

Effects on Education of Online Learning during the COVID-19 Pandemic

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Abstract: *The COVID-19 pandemic disrupted traditional modes of education worldwide, necessitating a swift transition to online learning. This study investigates the multifaceted effects of online education on learning during this extraordinary period. Leveraging a mixed-methods approach, our research comprehensively analyzes the experiences of students, educators, and educational institutions in response to this transition.*

We find that the sudden shift to online education exposed existing disparities in access to technology and internet connectivity, highlighting the digital divide in education. Despite these challenges, our study reveals that online education had diverse impacts on learning outcomes. While some students excelled in the online environment, others faced challenges in maintaining engagement and academic performance. Student engagement and motivation were identified as pivotal factors influenced by pedagogical approaches and the adaptation of digital tools.

The study also underscores the importance of teacher preparedness and professional development to enhance online teaching effectiveness. Furthermore, we investigate the repercussions of the transition on the mental health and well-being of students, emphasizing the need for increased support in this aspect.

In assessing the evolution of assessment and evaluation methods in online education, this research explores their effectiveness and addresses concerns regarding academic integrity. Technological adoption in the form of Learning Management Systems and other tools has been instrumental in facilitating online education. Finally, we examine the role of parental involvement and their challenges in supporting their children's online learning. Speculating on the future of education, this study highlights the potential for long-term impacts and the growing significance of blended learning approaches. The findings and recommendations of this study provide valuable insights for educational institutions, policymakers, and educators, assisting in the ongoing development of effective online education strategies and policies

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