

# Impact on Teaching Methods during COVID-19 Pandemic at Adichunchanagiri University (ACU), Karnataka, India.

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**Abstract:** The COVID-19 pandemic has influenced on the educational system to find a replacement to face-to-face education. ACU faculty were using online teaching & learning mode on an exceptional scale during this period. The study focuses on the impact on teaching methods during COVID-19 at Adichunchanagiri University. Data was collected through questionnaire methods from faculty of constituent schools of Adichunchanagiri University. The result revealed that faculty preferred 'Microsoft Teams' for the delivery curriculum. A High-Speed internet facility was available in 'Department' during to online teaching. Faculty strongly forward face-to-face communication for effective learning, the result revealed parents were supportive during the online learning period, faculty agreed that online teaching can reach a wider audience large number of students and finally strongly revealed the requirement of digital literacy.

**Keywords:** Impact of Online Teaching, COVID-19, Pandemic, Adichunchanagiri University, Faculty, SPSS.

## 1. Introduction:

COVID-19 pandemic has made substantial changes to teaching-learning activity. Higher educational institutions made the transition from on-campus to online teaching mode. Faculty and students are unprepared for this unanticipated change. Online learning has its advantages but with new challenges. On-campus learning consists of regular classes, laboratories, group projects, and assignments. These activities hold for online mode also. In-person learning promotes group projects by bringing group members together. Online learning students have to make sure to effectively communicate with each other. For this, devices used are personal computers, laptop, mobile phones, and apps are Zoom, MS Teams, and Google Classroom. Documents are shared through emails, messages, and shared documents.

## 2. Review of Related Literature:

**Aladsani, H. K. (2021).** This study examines the COVID-19 pandemic affected all activities of our life, with considerable impact on learning, and higher education institutions were forced to make a quick shift to online teaching with less preparedness, experiences of instructors of six universities during the online teaching. The findings of the instructor's experiences during migration to an online mode of education and the challenges encountered were presented. **Mushtaque & et.al (2021).** The present study analyses the COVID-19 pandemic has made the academic system find different methods to conventional teaching systems. As a result faculty and students adopted the online mode of delivering content and learning, bahauddin Zakariy University (BZU) students' adaptation to online learning. The factors considered are appropriate study environment, availability of gadgets, sufficient learning material, internet speed, and power supply. The study indicates a positive attitude of students towards online learning. **Pradeep, S. (2020)** examines the Due to Covid-19 pandemic, conventional teaching and learning method has changed to an online method in order protect faculty and students from the pandemic. University faculty have adopted the online teaching method. The impact of online teaching and learning on the education system and the mental health of faculty & students were highlighted by the author. **Avi Besser & et.al (2020)** have identified higher levels of psychological stress during online teaching compared with previous periods of teaching. Psychological stress during online teaching was positively associated with vocal symptoms during this period but this association was moderated by general stress. There was a positive association between psychological stress & vocal symptoms for individuals who reported low levels of psychological stress during previous periods of teaching; this association was strong for individuals who reported high levels of psychological stress during previous periods of teaching. **Bao, W. (2020)** this paper focuses on a case of Peking University's online education during COVID-19. Six specific instructional strategies are presented to summarize current online teaching experiences for university faculty who might conduct online education in similar circumstances. The study concludes with five high-impact principles for online education: (a) high relevance between online instructional design & student learning, (b) effective delivery on online instructional content, (c) sufficient support rendered by faculty to students; (d) quality participation to enhance student's learning, & (e) alternative methods to deal with unexpected incidents of online teaching. **Adedoyin &**

**Soykan (2020)** discuss the Due to the Covid-19 pandemic, the educational activities were affected & this has resulted in crisis-response migration of universities with online learning. The crisis-response migration methods of universities, faculty & students, challenges & opportunities were discussed & it is evident that online learning is different from emergency remote teaching; online learning will be more sustainable while instructional activities will become hybrid provided the challenges experienced during this pandemic are well explored & transformed to opportunities.

