

# Online Teaching in Private University: An analytical case study on the context of Cov-19 pandemic in Bangladesh.

**Jaohar Nusrat Bina**

*Masters in Education, Department of Nonformal and Lifelong Learning, Institute of Education and Research,  
University of Dhaka.*

**Abstract**— In the realm of higher education, the term "online teaching" has become quite popular. Today, one of the most essential educational strategies is online teaching. It has grown in popularity around the world and has steadily established itself as a significant category of school education. Numerous good examples of online education have emerged, resulting in far too many valuable online education experiences. In this study, it has been explored that how the students from private university continued their study in the span of pandemic. Along with that teaches from different universities also participated in this study to share the actual scenario of the online learning. Countries all over the world are actively exploring how to effectively teach people through the Internet, and many good examples of online education have started to emerge, resulting in many valuable online education experiences (Longjun and others, 2020).

**Index Terms**— *online teaching, online education, higher education, online platforms, pandemic, teaching-learning*

## 1 INTRODUCTION

Online education has gained traction as a viable means of transacting and exchanging information and learning materials on demand, anywhere and at any time. It refers to the distribution of material over all electronic media, such as the internet, intranets, satellite transmission, audio/video tape, interactive television, and CD-Rom (Urdan & Weggen, 2000). Online education, according to Poehlein, has sparked a lot of interest both inside and outside of higher education. It has the capacity to reach new audiences for some, although it has the possibility to radically revolutionize learning provision and the competitive landscape for others. Following the onset of the coronavirus pandemic in 2020, Bangladesh's education system, like that of most other nations throughout the world, saw significant changes as a result of widespread use of online learning. Despite the fact that the contents were poor and the workforce's ability was doubtful, experts claimed that the concept of online learning changed the way a school, college, or university could impart education by utilizing multiple online platforms. They also claimed that the digital learning process had heralded a new era in the country's educational system

whether the use of online learning will continue to endure post-pandemic, and how such a move will affect the international education market. According to a recent study by Mohammad and Mushtaque, many private universities in Bangladesh are proactively adopting new technology in order to give modern education to their students. These students will be able to finish their education on time, giving them a competitive advantage in the employment market. Because most professions will require such knowledge, most private sector firms will favor applicants who have been trained in online learning. Even in the present lockdown situation, most public colleges are falling behind in providing their students with the ability to complete their degree on time by implementing online learning. Universities are expected to be closed for several months, resulting in a loss of valuable time for students. During this epidemic hour of Cov-19 in Bangladesh, it is necessary to investigate the genuine scenario of this case in order to comprehend the essential facts about the possibilities and obstacles of continuing online education at the higher level of education.

### 1.1 Statement of the Problem

Some are astonished, according to Cathy and Lalani (2020),

### 1.2 Rationale of the Study

According to Volery and Lord, the Internet is a significant

innovative advance that is transforming our general public as well as institutions all over the world. As a result, educational institutions must make use of the Internet, with one dynamic enhancement becoming the use of online tactics and procedures. Taking classes through the internet is known as online education. Professors are increasingly turning to the internet as a complement to their classroom training. The internet plays an essential part in students' learning as a new means of communication (Humaira & Munazza, 2018). Situations in Bangladesh are not all the same in the context of the Cov-19 epidemic. The opportunities and obstacles that higher-level students face in participating in online classes must be justified and investigated.

### 1.3 Objectives of the Study

The general objective of the study is to investigate the situation of online teaching in private universities in Bangladesh in the phrase of pandemic. The specific objectives of this study is to analyze the practical factors by

- exploring the existing practices in Online Teaching performed by the Public Universities.
- identifying the major challenges in terms of practicing Online Teaching.

### 1.4 Scopes and Limitation of the Study

The breadth of this study will have an impact on the practice of online teaching at Bangladesh's private universities. Normal face-to-face academic education has been severely disrupted as a result of the Cov-19 epidemic. As a result, the current situation regarding the current performance of the practice of Online teaching will be investigated in this study. Although data from all Private Universities is not possible to acquire, this can be considered a constraint. Aside from that, this study has a methodological flaw in that it is unable to obtain data from higher authorities due to a lack of consent.

