TEACHING AND LEARNING IN COVID-19 PANDEMIC: CHALLENGES AND OPPORTUNITIES

ABSTRACT

COVID-19 Pandemic has significantly reformed the educational system nationwide. Significant changes have been enhanced by the COVID-19 crisis in the teaching and Learning process. The conventional methods of teaching and learning have completely changed to entirely online. One of the first areas where these limitations had a big effect was the way teaching and learning were organized, especially how teaching and evaluation approaches were used. Some educational institutions have been able to implement online teaching-learning techniques and the rest of the institutions have failed. Besides this lack of online learning options has forced low-income private and public schools to shut down entirely. Due to the unexploited possibilities for learning, students faced subjected to social and economic hardships. During this time, they no longer have access to nourishing meals. Therefore, the main motive of the paper is to examine the "challenges and opportunities" that the teaching community faced during the Covid-19 pandemic.

***Keywords :** Appraisal, exaggerated, accumulation, virtually, and Plate forms background.*

Covid-19's worldwide emergency delayed the existing system of the educational process, it makes it more difficult and challenging for teachers since they must adjust and acclimate to the new living standards, which necessitates that the 'teaching and learning process be conducted online. The current circumstance has made it difficult for educational institutions around the world to guarantee that students can continue their education without having to visit any learning establishments (Mahmud, Yaacob, Ahmad, Mustamam, Saparman, & Ishak, et al. 2021). All of us—students, parents, teachers, and administrators—were negatively impacted by COVID-19. Overnight, classrooms in homes were converted into virtual settings, and vice versa for schools. Within a few days, our pupils and their families had grown acclimated to online instruction. The difficulty for teachers was to establish a productive learning environment after introducing urgent situations remote learning to assure continuity of their academic experience. With small gathering conditions, classes are becoming more important, requiring creative innovation to make them seriously engaging, allowing more freedom for separation, and preparing for a future of diverse, anywhere learning (Yao, Rao, Jiang, & Xiong, 2020). Before Covid-19 strikes, a digital, adaptable, and interactive teaching and learning procedure has to have been put in place. This is because the current generation is increasingly using (ICT), including all electronic gadgets, Online teaching and learning are now required and not an option because of the recent Covid-19 outbreak. This has also compelled educators to make the best use possible of the technology at their disposal as platforms and instruments for instruction. In addition, educators were compelled to quickly develop high technology and innovative learning environment (Mahmud, Yaacob, Ahmad, Mustamam, Saparman, & Ishak, et al. 2021).

Online education is becoming more intimately associated with students, according to Ali (2020). This is due to young people's increased exposure to social media and technological know-how, Online learning encourages individuals to learn if the teachers can effectively communicate with their students during the teaching. To help

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students correctly perform their assignments, E-Assessment should also be tailored to their circumstances. To make teaching more enjoyable, students choose online classes with artificial lectures and exams after the lectures. (Muthuprasad et al., 2021)The technological divide has expanded throughout India. A considerable portion of pupils is having difficulty adjusting to the difficulties of online learning environments. Shree 2000).

Challenges and Opportunities in Teaching Learning

Students face different challenges during the pandemic, according to Azizan and Nasri (2020), including unstable internet issues, incompetent lecturers, an absence of information about applications for instigating learning as well as issues with interaction between students and teachers. Teachers struggle to engage students and effectively interact with them. Another difficulty is that parents don't support their kids in adjusting to online learning, which makes it difficult for them to concentrate in class. Some students struggled to concentrate during online learning sessions as a result of distractions from their surroundings.

1. E-trustworthiness learning is hampered by a lack of hardware facilities.
2. A lack of cross-departmental and multi-partner investment due to a lack of arrangements, processes, schedules, monitoring, and control.
3. A lack of knowledge about how to use ICT.
4. A challenge in locating willing practitioners to prepare India's uneducated rural areas.
5. At the primary school level, it is difficult to understand online classes for those who are unskilled guardians.
6. Insufficient abilities of coaches or stand administrators.
7. The advancement of content is both immaterial and participatory.
8. Unable to offer types of assistance to rustic regions.