### 3. Objectives:

1. To examine the delivery of curriculum or lessons with online teaching.
2. To know High-Speed internet facility is available during online teaching.
3. To know face-to-face communication & academic counseling while teaching online.
4. To know how helpful & supportive parents & home environment while students are learning online at home.
5. To find out the strengths of online teaching.
6. To know the challenges of online teaching.

### 4. Scope:

The present study covers the impact on teaching methods during COVID-19 pandemic on Adichunchanagiri University. Geographical coverage of the schools is limited to Constituent schools of Adichunchanagiri University. The sample of the study is from six constituent school's faculty coming under Adichunchanagiri University and they are:

1. School of Engineering
2. School of Medical Science
3. School of Pharmacy
4. School of Nursing
5. School of Education
6. School of First Grade Colleges

### 5. Methodology:

The research work begins with a literature search. The primary source for literature search is ERIC (Education Resources Information Center) & OED (Online Education Database) database, Google Scholar, Emerald Insight, ProQuest & Education Sources. Also uses other sources such as bibliographies and other indexing and abstracting journals, reports, and conference proceedings. The survey method was adopted to collect data the tools for collecting data are through a questionnaire. The questionnaires were designed for the faculty of six constituent schools Adichunchanagiri University. The observation and interview techniques were also used for primary data collection. Parents were counseled by faculty regarding online reaching and educated them to support their ward during online learning. A sum of two twenty questionnaires with a choice of answers was issued to all the faculty of six constituent schools Adichunchanagiri University and two hundred filled reactions were received. The data collected through questionnaires were organized and tabulated by using SPSS method. For each attributes SD (Standard deviation), Mean,  $\chi^2$  (Chi-Square), P (Probability) were calculated.

### 6. Results:

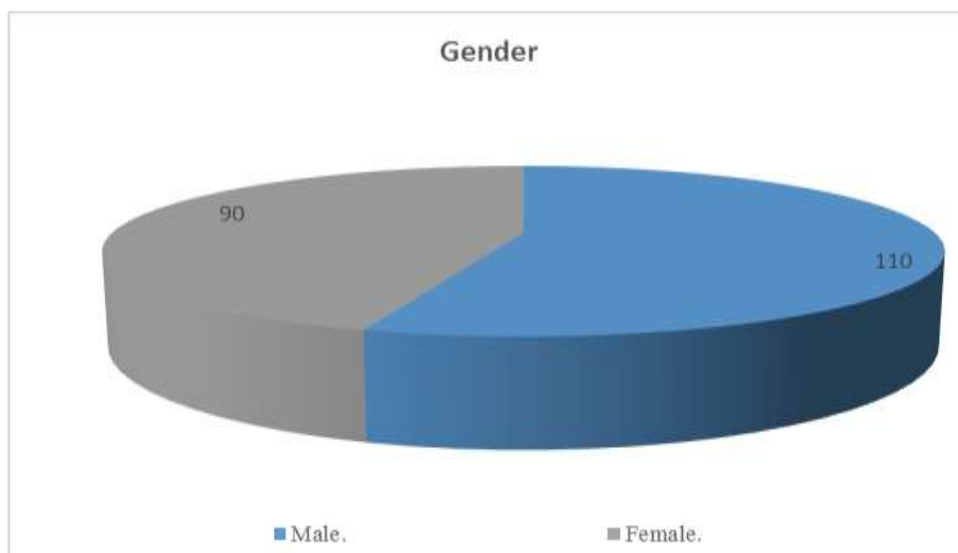
From each table, two significant factors are discussed; the results of the study are as follows:

#### 6.1. Gender.

The status of Adichunchanagiri University constituent college's faculty is shown in table one. It may be seen from the table 110 (55%) are male faculty & 90 (45%) are female faculty.