## 2 LITERATURE REVIEW

Online education involves taking coursework through the internet. Professors are increasingly using the internet to supplement their student engagement. As a new mode of communication, the internet plays an important role in students' learning. Online education, according to Basilaia and Kvavadze, is because information technologies and communication are leveraged to facilitate the development and accumulation of knowledge from diverse remote locations. The learning atmosphere is provided using the internet, video/audio/text communication, and software. There is a wide variety of online learning: Getting started guide, online help, asynchronous, synchronous, and hybrid training are all options. A knowledge base is a set of courses that are published on a website and include general learning instructions that a learner must complete without any assistance. The online support type is a modified form of the knowledge base wherein the support is accessible via a discussion board, web forum, or other means of communication because of certain topics. Asynchronous training is when students are given content on a consistent basis but the teachings are not transmitted in real time. Instructors are assigned and provide assistance via email or other means of communication. Synchronous training is conducted in real time with the participation of an educator and, if desired, a moderator. Participants can communicate directly with the teacher and other group members at a time which was before time whenever they log into the online education environment. Hybrid training combines online and face-to-face engagement. The use of the Internet in distance and online learning has limitations, just like any other learning media. Isolation is an important element to consider while creating an online program, especially when considering the social perspective, which some academics overlook. Communication tactics chosen inside an online program have an impact on social interactions in the online environment (McIn-

nerney & Roberts, 2004). Instructors that use supportive approaches, according to Rovai, can assist students feel connected through a strong sense of community, which can lead to a productive and effective online experience. Teacher feedback is seen as an important aspect of the teacher-student interaction process by online students. Most private sector businesses would prefer individuals who have been educated in online learning because most occupations will demand such expertise. Even with the current lockdown, most public colleges are slipping behind in offering online learning to their students so that they can get their degrees on time. Universities are likely to close for several months, causing students to lose important time. So that creates a hamper to the most of the student's life in education. Not only that, there are so many students who get depressed because of not being in the educational activities for so long.

### 3 METHODOLOGIES

The study is mostly Qualitative in nature. The data will be collected and analyses with the help of Qualitative approach as per the demand of the purpose of the study. To fulfill the determination of the objective of the study, this study demanded a **Qualitative approach**. Though it is a case study, it needs in-depth data that is only possible by the qualitative research approach. A total of four students and two teachers from various private universities used the sample. **Purposive** and **Convenient** sampling being used to pick the sample. The data has been gathered from a main data source, with the learners being the population that participated in online classes and the teachers that participated in online teaching. The mechanism for acquiring data from students and teachers for this study was a **semi-structured interview** schedule. Despite structured interview schedule had been formed as a data collection tool. Both teachers and the students had gone through the process. After collecting the data from different data

the fact that this is a case study, the data has been analyzed using the methodical approach. This study is analyzed using **Thematic data analysis** process in accordance with the study's requirements.

**3.1 Source of the data:** Though the study was looking forward to the impact and the challenges of online education in this pandemic situation in the private university of Bangladesh. So this study has been chosen as the primary data source of this study according to the objectives of the private university's students and teachers who have been performing the online education in this situation. So that this study could reach the goal of the study. Secondary data source was the paper including the related subject area information (reports, article, documentary etc)

**3.2 Sampling:** According to the objectives of the study, the sample has been selected from the different private universities. Four students and two teachers were the sample size those who were selected purposively and conveniently for this study. However, this study happened in a qualitative approach so by the condition of the objectives it demanded university students and teachers to reach the study purpose. These students and teachers both performed online education during the pandemic period when everything happened to be stuck. This is why they were able to share the real facts about online education.

**3.3 Data Collection and Data Analysis Process:** For this qualitative case study, the data collection process and tools had been followed by the design of a qualitative approach. Collecting qualitative data from teachers and students, a semi-sources, this data has been analyzed through the data analysis process of the thematic and descriptive data analysis process. The collected data firstly grained descriptively and then sorted

through the thematic way. So that this study could get into the depth of this study objectives.

#### 4 DATA PRESENTATION

The pandemic disease COVID-19 had a global influence on public health and safety, as well as educational systems. Most educational institutions, including Bangladesh, have postponed face-to-face instruction for fear of further illness transmission. As a result, this study investigates public university students' attitudes toward online classes during the COVID-19 epidemic in Bangladesh.

An online survey was used to obtain data from teachers and students at different private universities of Bangladesh. An interview was used to obtain data from teachers and students at different private universities of Bangladesh. The study took a qualitative approach, with the semi-structured interview technique serving as a data collecting tool. The findings revealed that most students struggled to participate in virtual classrooms and were unable to converse effectively with their peers during online sessions. As a result, they had difficulties in online schooling, and the majority of students preferred traditional forms of learning to virtual classes and struggled to grasp the material of virtual classes.