Way to overcome the Issues faced by Students in Teaching Learning

Web association strength

Reliable and secure web connections, such as the ones commonly used at home either have poor data transmission or have reached their cutoff points. Even though redesigning the broadband connection seems to be a good idea on the surface, it isn't a safe one.

Directing evaluations

Evaluating an understudy properly is a vital part of the schooling system, and it is one of the main roadblocks to web-based learning. In normal circumstances, understudies are required to sit for an examination or participate in an assessment on school grounds; unfortunately, this is not the case at this time.

Confining confusing occurrences

Whether they admit it or not, many students try to get ahead by taking informal techniques out. This is now very calm for them to shark by using a web-based knowledge platform. Although we agree that it is mostly about acting naturally oriented, educational establishments ought to consider restricting the possibility of understudies sabotaging the purity of tests that are used to enhance both the class and the understudy's learning.

Online Security

Regardless of what you do on the Internet, worry about information protection and security is constantly related. Most of the time, instructors run online classrooms utilizing free platforms like Google Classroom and Zoom. An important tool for learning during the pandemic.

Flatness

Last but not least, one of the most noteworthy contests connected with internet learning is tedium and fatigue caused to an enlarged experience of the computer, as fine as the traditional methodology of sitting in one confined location for extended periods. Teachers and the instructional base are responsible for breaking this fatigue or exhaustion. To make the meeting as intelligent as possible, a steady undertaking is needed. Considering this characteristic of operational knowledge, we have included a feature in our educational technology stage that allows understudies to participate in surveys and other comparative exercises. There is likewise an arrangement of a 'whiteboard-style' instrument where educators and understudies can draw or compose anything, in the long run, making learning more intuitive.

In nutshell, some opportunities have arisen as a result of the Pandemic, such as testing with a variety of cardinal gears and stages, utilizing various e- teaching and learning moods, and hiring online assistants, despite the challenges that lecturers face in adapting to the innovative standard of e- teaching and learning, internet access, and online engagement. In the study's conclusions. It was also demonstrated that the ability of institutions to choose the appropriate learning management system tools for instructors and students was a key factor in the effectiveness of e-teaching learning in the COVID-19 outbreak.

Conclusion

To summarize the above-mentioned fact, with enough requirements: a supercomputer or at the very least a "smartphone, a proper Internet connection, and a consistent power supply", the COVID-19 pandemic has blown up educational fantasies by forcing individuals into their homes and forcing educational institutions to take virtual classes. Can technology, or even replacement teachers, play a more independent role in enabling pupils to learn entirely independently? Thanks to the development of online teaching methods like MOOC, such conclusions are no longer as unlikely as those found in Arabian tales. And some more radical viewpoints suggest that, in the future, artificial intelligence will be used to support people. Besides the above cited how COVID-19 affected the teaching-learning process, especially in rural or Remote areas students, the issue faced by students while they attend their classes virtually via Zoom, Google meet, and so on. The issues are not associated only with students but teachers are also affected because of poor network connections It is recommended that specific training sessions be held to equip teachers and students with the necessary skills for virtual education to increase interest in online learning in the COVID-19 epidemic. In this regard, it seems vital to take into account specialists or facilities for technical support, problem-solving, and further training for everyone participating in the e-learning process. Another crucial recommendation is for departments and instructors to make an effort to utilize the chance to network and communicate with their peers at other universities in their online education.
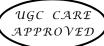
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and professional commitment of the prospective teachers from the moderate level to a higher level so that the prospective teachers will give their optimum performance when they become actual practitioners as teachers. Professional teachers must have high competence and commitment in carrying out the tasks of the teacher. The colleges of education should give prospective teachers the opportunity to develop the required pedagogical, psychological, and sociological knowledge to develop their competencies and commitment. Competence and commitment will enhance teacher performance and consequently promote institutional effectiveness.

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