"A Study of Impact of Lockdown (Both 1 And 2) On Teaching Fraternity"
(UG & PG Level)

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INTRODUCTION

The study is conducted in these pandemic times (from Lockdown 1.0 to 5.0). This study is completely in perspective to study the Teaching fraternity of India and from Madhya Pradesh to be very specific.

It is conducted to study the impact of lockdown on the teaching fraternity. Teachers are bound to complete the course, guide the students, and mentor them online via various online platforms.

This study actually looks into various non-financial aspects of online teaching on the teachers whichare left with no choice other than teaching online.

LITERATURE REVIEW

• Reimers, Fernando M., and A. Schleicher, (April, 2020) in their study of "A framework to guide an education response to the COVID-19 Pandemic of 2020." stated that during the period of social distancing and isolation a lot of new modalities are needed from education system, organizations and leaders. Also, stated the challenges in supporting learning to students who are learning remote locations.

• Dorn, Emma, et al., (2020) in their study on "COVID-19 and student learning in the United States: The hurt could last a lifetime." McKinsey & Company elaborated that students learning before March 2020 were typically on 52% on learning and post that learning rate has reduced. They discussed that average learning interest has gone down and students lost learning equivalent to summer learning.

• Owusu-Fordjour, C., C. K. Koomson, and D. Hanson. (2020) in their study on "The impact of Covid-19 on learning-the perspective of the Ghanaian student" focused on two major aspects of education: Teaching and Learning. They showed students faced challenges at various levels on learning online and virtually, also parents weren't in a position to access their wards on the learning pattern. Covid19 has highly impacted the forceful introduction of students to sudden online learning. Also became difficult for teachers. Thus, online teaching and learning must be introduced in regular teaching-learning module.

- Verma, Ashok, and Sadguru Prakash "Impact of covid-19 on environment and society." Brought our attention towards the society and global environment during Covid19. Also the possible ways to control the disease and its impact in long run.

- Jacob, Ogunode Niyi, I. Abigeal, and A. E. Lydia in their research on"Impact of COVID-19 on the Higher Institutions Development in Nigeria." Concentrated on quality deliverance into higher education including the absorption, development and in=mbibing proper value for individuals and societies. This is with an intended to develop intellectual capacities of individuals (both teachers and students) to understand and appreciate to survive in all possible situations.

OBJECTIVE AND HYPOTHESIS

O1: To study the impact of lockdown on teaching fraternity via online teaching on various tools. Hypothesis: 60 Hypothesis created on the basis of 60 independent variables on 1 Dependent VariableThere is no significant:

1. Impact of the balance of work responsibilities during WFH (WR)
2. Impact of handling challenges on WFH (CL)
3. Impact of punctuality on WFH (PL)
4. Impact of Distractions on WFH (DST)
5. Impact of incapability of class adjustment on WFH (CAJ)
6. Impact of my availability for students during office hours on WFH (AVS)
7. Impact of my availability for office during office hours on WFH (AVO)
8. Impact of owned computer/laptop on WFH (OCL)
9. Impact of the use of mobile for 50% times on WFH (MT)
10. Increased internet usage on WFH (IT)
11. Impact of good connectivity on WFH (CN)
12. Impact of students' timely presence in class on WFH (STP)
13. Impact of students' keeping their on audio and video on WFH (OAVO)
14. Impact of ease in teaching by slides on WFH (TSS)
15. Impact of overall ease of teaching online than real classroom on WFH (OTRC)
16. Impact of students' misbehavior on WFH (SMB)
17. Impact of discipline maintenance on WFH (DMT)
18. Impact of improved teaching on WFH (IMT)
19. Impact of ability to cover more syllabus on WFH (CMS)
20. Impact of students' having less time for asking doubts on WFH (SLD)
21. Impact of the ability of doubt clearing on WFH (DCL)
22. Impact of ability to assess the students' understanding on WFH (SUND)
23. Impact of ability to maintain eye contact and personal attention on WFH (ECPA)
24. Impact of students' attention on WFH (SATN)
25. Impact of student's connectivity on WFH (SCN)
26. Impact of student's excuse of network connectivity on WFH (SENW)
27. Impact of student's official attire on WFH (SAR)

