

# Transformational Learning: A Comparative View In Pre And Post Covid Phase

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## ABSTRACT

The crippling pandemic has devastating effect in all the sectors including education. Education is the bedrock of any institution. It is important to work together and be prepared to think differently to ensure that the education of all students remains of the highest quality. The COVID -19 pandemic has Trans muted the traditional and modern methods of teachings to New modern method of teaching. It has introduced us to technology in a new way to New education. The major reason for conducting this study is to find out the challenges faced by all after the covid 19 in the field of education. Primary data has been collected and analyzed through Excel. A comparative study has been done on education studying the pre and post Covid scenario. The paper provides a study of the correlation analysis, establishes a relationship among various variables. Major findings show that the performance in the post Covid 19 is better than the pre Cornona phase. It is so because the resources have been well utilized in the Corona time. Authors feel that the results provided will provide impetus for future research.

## Keywords

Education, teaching, quality, learning and stress, crippling, pandemic.

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## Introduction

Education is always considered as a vital part of our life. Education helped us to develop our overall wellbeing. But the present scenario of this sector hampered extremely due to Covid 19 pandemic. We are living amidst the huge gigantic educational crisis, we all are experiencing the learning crisis and are very uncertain about the future and ambiguity of going back to the normalcy of imparting education. The COVID-19 pandemic has brought extraordinary educational trouble with huge number of students and youth in the world affected due to sudden closure of schools and colleges. Apart from that, it also affected mental health condition of students and teachers as both are struggling to cope with the unparalleled test, as they were not prepared.

The COVID -19 pandemic has changed the traditional and modern methods of teachings .It has sparked a new realization amongst the education fraternity of leveraging the bliss of technology and getting acclimatized to the New Methods of teaching. In the face of Novel Coronavirus which is multifaceted has disrupted the routine life among all age group learners because of the pandemic there has been a change in the learning and teaching landscapes. This has given rise to the blended mode of learning. It has paved the path for the e learning solutions. A multi-functional plan which would be adaptable along long-lasting strategy is necessary to manage the crisis and build a simple yet strong education system. Various learning apps and digital solutions of educations have started so that teachers and students can get the optimum benefits of teaching and learning even staying at home.

In this crippling pandemic, a good and effective educational training is required to cope with the stress level of both teachers and students. It will enhance the productivity, extend and empower education for all.

## Review Of Literature

Richa Choudhary (2020), the researcher has tried to find the impact on education and suggested some strategic for educational sector. The research professional from NITI Aayog mentioned that the pandemic has immensely concerned the higher education sector, without which a country cannot sustain in a long run as it has the major share in the country's overall development. It also stated that the Centre for Monitoring Indian Economy's estimates on extreme rise of unemployment which will ultimately affect the development of the country. A multi-functional plan was developed to be adapted .A long-lasting strategy is necessary to manage the crisis and build a simple yet strong education system .

Stefania Giannini, UNESCO Assistant Director-General for Education and John Brandolino, Director, Division for Treaty Affairs, UNODC, found that as the COVID-19 impacted the faith of general public facilities and shattered the Government to arrive at a conclusive decision. No one knows how to protect and prevent the spread. Even Government faced difficulty to keep the rule and regulations of human law intact as it is already in the law. UNESCO and UNODC focus on the requirement of education, more awareness of the general public, supportable and all-encompassing societies to give strength to face the problem

boldly. They also stressed upon the protection of girl child who need to be get safe during this pandemic time.

Another article published from UNESCO titled “Adverse consequences of school closures” stated that shutting down of schools which impact majorly the development of the students and their overall well-being will come down surely. Also the cost of education will remain same without much learning from school. Ultimately it will affect the stress level of the parents, teachers and students. Though the digital learning is in to the sky, it would be challenging to accept and learn through e- learning as no one was prepared for it.

N. Chandrasekaran, Roopa Purushothaman (2020), in their book, Bridgital Nation: Solving Technology's People Problem presents essential element of the future of technology and discloses that solution to the world's most dangerous challenge to protect and prevent pandemic to spread. It is expected that the coming years would be more technological orientated and all kinds of jobs will be done only through technology including education. Chandrasekaran and his co-author, Roopa Purushothaman, chief economist of the Tata Group, experimented the Bridgital model and mentioned that the model can solve the differences between genders, caste, talents and will provide the healthy service to the world. Emphasis was laid on the employment generation around the world. A plan was proposed stating the combination model of technology and human work which would eventually work for Indian economy.

