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INTRODUCTION

REVIEW OF LITERATURE

NEED/IMPORTANCE OF THE STUDY

STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESIS (ES)

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

LIMITATIONS

SCOPE FOR FURTHER RESEARCH

REFERENCES

APPENDIX/ANNEXURE

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12. **FIGURES & TABLES:** These should be simple, crystal **CLEAR**, **centered**, **separately numbered** & self-explained, and the **titles must be above the table/figure**. **Sources of data should be mentioned below the table/figure**. *It should be ensured that the tables/figures are referred to from the main text*.

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ONLINE RESOURCES

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

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- Garg, Bhavet (2011): Towards a New Gas Policy, Political Weekly, Viewed on January 01, 2012 http://epw.in/user/viewabstract.jsp

A STUDY ON EFFECTIVENESS OF VIRTUAL CLASSES IN COVID19

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ABSTRACT

The purpose of this paper is to understand the technology adoption, teaching, learning process, student engagement and faculty experience towards virtual classrooms during Lockdown due to COVID 19, India. Inductive reasoning used in this study and qualitative research methods are used to collect the data from faculties associated with Higher education institutions, school and teaching courses. The finding of the study suggests that during the lockdown period faculty have undergone the process of technology adoption and students are involved with various online modes of learning. There was lots of fear, anxiety and consciousness among students and faculty regarding COVID 19. It has created the revolution in Indian education, as there was lots of resistance in teaching fraternity towards adapting to technology and virtual engagement of students. Due to the situation, most of the education in Bhilwara has widely adopted the technology and students' involvement is more than the regular class engagement. This study is confined to the positive side of COVID 19 and change in the education sector by adapting to technology and engaging students with various virtual sessions. The current study is limited to the sample frame of 50 faculties from education institutions, 50 Student from Graduate, 50 Parents at Bhilwara India, hence finding of this study cannot be generalized for entire India. The emotions and perceptions of faculty towards the usage of technology and experience are different for different users. Even though COVID 19 has created cognitive dissonance in students and faculty mind towards various situations they have faced in their day to day life in association with the society, family, and teaching and learning.

KEYWORDS
Covid-19, faculty experience, learning, students engagement virtual classes.

JEL CODES
H12, I29.

INTRODUCTION

Covid 19-India's fight against the COVID- 19 outbreak has been unique. The "Janata Curfew" was a positive step for further awareness and preparedness about the quarantine and provided the doorway for implementation of lockdown in several states. India is now locked down and loaded in its fight against the corona virus. Prime Minister Narendra Modi announced a shutdown, as the nation of 1.3 billion people shut down, the world health organization (WHO) said India's COVID fight could make or break the global war. COVID 19 pandemic is first and foremost a health crisis. When it comes to the education sector, many countries have closed down schools and universities. It is the creativeness and mastermind of policymakers how they can bridge a gap for this in a positive way or negative way. However, we have some of the education institutions in Bhilwara supported by management and faculty to go for technology adoption. Hence teaching is moving online on an untested and unprecedented scale. Students' assessments are also moving online. Educators, faculty, students are doing their part to support each other. And these disruptions are a time to rethink and reflect on the education sector. Technology has a key role in educating the future generations. In a world where knowledge is a mouse –click away, the role of the educator must change too.

VIRTUAL CLASSES

A virtual classroom is an online learning environment that allows teachers and students to communicate, interact, collaborate, and explain ideas.

A virtual classroom enables students to access quality teachers anywhere on the planet so long as they both have a reliable internet connection. This can break down most of the common barriers to synchronous learning: cost, distance and timing.

Synchronous virtual classrooms have the potential to provide significant added value to online learning by addressing the needs of the learners as they relate to social interaction and psychological safety. They can also create a new standard in the learning experience that goes above and beyond the physical space of the classroom and traditional teaching methods.

The virtual classroom provides an abundance of opportunities, especially when combined with self-study platforms (learning management systems) or when used in addition to traditional classroom learning activities. Unlike asynchronous learning environments, the synchronous virtual classroom allows for instant feedback, direct teacher-student interaction, and engaging activities to increase motivation and active participation. Immediate communication favors relationship building within the group, as well as a sense of community.