28. Impact of student's maintaining low distraction on WFH (SMLD)
29. Impact of real physical classroom missing on WFH (RCM)
30. Impact of command over students' attention on WFH (CSA)
31. Impact of missing FTF communication on WFH (MFTF)
32. Impact of students' distraction on WFH (SDT)
33. Impact of students being on mute as one way of communication on WFH (SMC)
34. Impact of students being on mute as one way of communication on WFH (SMC)
35. Impact of decreased teaching satisfaction on WFH (DTS)
36. Impact of high speed of syllabus coverage on WFH (HSC)
37. Impact of weaker explanation on WFH (WXP)
38. Impact of low learning focus on WFH (SLF)
39. Impact of no active listening on WFH (SAL)
40. Impact of no immediate problem solving on WFH (IPSV)
41. Impact of no confirmation of students' understanding on WFH (NSU)
42. Impact of missing personal attention on WFH(MPA)
43. Impact of more preparation on WFH (MPR)
44. Impact of quality of assignments on WHF (QA)
45. Impact of student's low motivation on WFH (SLM)
46. Impact of restrictions of technology usage on WFH (RT)
47. Impact of more exertion by online classes on WFH (ME)
48. Impact of student's willingness to learn on WFH (SWL)
49. Impact of willingness to take online classes on WFH (WLO)
50. Impact of missing real classroom environment on WFH (RCL)
51. Impact of Self-assessment learned on WFH(SFA)
52. Impact of comfortability on WFH (CM)
53. Impact of Hardware related problems faced on WFH (HWP)
54. Impact of enthusiasm of faculties and students on WFH(EN)
55. Impact of increased flexibility on WFH(FX)
56. Impact of Less breathing time on WFH (BT)
57. Impact of more efforts needed on WFH (MEF)
58. Impact of overall experience on WFH (EX)
59. Impact of this experience to future online teaching on WFH (ET)

RESEARCH METHODOLOGY

Data Type:
Primary data by Self-designed questionnaire with 70 questions. Secondary data by Google scholar,Ebsco, JGate.

Sample Population: The study is conducted on the teaching fraternity of India - Madhya Pradesh both Government and Private Colleges. Faculties of mentioned Undergraduate and

Postgraduate courses (B.E., L.L.B., B.Com., B. Sc., B.Pharma., B.B.A., B.C.A, M.E., M.Com., M.Sc., M. Pharma.,
M.B.A, M.C.A) including Assistant Professor, Associate Professor and Professors.

Sample Size: 500, Actual received 480 for final analysis

Sampling Technique: Random Sampling

Tool for Data Collection: Self-Designed questionnaire using Google forms **Types of Questions:** Dichotomous, MCQ using 5 point Likert Scale, Open ended **Variables:** 60 Independent and 1 Dependent
Tools for Data Analysis: MS Excel, SPSS

Methods of Data Analysis: Factor analysis, Correlation

ANALYSIS:

S. N.	Abbrev iation	Variables	Correlation Value	Positive / - Negative	Ho Accepted	Ho Rejected	Result
1	WR	Balance of work life responsibility	0.114	P	*		No impact
2	CL	Handling challenges	-0.124	N	*		No impact
3	PL	Punctuality	0.219	P	*		No impact
4	DSL	Ability to take classes with distractions	0.338	P	*		No impact
5	CAJ	Incapability of class adjustments	0.094	P	*		No impact
6	AVS	Availability of students	0.445	P		*	Considerate
7	AVO	My availability to office staff during working hours	0.019	P	*		No impact
8	OCL	Owned computer/laptop	0.307	P	*		No impact
9	MT	Use of Mobile for taking classes	0.313	P	*		No impact
10	IT	Increased internet usage	0.123	P	*		No impact
12	NWP	Speed of network provider	0.071	P	*		No impact
13	CN	Good Connectivity	0.374	P	*		No impact
14	STP	Students' timely presence in class	0.428	P		*	Considerate
15	OAVO	Students' audio-video on	0.391	P	*		No impact
16	TSS	Ease of teaching by slides	0.306	P	*		No impact
17	OTRC	Online teaching over real classroom teaching	0.268	P	*		No impact