The data also provides the perspective of the teachers thinking about the total facts of online education.

The data is presented in the bellow for upholding the real scenario in about Online education's existing situation and the challenges of it:

**Case One:** A 2nd year student of CSE department in Green University of Bangladesh. He is an inhabitant of lebutala, Jessore Sadar, Jessore. He stayed in Dhaka for study purposes but when the announcement of pendemice vacation had come, he left Dhaka and started to stay in his native house.

From the beginning of the pandemic phrase, their classes had been regularly happening with the possible time of students. But after one week, they got a schedule for attending classes regularly. He was not able to attend online classes regularly. Because he had some unavoidable circumstances which he wasn't able to avoid (lack of internet facilities, high cost of data, disinterest in virtual classes etc). Actually communication was not easy in this pandemic. Because all of the classmates and teachers were not in a stable position all the time. But when it needed to be connected with them these platforms were used at that time (online media such as virtual apps like Google meet or zoom or social media such as messenger/Facebook and also with mobile phone calls).

These are helpful but they are not as helpful as a face to face communication system. But in about the class time online there was the Opportunity to interact but not actively interact in the classes because of network issues and the time management problem though the classes used to happen for 40 minutes mostly. In the effectiveness of the online classes, he found it easy to go when they are able to be connected from anywhere. But most importantly in depth, he found it problematic for those like him, those who have lack of devices and also those who have financial crisis, they weren't able to do the classes regularly. Again because of low internet capacity and network issues, there creates gaps in collecting information through the lecture of the teachers.

Though this online education is very much new to the students and teachers both but still from the beginning they have started their class through using the platform Zoom but later on they used Googlemeet and link sharing for random classes, content sharing and discussion.

There was so much experiential learning that we needed to do in a classroom environment but we faced challenges in doing them through online.

On the other hand, in practicing the content, teachers used to deliver the formative assignments after a class that students used to do by their possible time and uploaded them in the google classroom and shared drive. Teachers used the platform google classroom mostly for sharing the content (online book copy, lecture sheet, pdf, ppt etc). Again, some of the teachers used facebook private groups for important announcements about classes in facebook. Teachers were always helpful in sharing the documents and materials because there was always a number of students who were not able to be connected all the time for different issues. In assessment, most of the teachers followed the way of formative assessment by taking presentations (Online & Recorded) & quiz exams. They participated in their semester exam also through the zoom platform. Teachers used to give regular formative assessment's feedback through one-to-one communication and the emails. So that students are able to upgrade their learning and take necessary preparation for the summative assessment. Evaluation process also happened online. They got their evaluated marks through email and the administration let them know their summative result. He shared his thoughts about this online education. It was very much flexible in one way that they were able to attend the classes in their own ways. But he thought that this system of education in Bangladesh still has some barriers to accomplish in a larger way because of network issues, lack of sufficient devices, lack of educational environment etc. Therefore, teachers were helpful and positive towards the students so that the new journey to the new normal process of Education through online had become normal to them after some time of practicing.

**Case Two:** Who studied in Bangladesh University of Professionals in final year. She is a student of Finance and Banking. Her permanent address belongs to Khulna but for being a student of BUP, she has to continue her study by staying in a hostel near her campus. Because of corona pandemic, in the lockdown phrase she had been in Khulna. From her information, they are very much known to online activities from the beginning. But after the announcement of the first phase of the vacation period of March when it was extended, the university authority stepped forward to continue the educational activities online. So, their educational activities have been running since April, 2020. Firstly, it wasn't easy for everyone but later on it upgraded to 80-90% of students' attendance. Teachers helped a lot by being picked up with the new learning platform like Zoom by delivering instructional videos and practicing through the classes. Because there were a few students who had a lack of knowledge about these platforms. So that was very helpful for them to become known with all these terms. Though she had left her laptop in Dhaka, she was connected with a mobile. But about regularly attending the classes, it was a big deal for her. Using Mobile phone for classes to attend was enough but for making presentations and sometimes presentations given by the other students and the material that teachers used to provide them were not easy through this device. So, lack of devices was a matter of who didn't have them. Most of her classmates also left the necessary devices in Dhaka so that they face the crisis of devices during that pandemic. Because of network issues and the convenient environment, she faced challenges in doing the educational activities regularly. In the class period, she faced more challenges in communicating with teachers. If there was any topic, she or

