Research Article

# An Assortment of Literature Review: E Learning during Covid – 19

**[1]Dr.T. Priyanka,**
Assistant Professor, St.Mary's College (Autonomous) Thoothukudi
**[2]Dr.A.J. Excelce,**
Assistant Professor of Management, Kristu Jeyanti College (Autonomous) Bengaluru
**[3]Mrs.C. Shilpa Rao,**
Assistant Professor of Management, Kristu Jeyanti College, Bengaluru
**[4]Ms.A. Amora,**
Assistant Professor, St.Mary's College (Autonomous) Thoothukudi
**[5]Dr.T. SangeethaSudha,**
Assistant Professor of Commerce, Geetha Jeevan Arts and Science College, Thoothukudi

**Abstract**

Covid 19 has affected different people in different ways. It has changed totally everyone's lives globally, almost all the section of people and people belonging to different sector of work has lost their living and also they are forced to move on to digital platform to run their routine work. All the sectors started working in online mode, especially the educational system. Teachers, students and parents all played a vital role in this digital learning. Therefore this paper inscription was to gather all the literature review related to e learning, that is to share the knowledge and ideas of different authors view about e learning.
.
**Keywords:** Covid-19, E learning, Literature Review

**Introduction**

Covid - 19 got its origin from Wuhan of China and have globally become the pandemic diseases affecting the people all over the world. The human civilizations are therefore facing many threats to survive and run their livelihood. Many countries are facing a loss in economy and life due to this pandemic disease. They are not able to get any substantial relief and proper solution to overcome this situation. This ultimately has changed their life style too.  The World Health Organisation declared this corona virus disease has Covid 19 on February 2020 and also it declared it pandemic on March 2020, this infection was spread across nearly 114 countries. The World Health Organisation globally has set up many funds and measures to prevent this Covid from spreading. Therefore to stop the spread of this Covid, lockdown was imposed globally, which resulted in an arrest of all the economic and social activity. In India, the Central Government also imposed a nationwide lockdown for the first time on March 2020 and it is continuing it up to till date. All Transport, manufacturing, educational sector, hotel and many service industry were closed immediately, and people were left to remain at home and many did their work from home. Every activity started to go through online, especially the classes in schools and colleges were running through online mode and a large number of people moved on to digital platform. On the other hand, our Indian Governments is also making aware of the people by various types of information through different reliable sources and also provide medical facilities and are trying to reduce the spread of Covid. But, in India, we have a huge population and moreover large numbers of people are illiterate, isolated, migrants and many people survive below poverty line struggle hard for their daily needs. These people suffer a lot in this lockdown situation. On the counterpart majority of people were doing their routine work at home through digital platform. A significant role was played in this digital platform, especially it was by the teachers and students. The whole education sector started running through online the regular classes, exams, submission of paper and assignments. Therefore in this paper the researchers have planned to bring out the

[1]Dr.T. Priyanka, [2]Dr.A.J. Excelce, [3]Mrs.C. Shilpa Rao,[4]Ms.A. Amora, [5]Dr.T. SangeethaSudha,

literature review related to the digital learning during Covid -19. The objective of the paper is to provide a literature review of e learning during Covid.

**Online Learning**

The deadly and infectious disease Corona Virus also known as Covid-19 has deeply affected the global economy. This tragedy has also shaken up the education sector, and this fear is likely to resonate across the education sector globally. The Covid-19 pandemic outbreak forced many schools and colleges to remain closed temporarily. Several areas are affected worldwide and there is a fear of losing this whole ongoing semester or even more in the coming future. Various schools, colleges, and universities have discontinued in-person teaching. As per the assessment of the researchers, it is uncertain to get back to normal teaching anytime soon. As social distancing is preeminent at this stage, this will have negative effects on learning opportunities. Educational units are struggling to find options to deal with this challenging situation. These circumstances make us realize that scenario planning is an urgent need for academic institutions (Rieley, 2020). This is a situation that demands humanity and unity. There is an urgent need to protect and save our students, faculty, academic staff, communities, societies, and the nation as a whole.

Several arguments are associated with e-learning. Accessibility, affordability, flexibility, learning pedagogy, life-long learning, and policy are some of the arguments related to online pedagogy. It is said that online mode of learning is easily accessible and can even reach to rural and remote areas. It is considered to be a relatively cheaper mode of education in terms of the lower cost of transportation, accommodation, and the overall cost of institution-based learning. Flexibility is another interesting aspect of online learning; a learner can schedule or plan their time for completion of courses available online. Combining face-to-face lectures with technology gives rise to blended learning and flipped classrooms; this type of learning environment can increase the learning potential of the students. Students can learn anytime and anywhere, thereby developing new skills in the process leading to life-long learning. The government also recognizes the increasing importance of online learning in this dynamic world.