Although teaching and learning in a virtual classroom provide an experience similar to the physical one, it requires new pedagogical approaches and a redesign of the instructional model that includes the following characteristics:
1. Virtual Classroom's high Interactivity
2. Collaborative Learning
3. Student-Centred Instruction
4. Variety of Content Presentation and Learning Activities
5. Psychologically Safe Environment
6. Positive and Constructive Feedback

1. Virtual Classroom's High Interactivity: - Training in a synchronous virtual classroom can only be successful with the active participation and engagement of the learners. This creates a positive learning environment and helps the participants achieve the expected outcomes. During the virtual session there should be opportunities for frequent interaction between learner and tutor, learner and other learners, and learner and content. Over the course of the virtual session, the tutor should encourage the students to participate every 3-5 minutes. This can be achieved by a variety of activities such as brainstorming, small group discussion, collaborative and individual tasks, Q&A sessions, hands-on experience, etc.

2. Collaborative Learning: - Collaborative learning means that the learners work together to achieve a common goal, exchange views, clarifies the meaning of concepts, or solve problems together. It creates opportunities for cooperation in skills development. The emphasis is placed on interaction in which common understandings are subject to discussion and are developed precisely through exploring the differences in the participants' level of knowledge, skills, and positions. Applied in the virtual classroom, this approach is associated with an active process of the collective construction of knowledge using the group as a source of information, a motivational agent, and a means of mutual support.

3. Student-Centred Instruction: - The lecture, which is a classic teaching format, often makes students more passive as the focus is on the content and the students must work independently with little opportunity for collaboration. This approach is more applicable to asynchronous virtual teaching – the tutor creates video lectures and self-directed activities, which the learners cover at their own pace. Synchronous virtual classes require student-cantered instruction in which the learners and the tutor interact equally – active participation, collaborative work, and communication are encouraged in this type of classroom. The tutor creates

opportunities for both independent learning and learning from one another, and guides the learners in developing and practicing the skills they need. This increases the motivation level of the learners, as well as their interest in the learning activities.

4. Variety of Content Presentation and Learning Activities: - This approach is related to differentiated instruction, which takes into consideration the differences in the needs, levels, and learning styles of the learners. It favours the creation of a more personalized learning experience and individual success. When a teacher uses various sources to present the content – text, images, diagrams, audio, video, etc. – this can greatly improve the learning process by providing a flexible learning experience that is tailored to the various needs and preferences of the students. Presenting the content through various types of media retains the attention and interest of the learners.

5. Psychologically Safe Environment: - Interactions in a virtual classroom create the sense of a more informal and safer emotional environment as the learners usually participate from the comfort of their homes. The learning process is much more focused because of the absence of the usual physical distractions that are found in the conventional classroom. Psychological safety leads to better learning outcomes. It also fosters creativity, confidence, and a willingness to experiment on the part of the learners. The virtual teacher also has a crucial role here – they need to encourage safe discussions, mutual respect, equal opportunities to participate, and the free sharing of different viewpoints. The teacher can enhance the psychological safety of the learners and make things more personalized by adding options for self-directed learning, as well as by communicating more frequently with every student through a Learning Management System.

6. Positive and Constructive Feedback: - Unlike asynchronous virtual platforms, the synchronous virtual classroom allows for immediate feedback from both the tutor and the other participants in both an individual and a general way. The key role of the tutor here is to create an atmosphere of positive feedback by guiding the group's interaction. The need for feedback, which acknowledges the positive aspects of the learners' performance and gives valuable comments and recommendations for improvement, benefits the education and progress of the students. It also builds the habit in the group of trying to maintain a positive and constructive tone. All of these factors are vital in assisting the learners to overcome their mistakes without feelings of negativity, as well as by fostering confidence and inspiring them to achieve their full potential.

OBJECTIVES OF THE STUDY

1. To analyse of virtual classes & Types of virtual classes adopted by school/ colleges during covid-19 specially in Bhilwara, Rajasthan
2. To find out the effectiveness of virtual classes during covid-19 - student, faculties & parents experience.
3. To analyse the problem faced by student & faculties & their outcome.

RESEARCH METHODOLOGY

TOOLS FOR THE STUDY

The study is based on quantitative & qualitative data collected from 50 teaching fraternity teaching in education institutions, 50 from students & their parents in Bhilwara. Questionnaire form was filled among respondents. Faculty, student & parents have been asked closed & open-ended questions based on some categories. Such as used of virtual classes, student's engagement and faculty experience towards virtual classrooms during COVID19**.**

TYPES OF DATA

a) Primary Data: Questionnaire forms are filled from Faculty, Student & their Parents.
b) Secondary Data: The sources of secondary data are newspaper, articles, internet etc.

