

5th World Conference on Teaching and Education



08-10 December 2022

Berlin, Germany

Teaching and Learning during COVID-19 Pandemic: A Qualitative Study on School Teachers in Bengaluru, Karnataka (India)

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Abstract

Covid has necessitated several innovations in the education sector, many of which will have a long-lasting impact. The pandemic impelled all educational institutions for an alternative system of learning from home (LFH). Using an online survey method, the current study delves into the experiences of 18 teachers during school closure and examines the challenges that affected teaching and learning using Narrative Identity Theory and Schultz Nelson Phelps's view of human capital in Bengaluru, Karnataka (India). Overall, an analysis revealed that major themes related to the critical issues of (1) teaching and learning activities during school closure, (2) support from school/ external groups (NGOs), to assist children and teachers in learning during the pandemic, and (3) barriers to teaching and learning during the learning from the home period (4) future support and policy implementations from the teachers perspective. The experiences are instrumental in understanding the current "gaps" in teacher education and digital infrastructure for which there seems to be a clear divide based on socio-economic status. The study focuses on the policies and efforts needed to improve teacher's and student's quality of education.

Keywords: Covid-19, learning from home, teachers, adaptation