anyone wasn't able to get there it was always their teachers to make them understand. But that also sometimes became impossible because of less class time. For classes, they mostly used the Zoom links provided by their university authority and if they needed extradiscussion for that they used the google meet and WhatsApp group chat. She found this platform easy to use for her but in a general sense for some students who have financial issues, the cost of data packages for attending the class regularly. She thought 40% students had the ability to bear that cost but other students had to manage that very hard. They got re-charges for the data cost from the authority but only for a month which was not enough. After that she also faced a financial crisis in buying the data for attending the classes. She said that in her locality, they had no authority of Broadband connection so she had to buy the mobile data. Mobile data sometimes created problems because of poor networks in the area. So that costs more data than regular use. She added about the teaching-learning process, teachers used the demonstrative way for the students so that they are able to provide those ppt and the pdfs who missed to get information. She found this process more effective than the lecture method. But they faced challenges in practicing finance related math issues. So, they missed that participatory learning process. Teachers used mostly the google drive for providing the learning materials. Otherwise, they have the flexible access to the teachers for their necessary information. The formative assessment had been done through a new process like quiz and short question answer through google form using time limit. Teachers took presentations from time to time for formative assessment on important topics. Teachers also used to give instant feedback for the formative assessment.

She had to perform her semester final using the zoom platform but with the poor internet connection. That created a problem in submitting papers. Teachers were considerate in that case. The evaluation process also was student friendly. The summative number for each course is divided into parts like presentation, assignment submission, short question answer etc and evaluated through that way. Online platform was the only way to evaluate.

**Case Three:** the third case for this study who is performing her 12th semester from East West University. She lives with her family in old town, Dhaka. She had her every stage of educational period in Dhaka. In this pandemic situation, she also attended online classes regularly. She had all the facilities like broadband connections, necessary devices, educational environment etc. But in the beginning she faced

some issues using Zoom & Google meet's functions though she had no previous experiences with them. But the teachers helped them a lot to be acquainted with these platforms. The class time used to be 40 to 50 minutes for a single class and they used to be maximum 3 classes in a day.

After a stable position in classes then the teachers started to take formative assessment though presentation and inhouse exams and sometimes surprise tests for 10 minutes objective question what they called 'Quick test'. She had not faced that much problem in attending them but their class fellow who used to stay at a distance area. They faced several problems like network issues and also some of them didn't have the devices. Though classes had been running from the beginning of the pandemic vacation, they had become used to the process. She found the process of online education comfortable because she had to visit her campus by spending hours in the roads for traffic jams.

But the home environment was not that much preferable all the time like the classroom. She said about this that her family had no idea about online classes or exams so this created issues for her to make them understand about the importance of her online based study. She opined that online education is very much effective for saving time though she lived in old town. From there to her university, it is a long way that she faces traffic jams every time. On the other hand, the teaching learning process is not the same as the face-to-face classes so there she felt some gaps because the participation through online makes things vague sometimes. Though the class time is very rigid here and mostly she didn't find much scope for discussion about any fact that she had not understood by the discussion of the teachers. But the teachers used to deliver the learning materials after the classes using the social media groups and the google drive link sharing. Though she is a student of Information studies and Library management, there are so many fields work they had to do but because of corona situation those of them, they are not able to participate. There she found a gap and lacked it. She has some lab tests and those are also very challenging for her to manage and do them at home. But for practicing the other content, teachers provide those assignments based on topic, idea sharing and creative writing etc. and the number of an in-course divided into pieces. She found this easier than giving in-course exams and others. The Authorities used the software "Kahoot" for taking the short exams. By Zoom recording, students used to deliver their presentations and stored them in the google classroom to avoid network issues. This is how they participated in their formative assessment. After taking the formative assessment these ways, then they went for their summative assessment

(Semester final of 11th semester). That was a 90 minutes exam for the semester final and the number was converted. After the examination, they used to get some time for submitting the exam paper in the google classroom. This is how they have performed their semester final exam in the time of pandemic. In formative assessment, they got the feedback instant and the presentation results also given through the email. Again, when they used to give presentations online, they got instant feedback during the class hour. Not only this for further improvement, teachers used to contact the students for their betterment. Evaluation process got changed because of this pandemic. There the authority set some portion in evaluating the student's performance.