**Table: 1**  
**Gender of the faculty**

SL. No	Gender	Number of Faculty	%
1.	Male	110	55%
2.	Female	90	45%
	Total	200	100%



**Fig. 1: Gender of the Faculty**

**6.2. School Wise Faculty.**

School-wise separation of the Adichunachangiri University (ACU) faculty is shown in table two. It may be seen that, of the 200 faculty, nearly 95(47.5%) faculty are from the college of school of engineering; 51(25.5%) faculty are from the school of medical science; 22(11.0%) users are from the school of Nursing, 15(7.5%) faculty are from the school of Pharmacy; 09 respondents are from the School of Education college representing 4.5%; school of Education & finally a very few respondents scoring 8 (4%) are from School of First Grade College. Thus the majority of the ACU faculty abounding 95(47.5%) faculty are from the school of engineering.

**Table: 2**  
**School wise faculty of ACU**

S/N	Schools	No. of Responses	Percentage
1	School of Engineering.	95	47.5%
2	School of Medical Sciences.	51	25.5%
3	School of Nursing.	22	11.0%
4	School of Pharmacy.	15	7.5%
5	School of Education.	09	4.5%
6	School of First Grade Colleges	08	4.0%
<b>Total</b>		<b>200</b>	<b>100.0%</b>

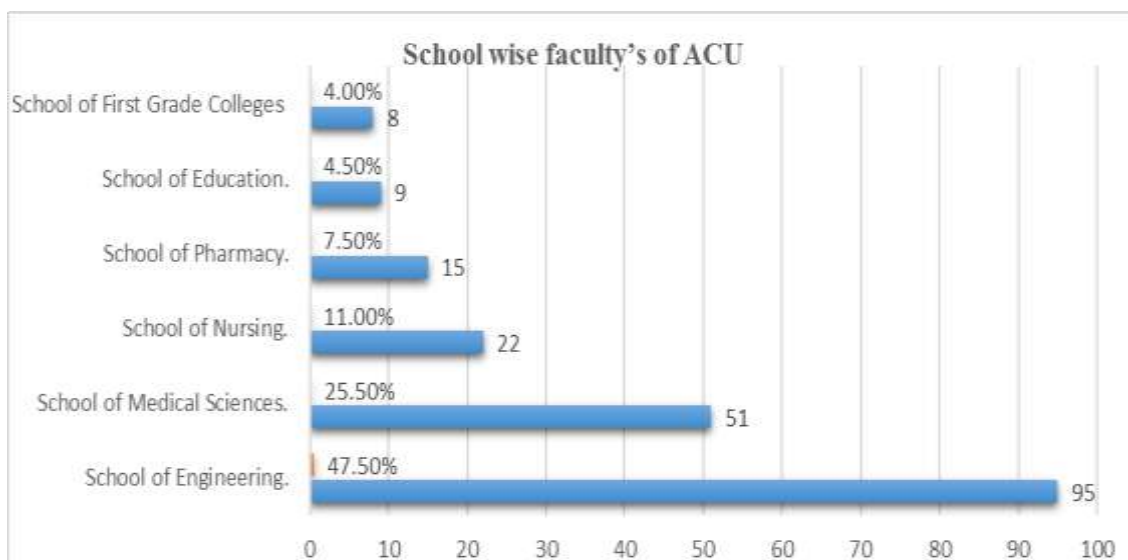


Fig.2: School wise faculty

6.3. Delivering curriculum or lessons with online teaching.

The delivery of curriculum or lessons with online teaching among the ACU faculty is shown in table three. There is a range of delivering curriculum or lessons with online teaching which are frequently used by the faculty. They are Microsoft Teams; Edmodo; Quizizz, Zoom Cloud Meeting, Google Meet, Teachmint, Teacherkit, Evernote, Cisco Webex Meetings.