ANALYSIS

1. VIRTUAL CLASSES & TYPES OF VIRTUAL CLASSES ADOPTED BY SCHOOLS/COLLEGES DURING COVID-19

A virtual classroom is a video conferencing tool built with specific features and tools for teaching online. It enables an instructor/facilitator to connect face-to-face with students/learners in real time wherever they may be to collaborate around rich media.

Virtual classrooms can be used for any form of learning that typically requires an instructor to engage students in *real time*. The importance of virtual classrooms comes down to *real-time* collaboration. There are different types of virtual classrooms for different teaching scenarios like online tutoring, distance and remote classes in K-12 and higher education, as well as compliance and scalable training initiatives for employee training. Though similar in purpose, each segment may require specific tools that others don't need. That being said, there certainly is overlap.

The actual term *virtual classroom* was first introduced in 1986 in a paper "The Virtual Classroom: Using Computer-Mediated Communication for University Teaching". In 1986, questions already arose around can we not only replicate the physical classroom online, but can we even improve upon it. In 2020, virtual classrooms have gotten closer than ever to answering those questions.

Online tools used for teaching: Hangouts Meet, Zoom, Google Classroom etc.

To teach remotely, a teacher requires a way to:

- Communicate with learners in real-time,
- Share with learners a variety of resources in different file formats,
- Assign them individual or collaborative work,
- Assess learners' understanding as it evolves during the lesson and make changes in the teaching strategy to improve overall learning outcome-formative assessment and evaluate their learning at the end of chapters/unit for grading purposes-summative assessment,
- Provide individual learners with feedback on their work for further improvement.

We use Hangouts Meet and Zoom to connect with learners in real-time. Whereas the latter requires a class work management platform, and Classroom application by Google to organize and manage all teaching-learning activities which include sharing resources with learners, designing worksheets and tests, assigning individual and collaborative work, providing feedback to individual learners, and grading.

❖ **Hangouts Meet**

A video-conferencing application available exclusively to the users of G Suite. It allows a teacher with a G Suite account to schedule a meeting using Google Calendar and invite learners to connect online via their phone, tablet, laptop, or desktop.

The invitation can be sent to anyone with a regular gmail.com account; however, the meeting can be initiated only through a G Suite account. Aside from video conferencing, Meet allows the host to share their live screen with the participants. This feature comes in handy when the teacher wants to show learners a live presentation, a virtual whiteboard, a video, etc.

❖ **Zoom**

For those who do not have a G Suite account, Zoom is a good alternative of Meet. Zoom is another online video-conferencing application similar to Hangouts Meet but not affiliated with Google.

Like Meet, Zoom also features a screen sharing option along with in-built whiteboard that the teachers can share with learners which is great for teaching remotely. The free version of the application allows continuous streaming of only 40 min after which the host needs to restart the meeting.

We have put in place a set of strict policies and guidelines to regulate the use of Hangouts Meet and Zoom so as to protect learners' online privacy and to address the recently reported security issues associated with Zoom.

Our online teaching policy is attached to this document. One important advantage Zoom has over Meet is that it allows the host to record the meeting even with the free version. This facility is available in Meet only for the G Suite Enterprise plan.

❖ **Google Classroom**

Google Classroom is a classroom management app that relieves the teacher from much of the administrative tasks and can be accessed through most G Suite and gmail.com accounts. This app features a host of useful applications that can help teachers streamline online classroom work, track learners' progress, and better engage them in online learning activities.

TABLE 1: QUESTIONNAIRE

	Questionnaire	Yes	No
1.	Are you able to access the Internet easily from your computer/ Mobile	88.5%	11.5%
2.	Do you mind, if you never actually meet your instructor or classmates in person	48.1%	51.9%
3.	Are Online Classes effective for all educational stuff i.e. assignments, notes?	58.2%	41.2%
4.	Do you sincerely submit your assignments given during online classes?	96.1%	3.9%
5.	Do you mind asking, when you have a problem or question?	41.2%	58.8%
6.	Do you like new technologies which may require new approaches to learning and problem solving?	88.5%	11.5%
7.	Do you think the online teachings will be helpful for your career?	67.3%	32.7%
8.	Are you satisfied with these virtual classes during Covid-19	78.4%	21.6%
9.	Do you think the online class provided the right amount of theoretical and practical experience?	29.4%	70.6%
10.	Do you really think that online class material provided by the teacher is helpful for you?	78.8%	21.2%
11.	The instructor's methods, help in understanding the topic better	72.0%	23.0%
12.	Are you attending your classes sincerely	98.0%	2.0%