18	SMB	Students' misbehavior	0.035	P	*		No impact
19	DMT	Discipline maintenance	0.242	P	*		No impact
20	IMT	Improved teaching online	0.513	P		*	Highly
21	CMS	Completion of more syllabus	0.204	P	*		No impact
22	SLD	Students having less time for doubt clearance	0.319	P	*		No impact
23	DCL	My ability to clear doubts	0.256	P	*		No impact
24	SUND	Ability to assess students' understanding	0.450	P		*	Considerate
25	ECPA	Ability to maintain eye contact and personal attention	0.071	P	*		No impact
26	SATN	Students' attentiveness in class	0.338	P	*		No impact
27	SCN	Students' connectivity	0.309	P	*		No impact
28	SENW	Students' making excuse of network connectivity	0.104	P	*		No impact
29	SAR	Students maintain proper attire	0.416	P		*	Considerate
30	SMLD	Students' maintain low distractions	0.413	P		*	Considerate
31	RCM	Missing real classroomeffect	-0.058	N	*		No impact
32	CSA	My Command over students' attention	0.342	P	*		No impact
33	MFTF	Missing FTF communication impact	0.366	P	*		No impact
34	SDT	Students' distraction	0.011	P	*		No impact
35	SMC	Students' on mute as one way of communication	0.050	P	*		No impact
36	DTS	Decreased teaching satisfaction	-.0240	N	*		No impact
37	HSC	High speed of syllabus coverage	0.570	P		*	Highly
38	WXP	Weaker explanation in online classes	-0.167	N	*		No impact
39	SLF	Low learning focus of students	-0.167	N	*		No impact
40	SAL	No active listening ofstudents	-0.027	N	*		No impact
41	IPSV	No immediate problem solving	0.157	P	*		No impact
42	NSU	No confirmation of students' understanding	-0.057	N	*		No impact
43	MPA	Missing Personal Attention	0.131	P	*		No impact

44	MPR	More preparation needed to teach online	0.368	P	*		No impact
45	QA	Quality of assignments	0.201	P	*		No impact
46	SLM	Students' low motivation	0.248	P	*		No impact
47	RT	Restriction of technology usage	0.250	P	*		No impact
48	ME	More exhausted by taking online classes	0.118	P	*		No impact
49	SWL	Students' willingness to learn	0.171	P	*		No impact
50	WLO	Willingness to take online classes	0.148	P	*		No impact
51	RCL	Missing real classroom environment	0.321	P	*		No impact
52	SFA	Self-assessment learned by students	0.267	P	*		No impact
53	CM	My comfortability of teaching online teaching	0.524	P		*	Highly
54	HWP	Hardware-related problems faced	0.234	P	*		No impact
55	EN	The enthusiasm of students and faculties	0.436	P		*	Considerate
56	FX	Increased flexibility	0.218	P	*		No impact
57	BT	Less breathing time	0.181	P	*		No impact
58	MEF	More efforts are needed to teach online	0.288	P	*		No impact
59	EX	Overall experience	0.362	P	*		No impact
60	ET	Experience motivating future online teaching	0.315	P	*		No impact

FINDINGS:

Hypothesis no.	Abbreviation	Variables	Correlation Value	Positive / Negative	Ho Accepted	Ho Rejected	Result
6	AVS	Availability of students	0.445	P		*	Considerate
14	STP	Students' timely presence in class	0.428	P		*	Considerate
20	IMT	Improved teaching online	0.513	P		*	Highly
24	SUND	Ability to assess students' understanding	0.450	P		*	Considerate
29	SAR	Students maintain proper attire	0.416	P		*	Considerate

30	SMLD	Students maintain low distractions	0.413	P		*	Considerate
37	HSC	High speed of syllabus coverage	0.570	P		*	Highly
53	CM	My comfortability of teaching online	0.524	P		*	Highly
55	EN	Enthusiasm of students and faculties	0.436	P		*	Considerate

CONCLUSION:

The objective to study the impact of lockdown on teaching fraternity via online teaching on varioustools is met.

There are 9 independent variables which have affected the online teaching more than anything in both the lockdown. They are : Availability of students,Students' timely presence in class, Improved teaching online, Ability to assess students' understanding, Students maintain proper attire, Students maintain low distractions, High speed of syllabus coverage, My comfortability of teaching online, Enthusiasm of students and faculties.

SUGGESTIONS:

Focus on the 9 major variables to have effective teaching in any condition:

1. Availability of students
2. Students' timely presence in class
3. Improved teaching online
4. Ability to assess students' understanding
5. Students maintain proper attire
6. Students maintain low distractions
7. High speed of syllabus coverage
8. My comfortability of teaching online
9. Enthusiasm of students and faculties

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