Table: 3  
Delivering curriculum or lessons with online teaching

S/N	Delivering curriculum	Feedback in Percentage (N=200)					Mean	SD	$\chi^2$	P Value
		1	2	3	4	5				
1	Microsoft Teams	5 (2.5)	5 (2.5)	2 (1)	50 (25.0)	138 (68.0)	4.61	0.66	45.493	.000
2	Edmodo	40 (20.0)	18 (9.0)	36 (18.0)	43 (21.5)	63 (31.5)	3.35	1.50	93.903	.000
3	Quizizz	115 (57.5)	15 (7.5)	23 (11.5)	17 (8.5)	30 (15.0)	2.16	1.53	26.758	.390
4	Zoom Cloud Meeting	8 (4.0)	17 (8.5)	80 (40.0)	52 (26.0)	43 (21.5)	3.52	1.04	37.356	.002
5	Google Meet	13 (6.5)	12 (6.0)	93 (46.5)	42 (21.0)	40 (20.0)	3.42	1.07	31.637	.000
6	Teachmint	140 (70.0)	2 (1.0)	1 (0.5)	5 (2.5)	52 (26.0)	2.13	1.77	26.737	.000
7	Teacherkit	141 (70.5)	4 (2.0)	0 (0)	3 (1.5)	52 (26.0)	2.10	1.76	29.932	.000
8	Evernote	137 (68.5)	8 (4.0)	1 (0.5)	2 (1.0)	52 (26.0)	2.12	1.75	31.930	.000
9	Cisco Webex Meetings	52 (26.0)	19 (9.5)	86 (43.0)	12 (6.0)	31 (15.5)	2.75	1.32	24.313	.003

Code: 1. Never use, 2. Almost use 3. Occasionally, 4. Almost everytime 5. Frequently use. SD = Standard deviation, N=Number of Respondents,  $\chi^2$  = Chi-Square, P = Probability,  $P \leq .050$  – Significant,  $P > .050$  – Not Significant, Numbers in Parentheses Indicates Percentage

The table indicates that the Chi Square values reveal that, an outstanding difference ( $\chi^2=45.493$ ;  $P < .000$ ) & the biggest choice of faculty are using of 'Microsoft Teams' for the delivering curriculum or lessons with online teaching, majority of the faculty scoring, 138(68.0%) say are useful'; the second-highest majority of ACU faculty replied that 50(25%) of the state 'Almost everytime' & very few 2 (1%) of the state 'Occasionally' with a highest mean worth of 4.61 & SD is 0.66.

Among the delivering curriculum or lessons with online teaching among the ACU faculty, 'Teacherkit' has the lowest mean worth 2.10 & SD being 1.76; there is an outstanding difference ( $\chi^2 = 29.932$ ,

P>.000) among the ACU facilities are replied 'Teacherkit' is 'Never use' for delivering curriculum or lessons with online.

#### 6.4. High-Speed internet facility is available during online teaching.

The availability of a high-Speed internet facility available during online teaching among the ACU faculty is shown in table four. There is a range of High-Speed internet facilities available for online teaching for faculty. They are Department, Home, Outside of the College, Classroom.

There is an outstanding difference ( $\chi^2=88.432$ ;  $P<.262$ ) in use of high-speed internet facility during online teaching 'Department', & many faculty biggest choice is 'strongly agree' scoring 111(55.5%); 73(29.7%) of the faculty say 'agree' only 1(0.5%) of faculty say 'strongly disagree' with a highest mean worth of 4.45 & SD is 0.72.

**Table: 4**  
**High-Speed internet facility**

S/N	Internet facility	Feedback in Percentage (N=200)					Mean	SD	$\chi^2$	P Value
		1	2	3	4	5				
1	Department	1 (0.5)	3 (1.5)	12 (6.0)	73 (36.5)	111 (55.5)	4.45	0.72	88.432	.262
2	Home	5 (2.5)	13 (6.5)	40 (20.0)	109 (54.5)	33 (16.5)	3.76	0.89	22.229	.246
3	Outside of the College	11 (5.5)	20 (10.0)	79 (39.5)	70 (35.0)	20 (10.0)	3.34	0.97	54.299	.018
4	College Library	2 (1.0)	4 (2.0)	6 (3.0)	84 (42.0)	104 (52.0)	4.42	0.73	78.803	.193
5	Classroom	6 (3.0)	11 (5.5)	26 (13.0)	72 (36.0)	85 (42.5)	4.09	1.02	87.807	.064

Code: 1. Strongly disagree, 2. Disagree, 3. Neither agree nor disagree, 4. Agree 5. Strongly agree.