The article named, Unlocking the potential of family and intergenerational learning, was published by UNESCO issue April 2020 highlighted a number of challenges such as availability of distance and online educational content, access to digital and other technologies by all households and the prior experience of the teachers, students and parents in educational technologies. The existing gap between those who have skills and competencies to use such tools for learning educations and who lack them became even more pronounced when education shifted from physical classrooms to digital classrooms. This article also stated that an estimated 1.5 billion have been affected by school closure globally as a result of COVID 19 pandemic. This represents more than 91% of the total school populations.

According to Jaime Saavedra, Global Director for Education at the World Bank expresses deeply how pandemic impacted the education. It's observed that health of the overall community affected a lot due to the pandemic and there was a focus shift from education and health. There would be an increase in the cost of survival which would eventually impact the education system. There would be more expenditure on healthcare as compared to on education. Suggestions were made for the formulation of new rules, policies and guidelines keeping in mind the well-being of the whole community with special focus on cost effective education.

Rohtak, IIM, identified a viable alternative for resurrection of school education in a post-Covid-19 world; the author has come up with a paper suggesting “blended learning” as the way forward. The paper developed a model which is a mathematical model presenting a blend of offline and online learning which was experimented on different groups. The

paper recommends every student to attend the school for a week while following the worldwide social distancing criteria and take online sessions for the next two weeks from home while maintaining self-quarantine norms. The learning outcomes analysis of 300 students from a school in northern India, in terms of their grades in the traditional school system, was compared with the grades in a blended learning system. It was also discussed how blended learning can reduce the chance of contracting Covid-19 and how it amplifies opportunities for educational institutions like schools to expand learning opportunities beyond the classroom.

P S Jayaramu , in the paper titled “COVID-19 & Higher Education: A pile of questions” that the government and higher educational institutions (HEIs) suddenly declared that online teaching would be conducted by the faculty without any proper guidelines and training. It was very tough and challenging from both faculty and students side to understand the new technological method and deliver and accept the teaching and learning. But the decision forced them to implement the new technological era though they were not supported either with electronic devices or commercial availability. Problems associated with the online teaching learning education such as learning content and study materials are not well prepared in advance to go for online classes. There were problems encountered related to teaching of practical subjects as they can be taught under teachers guidance. Pandemic has an impact on education, placement service and ranking of students

Nagavalli G, Trayosha Darapuneni, Vasujith Ram & Deepjoyika Dastidar , in their research article titled “COVID-19 Impact: Responses by State Education Regulators” found that many states have also adopted an incrementalistic approach to tackle problems thrown up by the crisis, which in theory might be the right approach. Popular among them is directing that schools can only charge tuition fees and no other special fees, such as development fee, library fee, sports fee, etc. Initially, the Karnataka government had instructed schools to postpone the process of fee collection and admission process for academic year 2020-21 until further orders. However, keeping in mind the problems faced by private schools in providing salaries to the teaching staff, on April 24, 2020, the government instructed that parents who are capable of paying fees, be allowed to deposit the fees online, while disallowing any physical deposit of fees.

Atanu Biswas, mentioned that COVID-19 prime to apprising in the changing aspects of teaching. The research found that Boston University in the US declared to shut down the educational sector till January 2021. The paper focused on following the Covid 19 guidelines related to the wellbeing rather fund generation for the country. Job loss of many Indian staying abroad may come back to India very soon once travelling restrictions are waived. So, he assumed cut throat competition in India in the job market as the pass out students who are eagerly waiting to enter to job, they need to compete with the highly experienced candidates who come back from foreign countries.

Shikha Goyal, stated that Coronavirus pandemic has interrupted various sectors in India and pointedly to education sector, which cannot escape from it. Students and teachers have no answer regarding the conduction of various

exams in all fields of educations. It was so uncertain that no one can predict the future of education. There was confusion about the progress and growth of education and career, teachers and faculties were also in stress due to fear of loss of job due to pandemic. The paper stated that people were in stressful conditions due to job loss.

