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Contents

ONLINE LEARNING DURING COVID-19: A MAGIC BULLET

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Abstract
In the study attempt was made to understand the gap between face to face and online teaching learning. The research was carried during the pandemic situation to understand the challenges faced by the students during online teaching. India is transforming from face-to-face teaching learning to online teaching learning. In the paper efforts were made to understand the factors that influence online learning. Pandemic situation is the main cause to attract for online learning. Students are facing the problem of high-speed internet access in their area. Some students are not attending online classis due to non-availability of Android mobile devices. Even students are unable to enjoy the sufficient internet data pack. In the pandemic everyone who concerned to education field is taking the help of online teaching learning system. Students are banned to enter in the premises due to lockdown. There is no alternative for online teaching learning during the lockdown period. The success of online teaching learning depends upon the various aspects such as clear transfer of knowledge from teachers to students, means of communication, software, application of devices, mental ability of teacher and the student, availability of internet facility and better coordination of online teaching learning system.
Keywords: Magic bullet, Online teaching learning, Covid-19, Pandemic.

1. Introduction
Present study related to the factors that influence on online learning during the pandemic situation. Teachers are playing a crucial role during the pandemic and it forced suddenly to apply online teaching tool during lockdown. The behaviour of the college students during online teaching learning is important form point of view of transfer of knowledge from teacher to students. Effective communication with the students is essential during the pandemic situation. During the pandemic situation there were also such students who unable to attend online lecture due to non-availability of Android mobile devices. Lack of good technical infrastructure is also one of the barriers in online teaching learning during lockdown period. High speed internet connectivity is one of the issues in online teaching learning. Teachers and students are not familiar with online teaching learning software's. During the pandemic everyone gives priority to survive the life. Health issue is the major aspects in the pandemic. Increasing rate of Covid-19 in first and second stage of pandemic disturbed to student and their family members and that's effects on behaviour of college students. The acquisition of knowledge requires a strong behavioural support and thrust to learn. Even such type of pandemic situation students is strongly attached to online learning process. The research was carried during the period of pandemic situation to understand the challenges faced by the students in online teaching. Present study related to understand the factors influence and challenges faced by the students in online learning.

Objectives of the Study
1. To understand the challenges in online learning system.
2. To identify the factors affecting the acceptance of online learning in higher education.
3. To suggest the remedies for effective online learning.

2. Review of Literature
(Mishra et al., 2020), they suggested that it is necessity that to develop multimodal approach during the pandemic period for the better communication of the knowledge. They suggest to the government for development of technological environment that reduce the gap in education system prior to and after of pandemic situation. They strongly argued that curriculum should be boost to create innovation and develop learning experience and develop the critically thinking.

(Bao, 2020), according to the case analysis made by the author he concluded with five principles of high-impact teaching practice to effectively deliver large-scale online education. These principles are, the

principle of appropriate relevance, the principle of effective delivery, the principle of sufficient support, the principle of high-quality participation and the principle of contingency plan preparation. Further author added that due to migration student's anxiety needs to be relieved in various ways to ensure actively and effectively participation in online learning.

(Lakshman Naik et al., 2021) they concluded that paradigm shift from traditional face to face teaching method to online teaching poses technical difficulties that affect the efficacy of teaching learning process. According to the survey more than sixty per cent of the students are not ready for online class. Survey indicated that online sessions of problematic subjects are difficult, but theoretical subjects are easy to understand. Most of the students felt that morning time is effective for conducting online teaching. They suggested that there should be additional improvement in online teaching learning process.

(Zalat et al., 2021) they enlighten that there was not given sufficient attention for online learning in developing countries. All the educational activities were forcefully carried out due to pandemic situation. In the current study, the majority of participants strongly agreed with the perceived usefulness, ease of use, and acceptance of e-learning. The highest challenge for accepting e-learning were insufficient/ unstable internet connectivity, inadequate computer labs, lack of computers/ laptops, and technical problems. Their study highlights the challenges and factors affecting the acceptance of e-learning as a tool for teaching within higher education.

3. Methodology

3.1 Scope of the Study

The article concerned to assess the best way of online learning during the pandemic situation arise due to Covid-19. It is attempted to understand the different challenges in online teaching learning system. The study focusses on the factors that affecting the acceptance of online teaching learning tools within the higher education system.

3.2 Sources of Data

During the pandemic, the researcher used a close ended questionnaire in the Google Form to collect online teaching learning data. The questions are developed in English and Marathi language for better understand to the students. Data collection in the pandemic is a challenging job. The researchers used following sources for data collection.

3.2.1 Primary Data

During the pandemic situation data was collected through Google Forms. A request is made to the students to fill the questionnaire in Google Forms which was sent through Telegram app for data collection. The researcher observes online teaching learning system applied in the data college from which data were collected. An observation helps for drawing the conclusions.

3.2.2 Secondary Data

Secondary data was collected with the help of Government reports and circulations, newspapers, periodicals and research articles and web sites concerned to online teaching learning.

3.3 Sampling Methods

Purposive sampling technique was applied for the data collection. Researchers collected the data related to online learning from the target group of B. Com. students of higher education of Matoshri Bayabai Shripatrao Kadam Kanya Mahavidyalaya, Kadegaon, Maharashtra during the pandemic situation. The questionnaire was structured in Google forms and circulated to the students in the months of August to September 2021. The questionnaire is in Google form and was responded by 108 students.