Thus, among all types of high-speed internet facility during online teaching 'Home' has the mean worth with 3.76 & SD being 0.89; the Chi Square values reveal that ( $\chi^2 = 22.229$ ,  $P>.246$ ) there is an outstanding difference among the ACU Faculty say 'Agree' scoring, 109(54.5%). nearly 40(20%) of respondents say 'Neither agree nor disagree'; only 05(0.5%) of faculty say 'Strongly disagree' for using high-speed internet facilities in Adichunchanagiri University.

**6.5. Important of face-to-face communication and academic counseling.** The importance of face-to-face communication & academic counseling while teaching online among the Adichunchanagiri University faculty is presented in table five. There is a range of important face-to-face convening & academic counseling. They are: Face-to-face interaction can convey student's problems with us regarding teaching; Failure in evaluating the performance of the students; Face-to-face communication is important to reach all students easily compared to online teaching; Easy tracking of the students; Extremely important to face-to-face communication at least once in a month; Very important, track the students & get to know difficulties; Direct connect with their student's problems; Counselling is much needed; Easy to understand problems & helps to solve; Face-to-face communication is really effective it allows for a better exchange of information; Monitor their activates to correct mistakes.

**Table: 5**  
**Face-to-face communication & academic counseling**

S/N	Face-to-face communication	Feedback in Percentage (N=200)					Mean	SD	$\chi^2$	P Value
		1	2	3	4	5				
1	Face-to-face interaction can convey student's problems with us regarding teaching	0 (0)	0 (0)	10 (5.0)	104 (52.0)	86 (43.0)	4.38	0.58	15.442	.000
2	Failure in evaluating the performance of the students	1 (0.5)	21 (10.5)	46 (23.0)	97 (48.5)	35 (17.5)	3.72	0.89	29.052	.000

3	Face-to-face communication is important to reach all students easily compared to online teaching	0 (0)	2 (1.0)	8 (4.0)	100 (50.0)	90 (45.0)	4.39	0.61	21.923	.000
4	Easy tracking of the students	4 (2.0)	27 (13.5)	17 (8.5)	112 (56.0)	40 (20.0)	3.78	0.98	16.047	.000
5	Extremely important to face-to-face communication at least once in a month	2 (1.0)	9 (4.5)	10 (5.0)	104 (52.0)	75 (37.5)	4.20	0.81	8.100	.000
6	Very important, track the students & get to know difficulties	0 (0)	2 (1.0)	7 (3.5)	123 (61.5)	68 (34.0)	4.28	0.57	10.846	.000
7	Direct connect with their student's problems	1 (0.5)	7 (3.5)	23 (11.5)	114 (57.0)	55 (27.5)	4.07	0.75	9.629	.000
8	Counseling is much needed	0 (0)	0 (0)	14 (7.0)	123 (61.5)	63 (31.5)	4.24	0.57	8.035	.000
9	Easy to understand problems & helps to solve	0 (0)	7 (3.5)	25 (12.5)	115 (57.5)	53 (26.5)	4.07	0.72	8.825	.000
10	Face-to-face communication is really effective it allows for a better exchange of information	0 (0)	2 (1.0)	4 (2.0)	120 (60.0)	74 (37.0)	4.33	0.56	10.131	.000
11	Monitor their activates to correct mistakes	0 (0)	8 (4.0)	16 (8.0)	112 (56.0)	64 (32.0)	4.16	0.73	11.965	.000

Code: 1. Strongly disagree, 2. Disagree, 3. Neither agree nor disagree, 4. Agree 5. Strongly agree

Table five indicates that the Chi Square values reveal that, an outstanding difference ( $\chi^2=10.846$ ;  $P<.000$ ) & the biggest choice of faculty are counseling of 'Very important, track the students & get to know difficulties' for the Face-to-face communication & academic counseling, majority of the faculty scoring, 123(61.5%) say 'agree; the second-highest majority of ACU faculty replied that 68(34%) of the state 'strongly agree' & very few 2 (1%) of the state 'disagree' with a highest mean worth of 4.28 & SD is 0.57.