### Objectives Of The Research Study

1. To analyse the impact of covid 19 on education delivery system.
2. To make a comparative study on content administration in pre and post covid era

### Research Methodology

An observational and descriptive questionnaire was designed for the purpose of the study. The questionnaire was floated amongst the students and faculties across India. The questionnaire was prepared in the form of Google docs and the links were sent to 300 students and 100 faculties. Random Sampling method was used for this purpose. Descriptive statistics and different tests have been used to analyse raw data using SPSS software.

### Research Instrument

The research has used questionnaire to gather quantitative data from the respondents. The questionnaire follows Likert scale technique (1= strongly agree, 2=agree, 3= neither agree or disagree, 4= disagree, 5= strongly disagree)

### Hypothesis

- H0: There is no significant difference between the offline and online teaching /learning  
 H1: There is a significant difference between the offline and online teaching/learning

### Descriptive and Statistical Analysis

The researcher has done the statistical analysis as descriptive statistics. The hypothesis are made with two tail having a confidence level of 95%.

### Data Analysis And Discussions

**Table 1:** Table Showing Descriptive Statistics

| 1 Deliverance of online classes as compared to Pre Covid 19 class room classes.  |         |          |   |      |          |                          |          |          |       |         |         |     |    |
|--|---------|----------|---|------|----------|--------------------------|----------|----------|-------|---------|---------|-----|----|
|  | X       | SE       | M | MODE | SD       | Sample (SD) <sup>2</sup> | Kurtosis | Skewness | Range | Minimum | Maximum | Sum | N  |
|  | 2.49122 | 0.12037  | 3 | 3    | 0.908743 | 0.825815                 | -0.02593 | 0.174892 | 4     | 1       | 5       | 142 | 57 |
| 2 Useful the course material and learning content developed and shared during online classes than pre covid 19 class room classes. |         |          |   |      |          |                          |          |          |       |         |         |     |    |
|  | X       | SE       | M | MODE | SD       | Sample (SD) <sup>2</sup> | Kurtosis | Skewness | Range | Minimum | Maximum | Sum | N  |
|  | 2.52631 | 0.1005   | 3 | 3    | 0.758411 | 0.575188                 | -0.18739 | -0.47383 | 3     | 1       | 4       | 144 | 57 |
| 3 Rate the effectiveness of the assignments given and evaluated during online classes than pre covid 19 class room classes.        |         |          |   |      |          |                          |          |          |       |         |         |     |    |
|  | X       | SE       | M | MODE | SD       | Sample (SD) <sup>2</sup> | Kurtosis | Skewness | Range | Minimum | Maximum | Sum | N  |
|  | 2.49123 | 0.1150   | 3 | 3    | 0.868554 | 0.754386                 | -0.60513 | -0.1416  | 3     | 1       | 4       | 142 | 57 |
| 4 Feel the one to one interaction is achieved during online classes as compared to physical face to face classes.                  |         |          |   |      |          |                          |          |          |       |         |         |     |    |
|  | X       | SE       | M | MODE | SD       | Sample (SD) <sup>2</sup> | Kurtosis | Skewness | Range | Minimum | Maximum | Sum | N  |
|  | 3.05263 | 0.110311 | 3 | 3    | 0.832832 | 0.693609                 | 0.088301 | -0.6773  | 3     | 1       | 4       | 174 | 57 |
| 5 Satisfied with the number of hours of online classes during covid 19.  |         |          |   |      |          |                          |          |          |       |         |         |     |    |