**Case four:** A student of CSE from East West University. He was the fourth case of this study who shared his experience of online education in the time of pandemic. In the answer to the question of regularity in class through online, he shared that he was not able to attend online classes regularly. Because he had some unavoidable circumstances which he couldn't afford and these are our lack of internet facilities, high cost of data, and disinterest in virtual classes. Actually, communication was not easy in this pandemic with other students by whom he was able to collect the class lecture or other information shared in the class. Because all of his classmates and teachers were not in a stable position all the time. But when it was needed, he connected with them through online media such as virtual apps like Google meet, zoom, social media (such as messenger Facebook) and also with mobile phone calls some other time. These were helpful but, in his locality, the network was very poor so that in time of every need he wasn't able to get the necessary information at the right time. So, he preferred to use participatory teaching learning method because this is so helpful and also easy in this pandemic situation. Class interaction was not that student friendly.

This is why he has to face gaps in understanding the content sometimes. Opportunity to actively interact in the classes is not always possible positively. There were big challenges in network issues and insufficient devices and Sometimes network system costs of data create barriers of interaction. Online platforms were very new to them and before this situation he never used such platforms. So to know all the functions of those platforms took much time of practice. He said that he wouldn't deny that online classes are helpful but in some cases of this endemic time these online classes had made so much of a burden on everyday life. Though teachers were very helpful, they used to provide every document to the students through some common platforms. The most used platforms were Email, Google classroom, and drive link sharing for providing the class information by the teachers. When a teacher assigned a task, students did it at their convenience and uploaded it to Google Classroom and shared their ideas with teachers and other students. Not every time because all the instruction methods are not suitable to apply in online classes. Not for all students because sometimes students were not available on the internet. So, it was challenging for them to find those documents later. In the assessment, there were different platforms for doing Formative and Summative assessment. Using Zoom meetings for taking semester and class test exams, assignment systems and quiz tests were the most used assessment techniques. Most Formative assessment happens as course teachers were first given them a specific content then had given some homework by thinking critically on that topic so that students would be able to keep them busy by doing them. Then they participated in an incourse exam or made an assignment based on that content topic. He got email based on sticky notes with exam papers or only with the marks of tests.

They used to give model tests, quiz, and submit the answer paper instant scanned. Students send a soft copy or document of answers through word format or PDF format or write down the answers in a paper- pencil way, send those answers to the teachers and teachers evaluate those papers and send them feedback and still this evaluation is going on in online media. This is how from the beginning of the Covid-19 pandemic, they continued their learning through using the online platforms. In total review of Online education, He shared that not for everyone online education is good but in this situation of emergency, online education is a must for keep pace with time for holding up the education sector being falling apart.

#### **(Teacher's case: 5-6)**

**Case Five:** He was an Assistant Professor of GED department in Bangladesh Islamic University. He is a resident of Dhaka city. From the beginning of the pandemic break he thinks that online teaching learning systems may go Parallely with face-to-face teaching learning systems. But it may not be the complementary or the supplementary of the main teaching learning system. As a teacher he always feels like he should maintain a friendly teaching learning environment with students. He thinks that online teaching learning system should not be too much fixed or rigid so that the students find it too much difficult or suffocative to attend the classes or adjust with the normal teaching learning system on this hard pandemic time. The teacher said that the convenience of network system is also very difficult for him and for his students because network systems are not only disturbing in his students' locality also in his locality. As a teacher he can understand the sufferings of the students to join the class uninterruptedly. As BdRen provides a zoom network system for more than one hour but the break of the network poor sound system at the same time the high cost of data has made something more difficult to describe. But he said that He kept in touch with the students even before the class started via online.



Whether they are suffering any difficulties or not, they are happy and sound with their families or not, whether they are doing well with all their activities or not. Because he thinks that as a teacher it is his responsibility from the humanitarian point of view. At the same time, he shared the class documents such as lectures, PDF, recording of the class each and every student and he ensured about it. Because every student is not in a stable condition. The assessment system of online teaching learning is difficult for some. But he ensured the flexibility that each student of his class must join the quiz test, the idea sharing participation final live zoom examination and so on. Although the University of authority fixed the time schedule of the classes, he also sent text classes when students suggested flexible time. Because he thinks that the class is going for the well-being of the students. If the students are not joining in the class, then the main motive of the online classes will be failure. At the same time, he also tries to find out if his students are doing well or in any kind of financial crisis. If they are in miserable conditions then he also thinks that it is his duty to help his students as a guide and parent.

