators and students alike were able to share educational audio and video content on a single platform. When cameras are turned on to measure verbal and nonverbal communication, students can see their teachers in the same way that teachers can see students in a traditional setting. Students have access to a wide range of learning resources through ICT, allowing them to study at their own pace and catch up on missed tutorials. When compared to traditional learning, the slow learners can access the pre-recorded tutorials repeatedly and comprehend the concept very well. Understudies can get to learning devices like introductions, texts, partner web links, virtual evaluations. All the while they can send messages and partake in live visit meetings, send voice notes, participate in sites, and use virtual entertainment stages like Face book, Twitter, and LinkedIn among others to stay connected. Interactive videoconferencing software like Zoom, Microsoft Teams, Google Meet, and others have been used by higher education institutions to educate students in real-world situations. Students can use emojis to express their feelings and the chat function to interact with other students during the session. They can also use the hand raise symbol to ask questions and wait for the teacher to respond. The breakout room function has been used by educators to facilitate smaller group discussions, allowing them to assess students' knowledge gaps and assist students accordingly. Consequently, ICT can drive understudy interest when used in the right way, for models during virtual talks Educators have been capable to devise virtual polls or questionnaires to consolidate student understanding. Platforms for online video conferencing like Zoom, Google Meet, and Micro Soft Team aim to connect classrooms in person and

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online. Online classrooms are a blessing for students because they made it easier for teachers and students to communicate with one another and made learning more comfortable and slower-paced. During the pandemic, education was able to continue because of these methods' use of ICT.

Another approach to e-learning was mobile learning. Students and their parents can sit together in class, and the students can learn the concepts with the help of their parents. The parents were able to re-learn and review the concepts thanks to this.

## CONCLUSION

It has been observed that educational institutions use a variety of digital learning methods to keep students and teachers engaged in the teaching and learning process even during the COVID 19 pandemic in order to educate students. This brought about the increment of internet learning. The results are

Move towards Mixed Learning: Corona virus has sped up reception of computerized advances to convey training. The use of blended learning methods increased in educational establishments. It motivated all teachers and students to acquire greater technological proficiency. In the field of curriculum development and pedagogy, numerous opportunities for a significant transformation were provided by new methods of learning assessment and delivery. Additionally, it gives access to a large number of students at once.

Ascend being used of learning The executives Frameworks: There was a lot of demand for educational institutions to use learning management systems. It provided businesses that have been developing and improving learning management systems for educational institutions with a significant opportunity.

Enhance the use of learning materials in soft copies: The majority of students used soft copies of the study materials as a means of reference because they were unable to collect hard copies during a lockdown.

Increase in teleconferencing, virtual meetings, webinars, and e-conferencing opportunities as a result of the pandemic Enhanced Digital Literacy: The pandemic situation made people wants to learn how to use and learn about digital technology, which led to an increase in digital literacy.

Worked on the utilization of electronic media for sharing data: Students can easily share learning materials with one another, and they can get answers to questions about them via e-mail, text message, phone calls, and various social media platforms like WhatsApp or Facebook.

Better management of time: During pandemics, students can better manage their time with online education.

Open and Distance Learning (ODL) is in high demand: During the pandemic, the majority of students preferred ODL because it encourages self-learning, provides opportunities to learn from a variety of resources, and allows students to customize their education to meet their specific needs.

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