2. TO FIND OUT THE EFFECTIVENESS OF VIRTUAL CLASSES DURING COVID-19 – STUDENT, FACULTIES & PARENTS EXPERIENCE

❖ **Change in teaching and learning process**

Teaching and learning are always in demand and when faculty heard about lockdown due to COVID 19, it was a challenge for faculty to look this as an opportunity to go for virtual Classrooms, virtual learning and teaching. With the crisis there is a wide adaption of technology in teaching. It is possible to transform the difficult and inopportune challenges into opportunities for personal and professional growth.

Transition to remote teaching and learning has been challenging but also refreshing; faculty and administrative staff are an opportunity to collaborate and employ their collective creativity, skills, and knowledge to address novel challenges. The tools used by faculty during lockdown for teaching and learning through online modes are Zoom, Google Hangouts Meet, Zoom, Google classrooms, LMS, ICT, YouTube, etc. This has created a revolution in the higher education institutions and proved the hybrid system of teaching through offline and online mode.

❖ **Student Experience**

The data analysed through questionnaire exposed that 98% of students are sincerely attending classes. Study said that they learn new technology from virtual classes. In the period of Covid -19 most of the student are satisfied with the virtual classes, they are attending, they fully satisfied. They liked the material provided by their faculty member. They submitted assignment through Google classroom, zoom etc. The network problem faced by student during virtual classes.

❖ **Response from Faculty**

TABLE 2: QUESTIONNAIRE

	Questionnaire	Yes	No
1.	Are you able to access the Internet easily from your computer/ Mobile?	76.9%	23.1%
2.	Are you comfortable with downloading and installing software on your computer	76.9%	23.1%
3.	Are Online Classes effective for all i.e. assignments, notes?	53.8%	46.2%
4.	Are school/ college's Management providing all facilities to you, for online classes?	46.2%	53.8%
5.	According to you, virtual classes are result oriented?	69.2%	30.8%
6.	Are you self-motivated and able to take online classes independently	86.4%	15.6%
7.	Would you like to take a class, where you get regular feedback from your instructors personally?	91.7%	8.3%
8.	Do you like new technologies which may require new approaches to learning and problem solving?	92.3%	7.7%
9.	Being teacher which problem you are facing when online classes are running		
10.	Any Suggestion for virtual Classes		

The data analysed through questionnaire exposed that only 76% of faculties are easily access the internet & all facilities like downloading & installing software on computer. 53.8% faculties are agreed that management of school/ Colleges are not provided proper facilities for taking online classes. 92.3% of faculties are agreed on that they learn new technologies through virtual classes during covid-19. They also faced many problems like network problem, lack of material, management problem etc. But at the end they are happy & satisfied with virtual classes.

❖ **Response from Parents**

TABLE 3: QUESTIONNAIRE

	Questionnaire	Yes	NO
1.	Are you able to access the Internet easily from your computer/ Mobile	100%	-
2.	Are your Children sincerely attending online classes?	87.5%	12.5%
3.	Are Online Classes effective for all things i.e. assignments, notes?	75%	25%
4.	Do you support teachers as they are taking online classes for your Wards?	100%	-
5.	Are you satisfied with these virtual classes during Covid-19	75%	25%
6.	Do your children sincerely submit his/her assignment which is given during online classes?	62.5%	37.5%
7.	Do you engaged with your children during the online class.	87.5%	12.5%
8.	According to you, virtual classes are result oriented	75%	25%
9.	Do you have any issue if your children not meet their instructor or classmates personally?	25%	75%
10.	Do you mind asking questions when you have a problem?	12.5%	87.5%
11.	Do you like new technologies which may require new approaches to learning and problem solving?	100%	-
12.	Do you think the online classes will be helpful for the career of your children's?	87%	13%

The data collected through the parents gives the positive aspect of virtual classes as they learnt new technology from virtual classes. Parents of school students said that virtual classes got them full time engaged with their children while the classes were running on. 75% of parents are agreed with virtual classes are result oriented in this period. 87% of parents agreed on online classes are helpful for student career.

