# COVID 19 – Lockdown: Technology Adaption, Teaching, Learning, Students Engagement and Faculty Experience

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## Abstract

The purpose of this paper is to understand the technology adoption, teaching and 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 in Bangalore and teaching courses such as PGDM, M.B.A, M.Com, M.C.A etc. 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. 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 20faculty from Higher education institutions at Bangalore, 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. It has created the revolution in Indian higher 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 higher education in Bangalore has widely adopted the technology and students' involvement is more than the regular class engagement.

Keywords: COVID 19, Lockdown, Technology Adaption, Teaching, Learning, Students Engagement, and Faculty Experience

Type: Viewpoint paper

## Introduction

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 21 days nationwide 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 higher education institutions in Bangalore 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.

**This study demonstrates on following research question:**

- **How technology adaption, teaching, learning, students' engagement and faculty experience influenced during COVID19- Lockdown?**

**Based on our research question, the research objective is developed.**

- **To understand the technology adoption, teaching, learning, student engagement and faculty experience influence during COVID19- Lockdown.**

To arrive at the conclusion following research methods are used to collect the data from respondents and to understand the technology adoption, teaching, learning, student engagement and faculty experience influence during COVID19- Lockdown.

**Methodology**: The study is based on qualitative data collected from 20 teaching fraternity teaching in higher education institutions in Bangalore. Telephonic interview was conducted among respondents. Faculty have been asked open-ended questions based on four categories.

Such as technology adaption, teaching and learning, student's engagement and faculty experience towards virtual classrooms during **COVID19- Lockdown.** The following are the opinions shared by faculty based on their experience of the virtual classroom, teaching and learning and student engagement.

## COVID 19: Technology Adaption

People resist change without understanding the need and importance of it and when a situation arises all should adapt to change willingly and unwillingly. This was the situation which occurred to teaching fraternity too. Indian higher education institution has used various pedagogy for innovation, development, and engagement of students.  Many faculties have resisted the change when they had been asked to take virtual classes for students. And a couple of training was provided by the management of the institutions hence faculty will not face any difficulties on the same. As everything is your mindset, the faculty has to change their mindset towards the virtual classroom and adopt technology for the betterment of students.

Technology adaption was bliss and we never thought it going to be so smooth in functioning, was one of the key opinions from faculty at ISBR Business School, Bangalore. After the adaption of technology; faculty are using virtual modes for meetings, guest sessions, faculty development programs, students mentoring, club activities online and various competitions for faculty and students. Technology has created the revolution in the Indian higher education system and it is widely accepted by all due to the crisis.

## COVID 19: Teaching and learning

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; learning process. The higher educational institutions in Bangalore have opted for online classes. The tools used by faculty during lockdown for teaching and learning through online modes are Zoom, Google Hangouts, Skype meet up, Google classrooms, LMS, ICT, YouTube, etc. Many institutions conducted Faculty development programs online to gear up the positivity among faculty during the crisis. Faculty feel there is no much difference between online and offline sessions as they can share PPT, play videos and use board and marker as regular classrooms. One interesting part, one of the respondents was handling an analytics course for PGDM students and even she can run all the codes online and students were very positive towards the learning and course. And faculty have also done online role-play, group presentations, guest sessions by experts in the field and CEO talk online. This has created a revolution in the higher education institutions and proved the hybrid system of teaching through offline and online mode.

## COVID 19: Students Engagement

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 students' attendance is 20 times better than regular class sessions and it was almost 100 percent attendance while engaging them virtually. There is a various initiative from the Ministry of Human Resources Management (MHRD), an offering of free Swayam courses. Many institutions subscribed to online free courses for students during the lockdown period. E-Library sources and EBooks' have been shared with students. Apart from regular virtual class engagement, there are various initiatives taken for students' engagement. Prof. Shenoy, ISBR Business School said, ISBR HR club, Convergence Namma club has taken the initiative of collaborating for coffee online and share your gratitude on every Friday at 5 pm during the Lockdown period. This was a form where students will have social interaction with each other, as humans are social animals they need to collaborate, exchange their views and experience with each other whether they are offline or online. Hence this was the forum created to exchange their ideas and give gratitude. And she also added that Club has also proposed for Case writing competition for students and faculty on COVID19: Lockdown, HR perspectives.

## COVID 19: Faculty Experience

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 word of Prof. Sridhar, teaching online is better than regular sessions, as you can focus on your family, no traffic, no travelling and mental peace. To add on Prof. Mahindra said it going to be difficult for all teaching fraternity to adjust to normal regular sessions after having experience in online mode. Prof. Vijay shared her views it was the first time am teaching online and when I started, I thought it is going to be difficult and my experience is opposite and am happy to teach online than offline. Prof. Alexander was focusing on a student's perspective, as students are experiencing it for the first time even there response to it good and involving. Overall, all are happy with technology adoption, teaching and learning methods adopted in higher education institutions in Bangalore.

## Limitations and future Scope for study

This study is confined to the positive side of COVID 19 and change in the education sector by adapting to technology, teaching and learning and engaging students with various virtual sessions. The current study is limited to the sample frame of 20faculty from Higher education institutions at Bangalore, 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. As all of us know, we are not the United States when it comes to

data consumption and usage. In India we have lots of technical issues when it comes to data consumption and usage. Future researchers considered this as a research gap and focus on various other modes to collect through empirical support and analysis for better results. And also focus more on a hybrid system of education that is a combination of both online and offline.

**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 higher education institutions in Bangalore 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 higher education institutions during the crisis. The teaching fraternity doing a great job and be proud of our profession.