#### 6.6. Parents are supportive of learning online at home.

The parent's support for learning online at home among the Adichunchanagiri University students is presented in table six. There is a range of parents supportive of learning online. They are: Parents are supportive & helpful, Parents are providing support, Parents are always supportive to students but all students are not active in online teaching, Most of the parents oppose teaching in online mode, Home environment effective for online teaching, Assist their children while learning online at home, More observation from parents, No support from the parents to students.

Parents were counseled by faculty regarding online reaching and educated them to support their needs during online learning.

**Table: 6**  
**Parents supportive of learning online at home**

S/N	Parents support	Feedback in Percentage (N=200)					Mean	SD	$\chi^2$	P Value
		1	2	3	4	5				
1	Parents are supportive & helpful	30 (15.0)	62 (31.0)	46 (23.0)	51 (25.5)	11 (5.5)	2.75	1.15	59.186	.003
2	Parents are always supportive to students but all	35 (17.5)	43 (21.5)	54 (27.0)	46 (23.0)	22 (11.0)	2.88	1.25	45.965	.000

	students are not active in online teaching									
3	Most of the parents oppose teaching in online mode	12 (6.0)	23 (11.5)	74 (37.0)	54 (27.0)	37 (18.5)	3.40	1.09	26.492	.813
4	Is home environment effective for online teaching?	7 (3.5)	46 (23.0)	60 (30.0)	47 (23.5)	40 (20.0)	3.33	1.13	20.080	.533
5	Assist their children while learning online at home	13 (6.5)	47 (23.5)	62 (31.0)	51 (25.5)	27 (13.5)	3.16	1.12	42.026	.219
6	More observation from parents	12 (6.0)	56 (28.0)	58 (29.0)	60 (30.0)	14 (7.0)	3.04	1.05	25.974	.124

Code: 1. Highly helpful, 2. Helpful, 3. Moderately helpful, 4. Partially helpful, 5. Not at all helpful

Outstanding difference ( $\chi^2=26.601$ ;  $P<.255$ ) with respect to the 'Parents are providing support'. The majority of them replied that 63(31.5%) 'helpful'; 62(31.0%) of respondents say 'moderately helpful' & respondents smallest choice is only 7(3.5%) 'not at all helpful', with a mean worth of 2.78 & the SD being 1.03. There are outstanding differences ( $\chi^2=26.492$ ;  $P<.813$ ) among the faculty about the parents supportive for learning online at home 'Most of the parents oppose teaching in online mode'. Many faculty biggest choice 'Partially helpful' 47(23.5%) with a mean worth of 3.40 & SD is 1.09. for much helpful & supportive have the parents & home environment been while the students are learning online at home in Adichunchanagiri University.

### 6.7. Strengths of online teaching.

The faculty strengths of online teaching in Adichunchanagiri University are presented in table seven, there is a range of strengths of online teaching. They are Wide availability of course & content; Creative teaching; Access to resources; any place/ any time; Affordability etc.