3. PROBLEM RELATED TO VIRTUAL CLASSES

- School and college students are being 'homeschooled' and Zoom & online classes have replaced traditional classrooms. But at a time when many are of the opinion that online classes will transform education as we know it, not all is rosy, especially in India, where problems like lack of technology, of digital training and bandwidth are posing challenges for many families and teachers.
- The importance of classroom learning is undeniable and this pandemic proves that we are not yet ready to handle online classrooms.
- While digital classes might get the job done, we felt that it is difficult to provide the same level of education to all students - especially to those in rural area.
- A few primary school teachers have other concerns. They are of the opinion that college students are easier to manage in digital classes than primary school children.
- Students don't finish homework as there is no fear of them being questioned.

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- The digital class divide has especially been highlighted in this pandemic. Internet is no more a privilege, but a necessity. If you don't have it, a student risks missing out altogether.
- While connectivity is a common problem, but parents said that households with one laptop are facing issues especially if there are siblings. "The classes tend to clash and students don't show up,"
- Sometime the school/ college management not supporting faculties for taking online classes.

CONCLUSION

It has created the revolution in Indian higher education, as there was lots of resistance in teaching fraternity towards adapting to technology pre-COVID 19 crisis and due to the situation most of the faculty at education institutions has adapted technology and started taking virtual classes and their experience is great. Virtual engagement of students better than normal classrooms and attendance is almost 100 percent. Hence, educationalists, policymakers take this as innovation and creation from these institutions and start implementing a similar approach to other educational sectors such as under-graduate colleges and universities. We would like to conclude with the statement that this study is not creating hype for virtual classrooms, our intention was to project the innovation adopted by education institutions during the crisis. The teaching fraternity doing a great job and be proud of our profession.

STUDENT EXPERIENCE

Student engagement is a challenge today, tomorrow, whether offline or online. Initially faculties had lots of dissonance towards student's engagement during a lockdown. When faculty started taking sessions online, they were shocked to see student's attendance is 20 times better than the regular class sessions and it was almost 100 percent attendance while engaging them virtually. Through virtual classes, they learn lots of new things. They submitted assignment through Google classrooms, Zoom etc. Virtual classes provide them new career opportunities.

FACULTY EXPERIENCE

A few primary school teachers have other concerns. They are of the opinion that college students are easier to manage in digital classes than primary school children.

Faculty experiences directly and indirectly influence faculty engagement and commitment. Initially there was lots of disturbance in the minds of faculty when they have adapted for Technology and virtual classrooms. As they started experiencing it, it becomes like a habit, they started loving teaching students online. In the words of **Dr. Kavita Pareek** teaching online is better than regular sessions, as you can focus on your family, no traffic, no travelling and mental peace. To add on **Miss Shikha Ranka** said it going to be difficult for all teaching fraternity to adjust to normal regular sessions after having experience in online mode. **Mrs. Aparna Tiwari** shared her views it was the first time I am teaching online and when I started, I thought it is going to be difficult and my experience is opposite and I am happy to teach online than offline. **Mr. Aditya Vyas** was focusing on a student's perspective, as students are experiencing it for the first time even their response to it good and involving. Overall, all are happy with technology adoption, teaching and learning methods adopted in higher education institutions.

PARENTS EXPERIENCE

Parent's experiences directly influence wards engagement and commitment. Initially there was lots of disturbance in the minds of Parents & their Children whether they adapt the Technology and easy with virtual classrooms. As they started experiencing it, it becomes like a game, they started loving teachers teaching online. Because of their children even they also learn new technology. They are satisfied with virtual classes during covid-19.

RECOMMENDATIONS

- School/ Colleges should be restructuring the digital infrastructure and working on creating a framework that would better streamline teachers' work and provide them a great deal of flexibility in how they deliver a lesson.
- School/ colleges should be offer to their teaching faculty a training programme aimed at helping them incorporate modern technology in their everyday classroom practice. The programme sessions will be held on the 4th Saturday of every month.
- On these days, facilitators will also get opportunities to develop their digital skills by engaging learners and delivering lessons remotely. All instructors and facilitators are required to attend these training sessions.
- Online classes are ideal when the class strength is less than fifteen. "This way there is a student-teacher connects.
- We sincerely hope that these measures will us help improve the teaching-learning experience for both learners and teachers, and to be better prepared to weather challenging times in the future.

SCOPE FOR THE FURTHER STUDY

This study is limited to only Bhilwara district and sample size was also narrow. Researcher in future may increase the sample size and can change the sampling method; it would give different result. Another perspective is that this research conducts only in Covid 19 tenure. Researcher may imply further research in normal environment of education sector.

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