**Case Six:** An Assistant Professor of Islamic studies department in International Islamic University of Chittagong. Resident in Dhaka city. She opined that underdeveloped nations such as Bangladesh, the online learning system is a very new and unusual technique. Most students report that they are not as challenged and learn equally in online classes as they would in regular classes. Most students report that class materials were not properly comprehended and that they were unable to take class notes during class time. The majority of them also judged online assignments to be ineffective.

She said that online teaching learning is still ongoing as part of her everyday teaching learning system and it is ordered by university authority and UGC. She has no device problem or internet interruption in the area. She used the online teaching learning system and it is making use of the students of her classes also. Because she thinks that changes in technology and situations are part of our everyday life and as the pandemic is going on we have to get used to this changing technological way of teaching learning system. Always preface using laptop or iPad to contact the online classes. The University of authority initially bears some of the costs of the students and teachers to contact the online classes. After a few days both teachers and students all have to bear their costs of online classes. The costs of online classes and networking sisters is a major deal for students. Initially she gave some flexibility to the students but after a few days she made it a little bit rigid so that the students do not feel it or take it so lightly. She thinks that as it is the newer way of teaching learning systems everyone should get adjusted with it. The duration of her classes are almost one or 2 hours. She prefers zoom apps to conduct the classes and she also records the classes so that the absent students can understand the missing part of their class. But always encouraging and in some cases, she is so rude to the students who must join the classes because there are so many discussions about participatory ways of learning systems that are now going on in her online classes. Keeping home assignments, assignments submission systems, and uploading those in Google classrooms, sharing ideas and discussion method comments or the comment on their classmates' assignments are the everyday activities of her teaching learning systems. Every part of the assessment system she maintained quiz tests, surprise examinations, presentations via online, oral presentations, class participation, critical thinking assignments, live zoom exams and so on.

Sometimes students share their ideas about what they should do in the next class or on the date class. She really enjoys the ideas of the students a lot. Last but not the least, she thinks and prays that the world will get normal, everything will come into the scenario of as before and she can join the face-to-face classes with students very happily

### Major Findings

The purpose of this chapter is to make a linkage among the major findings of the study, the review of literature and the research questions in relation to objectives and the problem statement. Thus, this chapter presents discussions, implications and recommendations based on the major findings of the study and not least the researcher's own experience and knowledge. However, since the sample size of this study was very small in relation to the large number of populations, this study tried to touch the highest possible information from the targeted population. The findings of the study here presented in the form of thematic analysis. So, for this this study has prepared five themes to analyze the collected data.

**Participation:** In regards to student participation, both the students and teachers gave similar data about it. They said that in the beginning there were a good number of students who were very much interested in online education and the learning method. So, after some days of participating in online classes, some of the students faced challenges like high cost of internet issues, lack of proper educational environment, poor network in distant areas etc. But in exams or assessment tests, there always was the best number of students. On account a student from case-4 shared that,

*"Though I live in a very local area of Jessore, I always have to face the network issues. Still, the University authority has given the schedule for the regular classes. I felt good to be a part of that. Sometimes for a poor network, I had to visit some other place to get a bet-*

*ter network. Even in my first ever incourse exam, I had to visit my uncle's home for a better environment and network."*

So, from the experience of the sample, there is a common scenario, the study is able to identify that both teachers and the students who were in a distant area or challenging area had to suffer for mostly network issues. Otherwise, the students had much interest in attending the online classes. They found it a very effective way to cope up with this new world.

**Teacher-student communication:** The most important part of all is the relationship based on the communication between the teachers and the students at that time of crisis. In this covid pandemic, there were lots of students who faced several problems including mental health. So there the teachers held an important role in supporting the students in various ways. From case-5 shared something from his own experience that,

*"There were a lot of students who after some days faced several problems like financial issues, lack of proper devices etc. From their end they have tried their level best to support them by their need at that moment. Not only that, I personally contacted my students who faced mental issues like depression and others to help them out."*

By the comments of the students (case-1) shared about teacher-students relationship that,

*"In that period of pandemic, Teachers played the most important role in charging them up in all situations. They mentored them and also encouraged them to give their potential somewhere to stay engaged and make the time enjoyable."*