**Table: 7**  
**Strengths of online teaching.**

S/N	Strengths	Feedback in Percentage (N=200)					Mean	SD	$\chi^2$	P Value
		1	2	3	4	5				
1	Time flexibility	1 (0.5)	3 (1.5)	13 (6.5)	150 (75.0)	68 (34.0)	4.23	0.67	31.385	.000
2	Location flexibility	1 (0.5)	9 (4.5)	12 (6.0)	103 (51.5)	75 (37.5)	4.21	0.78	32.072	.135
3	Catering to a wide audience	1 (0.5)	7 (3.5)	23 (11.5)	114 (57.0)	55 (27.5)	4.07	0.76	43.143	.447
4	Wide availability of course & content	1 (0.5)	8 (4.0)	26 (13.0)	104 (52.0)	61 (30.5)	4.08	0.79	13.317	.090
5	Immediate feedback	4 (2.0)	14 (7.0)	35 (17.5)	107 (53.5)	40 (20.0)	3.82	0.89	24.066	.791
6	Creative teaching	2 (1.0)	10 (5.0)	17 (8.5)	113 (56.5)	58 (29.0)	4.07	0.81	32.132	.006
7	Access to resources	1 (0.5)	5 (2.5)	14 (7.0)	119 (59.5)	61 (30.5)	4.17	0.70	20.001	.014
8	Affordability	2 (1.0)	7 (3.5)	45 (22.5)	95 (47.5)	51 (25.5)	3.93	0.84	31.441	.023

Code: 1. Strongly disagree, 2. Disagree, 3. Neither agree nor disagree, 4. Agree 5. Strongly agree.

ACU faculty strengths of online teaching in Adichunchanagiri University are presented in table seven. Significant differences ( $\chi^2=31.385$ ;  $P<.000$ ) are observed from the replied for 'Time flexibility', majority of the faculty biggest choice is 'agree' 150(75.0%) say 'agree'; second highest is 68(34.0%) of them state 'strongly agree, & onthe(0.5%) of respondents say 'strongly disagree' with a mean worth of 4.23 & SD being 0.67. Similarly, there is an outstanding difference ( $\chi^2=20.001$ ;  $P<.014$ ) among the faculty to the strengths of 'Access to resources'. More number of faculty say 119(59.5%) say 'agree'; 61(30.5%) of them say 'strongly agree' &

only 1(0.5%) faculty replied 'strongly disagree' with a mean worth of 4.17 & SD being .014. for the strengths of online teaching in Adichunchanagiri University.

### 6.8. Challenges of online teaching

The faculty challenges of online teaching in Adichunchanagiri University is presented in table eight, there is a range of challenges of online teaching. They are Digital divide;; Lack of interaction; Time management; Data privacy; Data privacy; LMS imperfections; Security; Isolation; Adjusting of online courses to deaf or hard of hearing students; Setting & forgetting online learning activities' challenges of online teaching presented in table eight.

**Table: 8.**  
**Challenges**

S/N	Challenges	Feedback in Percentage (N=200)					Mean	SD	$\chi^2$	P Value
		1	2	3	4	5				
1	Unequal distributions of ICT infrastructure	4 (2.0)	25 (12.5)	51 (25.5)	103 (51.5)	17 (8.5)	3.52	0.89	15.293	.023
2	Quality of Education	6 (3.0)	9 (4.5)	54 (27.0)	121 (60.5)	10 (5.0)	3.60	0.78	16.844	.232
3	Digital literacy	3 (1.5)	17 (8.5)	28 (14.0)	140 (70.0)	12 (6.0)	3.70	0.76	7.407	.000
4	Digital divide	2 (1.0)	10 (5.0)	77 (38.5)	95 (47.5)	16 (8.0)	3.56	0.75	15.986	.068
5	Technology cost & obsolescence	4 (2.0)	13 (6.5)	48 (24.0)	113 (56.5)	22 (11.0)	3.68	0.90	26.364	.381
6	Lack of interaction	4 (2.0)	17 (8.5)	49 (24.5)	99 (49.5)	31 (15.5)	3.68	0.90	22.849	.147
7	Time management	2 (1.0)	42 (21.0)	37 (18.5)	77 (38.5)	42 (21.0)	3.57	1.07	36.613	.085
8	Data privacy	6 (3.0)	17 (8.5)	55 (27.5)	99 (49.5)	23 (11.5)	3.58	0.90	33.243	.385
9	LMS imperfections	5 (2.5)	32 (16.0)	78 (39.0)	69 (34.5)	16 (8.0)	3.29	0.91	54.120	.283
10	Security	7 (3.5)	18 (9.0)	48 (24.0)	108 (54.0)	19 (9.5)	3.57	0.91	53.294	.134
11	Isolation	2 (1.0)	19 (9.5)	66 (33.0)	95 (47.5)	16 (8.0)	3.72	2.10	22.051	.213
12	Adjusting of online courses to deaf or hard of hearing students	9 (4.5)	2 (1.0)	59 (29.5)	81 (40.5)	31 (15.5)	3.52	1.01	42.277	.749
13	Lack of motivation in online learners	5 (2.5)	24 (12.0)	39 (19.5)	111 (55.5)	21 (10.5)	3.59	0.91	36.626	.191
14	Setting & forgetting online learning activities	2 (1.0)	45 (22.5)	50 (25.0)	84 (42.0)	19 (9.5)	3.36	0.96	14.372	.000
15	Technical difficulties with online teaching tools	2 (1.0)	30 (15.0)	37 (18.5)	95 (47.5)	36 (18.0)	3.66	0.97	15.730	.333