The severe explosion of Corona Virus disease can make us add one more argument in terms of online learning, that is, online learning serves as a panacea in the time of crisis.

**Problems Associated With Online Teaching and Learning**

There are $n$ numbers of technologies available for online education but sometimes they create a lot of difficulties. These difficulties and problems associated with modern technology range from downloading errors, issues with installation, login problems, problems with audio and video, and so on. Sometimes student finds online teaching to be boring and engaging. Online learning has so much of time and flexibility that students never find time to do it. Personal attention is also a huge issue facing online learning. Students want two-way interaction which sometimes gets difficult to implement. The learning process cannot reach its full potential until students practice what they learn. Sometimes, online content is all theoretical and does not let students practice and learn effectively. Mediocre course content is also a major issue. Students feel that lack of community, technical problems, and difficulties in understanding instructional goals are the major barriers for online learning (Song et al., 2004). In a study, students were found to be not sufficiently prepared for balancing their work, family, and social lives with their study lives in an online learning environment. Students were also found to be poorly prepared for several e-learning competencies and academic-type competencies. Also, there is a low-level preparedness among the students concerning the usage of Learning Management Systems (Parkes et al., 2014).

**Possible Solutions for Problems**

A lot of issues are attached to online education but we cannot ignore the perks of it in times of such crisis. We can always have solutions to fix these difficulties. Technical difficulties can be solved through prerecording video lectures, testing the content, and always keeping Plan B ready so that the teaching–learning process cannot be hampered. Online courses should be made dynamic, interesting, and interactive. Teachers should set time limits and reminders for students to make them alert and attentive. Efforts should be made to humanize the learning process to the best extent possible. Personal attention should be provided to students so that they can easily adapt to this learning environment. Social media and various group forums can be used to communicate with students. Communication is the key when it gets difficult to try reaching out to students via texts, various messaging apps, video calls, and so on—content should be such that enable students for practice and also hone their skills. The quality of the courses should be improved continuously and teachers must try to give their best. Online programs should be designed in such a way that they are creative, interactive, relevant, student-centered, and group-based (Partlow & Gibbs, 2003). Educators must spend a lot of time in making effective strategies for giving online instructions. Effective online instructions facilitate feedback from learners, make learners ask questions, and broaden the learner horizon for the course content (Keeton, 2004). Institutions must focus on pedagogical issues and emphasize collaborative learning, case learning, and project-based learning through online instructions (Kim & Bonk, 2006).

The challenge to educational institutions is not only finding new technology and using it but also reimagining its education, thereby helping students and academic staff who are seeking guidance for digital literacy.

## Literature Review

The World Health Organization has declared Covid-19 as a pandemic that has posed a contemporary threat to humanity. This pandemic has successfully forced global shutdown of several activities, including educational activities, and this has resulted in tremendous crisis-response migration of universities with online learning serving as the educational platform. The crisis-response migration methods of universities, faculty and students, challenges and opportunities were discussed and it is evident that online learning is different from emergency remote teaching, online learning will be more sustainable while instructional activities will become more hybrid provided the challenges experienced during this pandemic are well explored and transformed to opportunities (Olasile Babatunde Adedoying and Emrah Soykan, 2020)[1] Approximately 264 million children and adolescents are not in school (UNESCO, 2017), and this pandemic made this situation further worst. As the COVID-19 pandemic spreads, there has been an increasing move towards teaching online because of shutting down of schools, colleges and universities for an indefinite time as the only option left (Martinez, 2020)[2]. Digital transformation of Higher Education institutions is a topical issue that several stakeholders of education must feel concerned about, abilities to apply ICT in every spheres of life are on incremental level, thus universities must be up to the task of preparing potential professional to be able to face challenges and provide solutions. Because teachers and students must be capable of handling all the latest technology while running on online mode (Bond et al., 2018, Sandkuhl & Lehmann, 2017)[3] Digital transformation in the context of higher education institutions can be regarded as the summation of all digital processes required to accomplish transformation process that gives higher education institutions the opportunities to positively apply digital technologies optimal (Kopp et al., 2019)[4]. Online education became a pedagogical shift from traditional method to the modern approach of teaching-learning from classroom to Zoom, from personal to virtual and from seminars to webinars. Previously, e-learning, distance education and correspondence courses were popularly considered as the part of non-formal education, but as of now, it seems that it would gradually replace the formal education system if the circumstances enduringly persist over the time (Lokanath Mishra, et.al., 2020)[5]. Thus during this global closure due to Covid online technology has given arise to knowledge and skill development. Thus this e-learning has become the mandatory component of all educational institutions like schools, colleges, and universities in and around the world due to the pandemic crisis of COVID-19. This deadly situation has flipped out the offline teaching process. E-learning provides an effective teaching method that brings out the best in students. In which teaching professionals and students are virtually connected. E-learning is quite simple to understand and implement. The use of a desktop, laptop, or smart phones and the internet forms a major component of this learning methodology. E-learning provides rapid growth and proved to be the best in all sectors, especially in education during