**ICT Tools:** The data was collected from both the students' perspective and also the teachers from different universities. Here is about using the ict tools for taking the online classes and other relative tasks most of them used ZOOM and Google meet. These two media got popularity among the educational

sector. The students and the teachers both opined that zoom and google meet is very convenient in using for taking the classes and the presentation. Though Zoom needed to buy officially otherwise they got a limited timing so they preferred google meet. Because in google meet they used to spend as much time as they need for the purpose. Creating a Google meet link is also easier for them. From the beginning of the COVID-19 pandemic, in the private universities, they had to attend classes, give presentations, perform assignments etc. So for them (both teachers and students) it was very challenging before in the earlier time but has become a part and parcel better than the public universities.

**Teacher perspective:** Two Teachers from different private universities have gone under the interview and they have shared their overall experience here. Both of them shared similar situations and stories. Though they have been taking classes and other educational tasks from the beginning. It was good on one hand that they kept up the networking with students that helps the students to be busy with the educational sectors. So that they were able to share their odds and sorrows. They have used some common devices for taking the regular classes. By those devices, they have taken classes along with the incourses, term examinations and the course presentation. The departmental notices and the other instructions were delivered through Facebook and email.

Most of them followed **Demonstrative teaching methods** about delivering students content by presenting to them. Other content information delivered by using the platform **Google Classroom** and also in the facebook groups. Those classes usually took about 40 minutes, 30 minutes for the quiz exam and 60 minutes for incourses. On the other hand, they think that by engaging the students in their regular tasks that helped them to be refreshed and refrained them from being depressed. According to the opinion from case-5 that he shared,

*"Online education is now a matter of time's need. Those who can't get into this as early as possible might drop out from the present time of digitalization."* There were always a few students who faced several issues like economic crisis, network issues, family acceptance etc. But the teachers made the way open for them to share any sort of issues. From their information, the teachers and faculties have taken necessary steps to ensure their attendance and regularity.

**Student's role:** In the beginning, the students from different areas and locations faced several problems like network issues and the affordability of the internet. But still 90-95% of the students tried to present in the classes. Because they were instructed to attend the classes and the other institutional tasks. In online classes there is less opportunity for peer discussion. Although group work is not given, individual and group presentations happened. Almost all the students take the classes. The percentage of the students who take part in the exam is 100%. They thought that these activities online helped them to be more active and ICT literate. There were some barriers in using the devices and ICT tools but with the span of time they get to make themselves literate about ICT. There was good support from the department. Those who faced financial issues about attending the classes and examinations, they got incentives and some of them also got loans for buying the necessary tools. Not only that they appreciated the Teacher's flexibility towards them in any sort of crisis. But on the other hand, they felt the similar problem about the home environment. Because in the house these online things are very new to them so they had to face different situations. Most of them said that it was hard for them to make them understand about the online classes and also the presentation facts. The house people are not acknowledged about the situation so that created a problem in some situations. However, they have tried their best to be connected with the connection. They also

encouraged other fellows about being engaged with the institutional tasks. Those who used to stay in sublets/ hostels/ bachelors, they left their belongings in the Dhaka or their educational area for this they had faced some problem in completing the regular tasks. But they had to manage everything so that they were able to join with others. Most of them think that this regularity of their education or study brought hope to their life not being set idly. They found this very helpful and enthusiastic. About delivering the contents, teachers used to present their content through PowerPoint and those who missed to attend the class, teachers deposited those PowerPoint slides into email, google classroom and in the Facebook groups for individual courses. For the good grades, course teachers distributed the course assessment number into pieces so that all students can attend all. Most of the teachers are giving emphasis on the formative assessment and short assignments.

**Content Practice:** All the systems are not the same as before. But in this pandemic situation it is quite impossible to take classes like earlier. Course teachers have become very helpful about delivering the contents. They normally present the content through slideshows and give the reading materials through google classroom and the Facebook groups for the individual course. There are some issues that students can't attend the classes regularly. In our country, we face network issues most. So, it is impossible to attend the classes and some of them even become disconnected while they are doing the classes. So, in class hours when any of the students missed to attend the classes, the course teachers store them to the google classroom and the Facebook groups so that the students can easily collect them in their convenient time.