3.4 Expected contribution

When lockdown was declared all the universities and colleges were closed and students and teachers were locked in their respective houses. Teaching and learning become a challenging. Present study helps for strategic planning of online learning. The study will be useful to determine policies and programmes for online teaching and learning. The study will guide for rearranging the role teachers, students, parents, Government, colleges and universities.

3.5 Limitations of the Study

Findings were based on the responses given by the respondents. Direct interview technique and personal visits to the students were not applied due to pandemic situation. The study time confined only to online teaching period due to pandemic so there may be a chance for sampling error in data collection. The nature

of paper is descriptive.

4. Results and Discussion

India ranks world third largest educational system. There is a greater disparity in online teaching learning and necessary to bridge it. At the early stage of the pandemic situation teachers were not fully prepared with online teaching. It is urgent need at that time to bridge the communication gap between teacher and students for the purpose of complication of syllabus in stipulated period. Schedule of online teaching is required to rearrange to meet the learning needs of the students. Course content requires to circulate efficiently through LMS. It will be urgency to develop a recorded audio-video, e-books, e-contents and MOOCs. Analyses of the response of the students regarding online learning were as follow.

Research Problem:1

The first research question concerned to the major factors that influence to the students for online learning.

Table No.: 1 Major Factor Influences for online Learning

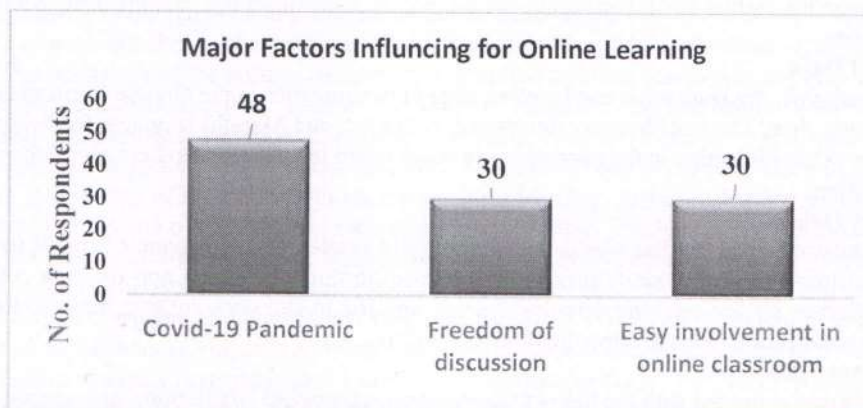| Factors Influencing for online Learning	No. of Respondents	% of Respondents
Covid-19 Pandemic	48	44
Freedom of discussion	30	28
Easy involvement in online classroom	30	28
Total	108	100

Source: Primary data

Table no. 1 showed that 44% respondents admitted that Covid-19 pandemic was highly influenced for online learning during lockdown. 28% respondents said that they have enjoyed the freedom of discussion and easily involve in online classroom.

Research Problem:2

Second research question focus on the challenges that faced by the students during online learning.

Table No.: 2 Major challenge faced in online learning

Challenges in online Learning	No. of Respondents	% of Respondents
Technical Issues	35	33
Time Management	8	07
Both all the above	65	60
Total	108	100

Source: Primary data

Challanges in Online Learning

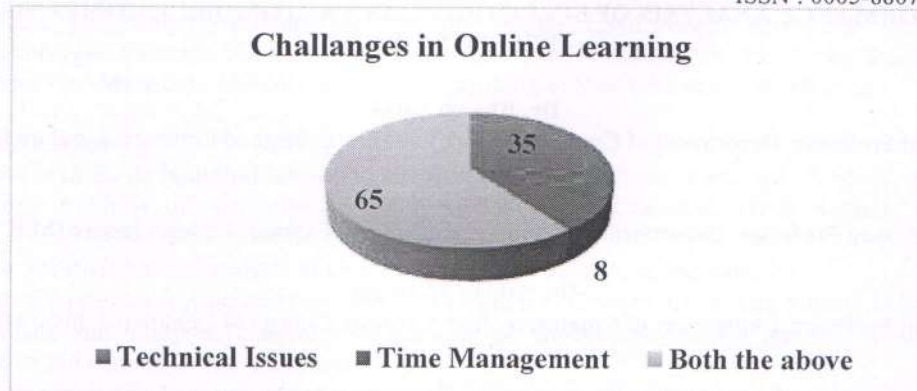**■ Technical Issues   ■ Time Management   ■ Both the above**

Table no. 2 enlighten that 33 percent of the respondents faced the problem of technical issues such as non-availability of high-speed internet in their area, low quality of the audio and video. 7 percent respondents admitted that they were unable to manage their time for online learning. 60 respondents faced the problem of technical as well as time management issue in online learning.

6. Conclusions

Pandemic situation had seriously affected on the higher education all over the world. The thinkers in educational field should have a contingency plan to deal with coming challenges in education. The curriculum should be rearranged that promote online and blended learning. During the pandemic situation technological difficulties affected on online teaching learning process. Government has required to develop a policy for information communication technology to overcome the challenges created by the pandemic situation. All the universities and colleges require to promote strategic development of online teaching learning environment. Before pandemic, online teaching learning was underutilizing in India so education field struggling to match an exception of high performance in online teaching learning in pandemic situation.

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