[1]Dr.T. Priyanka, [2]Dr.A.J. Excelce, [3]Mrs.C. Shilpa Rao,[4]Ms.A. Amora, [5]Dr.T. SangeethaSudha,

this lock down. (Sathishkumar.V,Radha.R,Saravanakumar.A, Mahalakshmi.K, 2020)[6]. This circumstance challenged the whole education system worldwide and compelled educators to change to an online mode immediately. The sudden closure of schools compelled the official to recommend instant distance teaching to ensure students were not inactive in this disease outbreak. Hence, the traditional method (Face to Face teaching) has been replaced by E-learning for the time being. However, in developing nations like India, with large differences in student's social-economic circumstances and the quality of education institutions, the changes are not convenient (Sandeep Kumar Mathivanan, et.al., 2021)[7]    More than 91 percent of students worldwide have been impacted by temporary school closures, according to the United Nations. By April, close to 1.6 billion young students were out of school. Some experts fear school closures and the loss of some family incomes could keep children out of school indefinitely (Carolyn Johnson, 2020)[8] The bond between a teacher and student is much more in the classroom control. Nowadays, virtual classrooms have transformed the situation. Smart classrooms are produce teaching more straightforward and accessible by a student in close to real classroom like interaction. All competitive assessments are underway, and students can use the opportunity to practice towards themselves. This had a direct impact on the field of education. (Tripathy and Devarapalli 2020)[9].

**Conclusion**

Covid therefore had an incredible change in India's education sector. Online learning has become an integral component of education. It has raised numerous challenges and opportunities in e learning through digital platform. Study from home and work from home in online mode has a greater significance in today's situation. E learning among students has equal advantage and disadvantage, those parents who can afford to get a laptop and smart phone to their children have attended their classes promptly and have grown in technology knowledge and skill whereas students who are not able to afford to all the facilities finally have lag in their education. Students without reliable internet access or technology struggle to participate in digital learning. Therefore this should be noted by our Indian Government. The Government has to provide funds and measures to strengthen the online learning among students. But otherwise the online teaching using new technology has a tremendous growth among the teacher and students community. The students have no break in their career and knowledge they have adapted to continuous learning process. Inspite of global closure the Government has played a vital role in strengthening the education system. Even after the pandemic and lockdown this should be in practices for the students to growth up along with technology.

**Reference**

1. Olasile Babatunde Adedoying and Emrah Soykan, (2020). Covid -19 pandemic and online teaching: the challenges and opportunities, Interactive Learning Environment, Taylor & francis online.
2. Bond, M., Marín, V. I., Dolch, C., Bedenlier, S., & Zawacki-Richter, O. (2018). Digital transformation in German higher education: Student and teacher perceptions and usage of digital media. International Journal of Educational Technology in Higher Education, 15(1), 48. https://doi.org/10.1186/s41239-018-0130-1 [Crossref], [Google Scholar]
3. Martinez (2020). Take this pandemic moment to improve education, Edu Source, Retrieved from https://edsource.org/2020/take-this-pandemic-moment-to-improve-education/633500.Google Scholar
4. Kopp, M., Gröblinger, O., & Adams, S. (2019, March 11–13). Five common assumptions that prevent digital transformation at higher education institutions. INTED2019 Proceedings (pp. 1448–1457). https://doi.org/10.21125/inted.2019 [Google Scholar].
5. Lokanath Mishra, et.al., (2020). Online teaching-learning in higher education during lockdown period of Covid – 19 pandemic, Elsevier, International Journal of Educational research Open, Vol1
6. Sathishkumar.V,Radha.R,Saravanakumar.A, Mahalakshmi.K, (2020).E-Learning during Lockdown of Covid-19 Pandemic: A Global Perspective, International Journal of Control and Automation, 13(4):1088-1099.
7. Sandeep Kumar Mathivanan, et.al., (2021) Adoption of E-Learning during Lockdown in India, International Journal of System Assurance Engineering and Management.

8. https://www.rotary.org/en/educating-in-a-pandemic-and-beyond?gclid=Cj0KCQjwnueFBhChARIsAPu3YkRldDqtLbYA6X6P1JYmVFDg_eIFlBhFG19NncjgW7yLXqKruE7fs_0aAgjHEALw_wcB.

9. Tripathy S, Devarapalli S (2020) Emerging trend set by a start-ups on Indian online education system: a case of Byju's. J Public Aff. https://doi.org/10.1002/pa.2128