**Assessment Process:** Supporting student learning involves concentrating on feedback rather than a score or grade when it comes to assessments. It entails assisting students in viewing

assessments as learning tools that play an important part in the learning process rather than as evaluation tools that signal the end of the learning process. It involves emphasizing to pupils that the primary goal of assessments is to confirm what they've learned and to identify any learning issues so that we can collaborate to solve them. As a result, cheating on an exam serves no purpose other than to stall our efforts to assist all students learn effectively. In this pandemic situation, the assessment process is not like before. From the data of the teachers, it has been stated that the course teachers are moving towards formative assessment rather than summative assessment. Most of the private universities have taken their assessment in different ways like quiz, google form questions etc. Teachers have developed precise processes that allow students to improve their grade by repeating assignments or exams, even if only a portion of the course is graded.

**Evaluation Process:** In this pandemic situation, it wasn't easy for both students and the teachers to cope up with this new normal. Evaluation process was also flexible and student friendly. Mostly evaluation happened according to the formative assessment. Summative assessment was in a different way. Grading process also changed.

### Recommendation

The global lockdown of educational institutions will create significant and likely uneven interruptions in students' learning; disruptions in internal evaluations; and the cancellation or substitution of public tests for qualification by an inferior substitute. The COVID-19 pandemic is, first and foremost, a health emergency. The issue crystallizes politicians' conundrum of shutting schools, minimizing contact, and saving lives against keeping them open, enabling employees to work, and preserving the economy.

- There are several methods to offset the harmful effects of COVID-19 on the education system in my area and throughout Bangladesh. When schools reopen, they will require resources to compensate for the loss of learning. However, it is unclear how these resources will be used and how to target the children who have been particularly badly impacted.
- Given the evidence that evaluations are important for learning, schools should consider deferring rather than avoiding internal assessments.
- Policies should encourage fresh graduates to enter the labor force in order to minimize extended durations of unemployment.
- Universities should partially or completely abolish tuition costs and give financial assistance to students.
- Appropriate and field-related research on educational decisions following COVID-19 must be published in order to eliminate any issues caused by these conditions.
- The government should offer free healthy food and drinking water to poor pupils, in addition to providing financial assistance to their families.
- Every school, college, and university should offer psychological therapy to students after the school day begins.

### Conclusion

This COVID-19 situation has given the whole world something very different. So, to be acquainted with this situation, we have to create new ways for our education. Though we don't know when this pandemic is going to end so to pace with this situation, we have to choose different ways. In this new normal situation, we have to find out the best way to deliver quality education to every level of education. A developing country like us is also trying the best to follow the possible

teaching methods and techniques. The government should think about more creative steps to make Education more reliable in this pandemic situation. On the other hand, Higher education is very important for building a sustainable economy. So, the Govt should put more emphasis on this sector.

### 7. References—

- Akhter, M & Mahmood, M. (2018), "Study of the Impact of Online Education on Student's Learning at University Level in Pakistan", *International Journal of Distance Education and E-learning*, Vol 3, No 2.
- Basilaia, G., & Kvavadze, D. (2020). "Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia". *Pedagogical Research*, 5(4), em0060.
- Li, C., & Lalani, F. (2020). "The COVID-19 pandemic has changed education forever. This is how". *World Economic Forum*.
- McInnerney, J. M., & Roberts, T. S. (2004). "Online Learning: Social Interaction and the Creation of a Sense of Community". *Educational Technology & Society*, 7(3), 73-81.
- Poehlein, G.W. (1996), "Universities and information technologies for instructional programmes: issues and potential impacts", *Technology Analysis & Strategic Management*, Vol. 8 No. 3, pp, 283-90.
- Rovai, A. P. (2002). Building a sense of community at a distance. *International Review of Research in Open and Distance Learning*. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/79/152>.

Shahidullah,M & Chowdhury,M.(2020)."Making best of  
COVID-19: Pushing online learning in

higher education in Bangladesh". *The Opinion Pages*.

Urdan, T. A., Weggen, C. C. (2000). Corporate e-learning: Exploring a new frontier.

Volery, T., & Lord, D. (2000). "Critical success factors in online education".*International Journal*

*of Educational Management*,14(5), 216-223.

Zhou, Longjun; Li, Fangmei; Wu, Shanshan; Zhou, Ming.  
(2020) "School's out, but Class's on",

the Largest Online Education in the World Today: Taking  
China's Practical Exploration during

the COVID-19 Epidemic Prevention and Control as an  
Example", *Best Evidence of Chinese*

*Education* v4 n2 p501-519.

IJSER