|   | X       | SE     | M | MODE | SD       | Sample (SD) <sup>2</sup> | Kurtosis | Skewness | Range | Minimum | Maximum | Sum | N  |
|---|---------|--------|---|------|----------|--------------------------|----------|----------|-------|---------|---------|-----|----|
|   | 2.54386 | 0.1203 | 2 | 2    | 0.907709 | 0.823935                 | -0.15994 | 0.607464 | 4     | 1       | 5       | 145 | 57 |
| <b>6 Expressing opinions during online classes than pre covid 19 class room learning.</b>   |         |        |   |      |          |                          |          |          |       |         |         |     |    |
|   | X       | SE     | M | MODE | SD       | Sample (SD) <sup>2</sup> | Kurtosis | Skewness | Range | Minimum | Maximum | Sum | N  |
|   | 2.94737 | 0.1132 | 3 | 3    | 0.854004 | 0.729323                 | 0.065623 | -0.25383 | 4     | 1       | 5       | 168 | 57 |
| <b>7 Reasons consider for missing any online classes.</b>   |         |        |   |      |          |                          |          |          |       |         |         |     |    |
|   | X       | SE     | M | MODE | SD       | Sample (SD) <sup>2</sup> | Kurtosis | Skewness | Range | Minimum | Maximum | Sum | N  |
|   | 2.66038 | 0.1523 | 2 | 2    | 1.108419 | 1.228592                 | -1.24905 | 0.281304 | 4     | 1       | 5       | 141 | 53 |
| <b>8 Satisfied with the orientation given for online classes.</b>   |         |        |   |      |          |                          |          |          |       |         |         |     |    |
|   | X       | SE     | M | MODE | SD       | Sample (SD) <sup>2</sup> | Kurtosis | Skewness | Range | Minimum | Maximum | Sum | N  |
|   | 2.42105 | 0.0999 | 2 | 2    | 0.754685 | 0.569549                 | -0.19825 | 0.148845 | 3     | 1       | 4       | 138 | 57 |
| <b>9 Platform comfortable for online classes.</b>   |         |        |   |      |          |                          |          |          |       |         |         |     |    |
|   | X       | SE     | M | MODE | SD       | Sample (SD) <sup>2</sup> | Kurtosis | Skewness | Range | Minimum | Maximum | Sum | N  |
|   | 2.82143 | 0.2267 | 3 | 1    | 1.696061 | 2.876623                 | 0.590775 | 0.916211 | 6     | 1       | 7       | 158 | 56 |
| <b>10 Company data package need to buy to get a good video and phone usage for online classes.</b>                                      |         |        |   |      |          |                          |          |          |       |         |         |     |    |
|   | X       | SE     | M | MODE | SD       | Sample (SD) <sup>2</sup> | Kurtosis | Skewness | Range | Minimum | Maximum | Sum | N  |
|   | 2.56141 | 0.2211 | 2 | 1    | 1.669234 | 2.786341                 | -1.37308 | 0.617215 | 4     | 1       | 5       | 146 | 57 |
| <b>11 Rate the fulfillment received from online classes.</b>  |         |        |   |      |          |                          |          |          |       |         |         |     |    |
|   | X       | SE     | M | MODE | SD       | Sample (SD) <sup>2</sup> | Kurtosis | Skewness | Range | Minimum | Maximum | Sum | N  |
|   | 2.47369 | 0.0941 | 2 | 2    | 0.70976  | 0.503759                 | -0.16583 | -0.05936 | 3     | 1       | 4       | 141 | 57 |
| <b>12 Kind of support expected from the management for online teaching.</b>   |         |        |   |      |          |                          |          |          |       |         |         |     |    |
|   | X       | SE     | M | MODE | SD       | Sample (SD) <sup>2</sup> | Kurtosis | Skewness | Range | Minimum | Maximum | Sum | N  |
|   | 2.23214 | 0.1372 | 2 | 2    | 1.026753 | 1.054221                 | -0.98877 | 0.346978 | 3     | 1       | 4       | 125 | 56 |
| <b>13 Overall rate online classes during Covid 19 as no other alternatives are available for education.</b>                             |         |        |   |      |          |                          |          |          |       |         |         |     |    |
|   | X       | SE     | M | MODE | SD       | Sample (SD) <sup>2</sup> | Kurtosis | Skewness | Range | Minimum | Maximum | Sum | N  |
|   | 2       | 0.0969 | 2 | 2    | 0.731925 | 0.535714                 | 3.896997 | 1.132754 | 4     | 1       | 5       | 114 | 57 |
| <b>14 Opinion of teaching and learning is most effective.</b>   |         |        |   |      |          |                          |          |          |       |         |         |     |    |
|   | X       | SE     | M | MODE | SD       | Sample (SD) <sup>2</sup> | Kurtosis | Skewness | Range | Minimum | Maximum | Sum | N  |
|   | 1.96491 | 0.1299 | 2 | 1    | 0.981342 | 0.963033                 | -2.00778 | 0.072049 | 2     | 1       | 3       | 112 | 57 |
| <b>15 All things come to normalcy and regular classes resume at campus, do you think we still need to continue with online classes.</b> |         |        |   |      |          |                          |          |          |       |         |         |     |    |
|   | X       | SE     | M | MODE | SD       | Sample (SD) <sup>2</sup> | Kurtosis | Skewness | Range | Minimum | Maximum | Sum | N  |
|   | 2.15789 | 0.0859 | 2 | 2    | 0.648886 | 0.421053                 | -0.59461 | -0.16212 | 2     | 1       | 3       | 123 | 57 |