Code: 1. Strongly oppose, 2. Somewhat oppose, 3. Neutral, 4. Somewhat favor 5. Strongly favor.

Table eight shows that, a significant difference ( $\chi^2=7.407$ ;  $P<.000$ ) surrounding ACU faculty in the challenges of 'Digital literacy' 140(70%) It is observed that many respondents biggest choice is 'somewhat favor', 28(14%) replay 'neutral'; only a few respondents 3(1.5%) of faculty replied 'strongly oppose' with a highest mean worth of 7.70 & SD is 0.76. Table eight shows that, an outstanding difference ( $\chi^2=16.844$ ;  $P<.232$ ) in case the challenges of 'Quality of Education'. Many respondents scoring, 121(60.5%) say 'somewhat favor'; the second highest is 54(27.0%) of faculty replied 'neutral'; only 6(3.0%) of the state 'strongly oppose'

with a mean worth of 3.60 & SD is 0.78. for challenges of online teaching in Adichunchanagiri University faculty presented in table eight.

### 7. Major Findings:

The major findings are presented here

1. The majority of the faculty numbering 110 (55%) are male faculty & 90 (45%) are female faculty (Table-1)
2. It may be seen that, of the 200 faculty, about 51(25.5%) faculty are from the college of school of engineering (Table-2)
3. The biggest choice of faculty is using 'Microsoft Teams' for delivering curriculum or lessons with online teaching, the majority of the faculty scoring, 138(68.0%) say 'useful'.(Table-3)
4. The respondents use a High-Speed internet facility is available during online teaching, a significant difference ( $\chi^2=88.432$ ;  $P<.262$ ) of high-speed internet facility during online teaching 'Department', & many faculty say 'strongly agree'.(Table-4)
5. Faculty choice, in case of the variable 'Face-to-face communication is effective it allows for a better exchange of information' scoring, 120(60%) replied 'agree'.(Table-5)
6. Faculty state 'Parents are providing support'. The majority of the faculty replied that 63(31.5%) say 'helpful' (Table:6)
7. Observed from the responses for 'Time flexibility', the majority of the faculty biggest choice is to agree 150(75.0%) say agree. (Table:7)
8. Faculty of ACU in the challenges of 'Digital literacy' 140(70%). It is observed that many respondent's biggest choice is 'somewhat favor' (Table: 8).

### 8. Acknowledgement

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### 9. Conclusion:

During COVID-19 pandemic students online learning played an important role as a learning tool. The major objective of this study is to demonstrate the current challenges faced by Adichunchanagiri University faculty. In an online class, things typically run in a modular format, not have the normal structure of a face-to-face class. The impact of online teaching and learning on the education system and mental health of faculty & students. To discuss course topics and assignments student uses learning management systems, in Adichunchanagiri University online learning take place through MS Teams; other popular tools include Google Classroom & Zoom. During online class runs in a modular format.

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