### Correlation Analysis

**Table 2:** Table Showing Correlation Analysis Between Major Variables

| PARTICULARS | Deliverance of online classes as compared to pre covid 19 class room classes | Course material and learning content developed and shared during online classes than pre covid 19 class room classes |
|-------------|--|--|
| HS          | 8  | 6  |
| S           | 20   | 18   |
| N           | 23   | 30   |
| D           | 5  | 3  |
| HD          | 1  | 0  |
| <b>r</b>    |  | <b>0.968773456</b>   |

| PARTICULARS | Deliverance of online classes as compared to pre covid 19 class room classes | Effectiveness of the assignments given and evaluated during online classes than pre covid 19 class room classes. |
|-------------|--|--|
| HS          | 8  | 8  |
| S           | 20   | 19   |
| N           | 23   | 24   |
| D           | 5  | 6  |
| HD          | 1  | 0  |
| <b>r</b>    |  | <b>0.994993562</b>   |

| PARTICULARS | Deliverance of online classes as compared to pre covid 19 class room classes | One to one interaction is achieved during online classes as compared to physical face to face classes. |
|-------------|--|--|
| HS          | 8  | 3  |
| S           | 20   | 9  |
| N           | 23   | 27   |
| D           | 5  | 18   |
| HD          | 1  | 0  |
| <b>r</b>    |  | <b>0.621485699</b>   |

| PARTICULARS | Deliverance of online classes as compared to pre covid 19 class room classes | Expressing your opinions during online classes than pre covid 19 class room learning? |
|-------------|--|---|
| HS          | 8  | 3   |
| S           | 20   | 12  |
| N           | 23   | 28  |
| D           | 5  | 13  |
| HD          | 1  | 1   |
| <b>r</b>    |  | <b>0.789094567</b>  |

| PARTICULARS | Satisfied with the number of hours of online classes during Covid 19 | Expressing your opinions during online classes than pre covid 19 class room learning |
|-------------|--|--|
| HS          | 4  | 3  |
| S           | 29   | 12   |
| N           | 14   | 28   |
| D           | 9  | 13   |
| HD          | 1  | 1  |
| <b>r</b>    |  | <b>0.46752389</b>  |

### Discussion

In the present study that aimed to analyze the pattern of teaching in the pre and post Covid era. It was observed that significant results were obtained on the pattern of learning during this crippling Pandemic. The findings reveal that there is a perfect correlation (0.994993562) between the delivery, effectiveness of assignments given and evaluated during post and pre covid teachings. The findings reveal that there is a perfect correlation (0.968773456) between the development and sharing of online content.

### Conclusion

Teaching and learning is the most effective tool which can be used efficiently to bring change in the world. The impact of academic practices and protocols, disciplinary knowledge along with competing world views go into the marking of such visions of the youngsters which ultimately becomes an inseparable part of the nation's vision.

Covid 19 has left devastating effects on all the spheres of education. There has been a methodological paradigm shift in education industry. There has been a transformation of the education system from face to face teaching to remote teachings. Online teaching is the need of the hour and it has

gone beyond one's imagination. The use of ICT has actually helped to avoid the collapse of educational system around the world. The transformations are affecting the professionals. It is of paramount importance that teaching professionals adopt themselves to the new normal situation. Information is available but the need of hour is to change our attitude and grasps the opportunities to learn and use the new learning in education and motivate all to it. The success of it depends upon us as to how one unleashes the opportunity of learning. Everyone should focus on the long pronged strategy to overcome the crisis. It will help us to build resilient Indian Education in coming times. The universe of ideas is changing. The need of the day is to support each other to take the lead in reconfiguring the new map of knowledge. Now is the time for all of us to engage in new transformation .Critical thinking to creative thinking is the key!

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