

# Opportunistic Exploration and Adoption of Online Pedagogy Amidst COVID-19 Pandemic: Studying the Perspective of Hospitality and Tourism Academicians

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## Abstract

Online Pedagogy has emerged as one of the evident scenario amongst academicians since the outbreak of COVID-19 Pandemic. Lockdown restrictions may be seen as an opportunity for all the academicians to explore and adopt online pedagogy. Almost all of us have been using some or the other online teaching platform to connect & share knowledge with our students.

According to an article published on w.e.f. website (Li & Lalani, 2020), although there was high growth and adoption of education technology with global edtech investments reaching US\$18.66 billion in 2019 and the overall market for online education expected to reach \$350 Billion by 2025 but still there has been significant increase in usage of language apps, virtual tutoring, video conferencing tools and online learning softwares since the outbreak of COVID-19.

This descriptive review paper attempts to highlight the impact of COVID-19 upon education system & review the issues, challenges and benefits of online teaching through a survey questionnaire posted on LinkedIn & WhatsApp seeking responses only from academicians teaching hospitality & tourism courses, as these courses majorly involve experiential learning. Reliability of the framed questionnaire is checked using Chronbach's alpha. All the prominent issues and challenges are compiled and depicted using descriptive statistics, for simple & easy understanding.

**Keywords:** COVID-19, Issues, Challenges, Perceptions, Online Teaching, Academicians

## INTRODUCTION

Teaching and learning is considered to be one of the most fundamental process in the way of being civilized. A strong and well framed education sector is the key to development and progress of any nation. Online teaching can be more effective than traditional classroom provided it meets certain basic infrastructural requirements and individual capacity.

After the characterization of COVID-19 as pandemic by WHO on 11 March 2020, the outbreak has strongly influenced the lifestyle of every individual on this planet. It's impact can be felt in almost all the day to day activities. Although resistance for change is a natural phenomena, but change that positively influences the society in the long run is bound to take place. Just like there is a brighter side of every odd situation, COVID-19 pandemic may be seen as an opportunity to explore and practice online pedagogy for all the academicians.

Many online teaching platforms are offering free services to the instructors for a limited period of time, so that they become acquainted with the features and their ease of use. Online conferencing platforms like Zoom, Microsoft Teams, Google classroom, Jio meet, webex are some of the most widely used teaching platforms. They all have their own unique and special features. Recently launched BYJU's is one of the largest teaching platforms in the World.

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There is a steep rise seen amongst children who are refrained from attending the schools due to fear of COVID-19 pandemic. Governments all around the world have closed educational institutions in an attempt to contain the global pandemic. During the COVID-19 outbreak, IIEP (International Institute for Educational Planning) is dedicated to providing educational planners, policy-makers, and all education actors with relevant material and resources to address this crisis. (UNESCO, 2020).

According to an ILO report (June 15, 2020), Teachers had to adapt to a world of almost universal distance education as nearly 94 per cent of all learners have faced school closures. Although teachers lack the skills and equipment to provide distance education effectively in developing countries, still most of them have accepted this challenge of online teaching, as they know it is the only option of their professional survival amidst pandemic.

Variety of technology based platforms have been devised by the institutes to overcome the difficulties faced in non-traditional classrooms. Radio programmes and television media are also being used to broadcast learning material for the students.

This pandemic crisis has suddenly pushed many teachers into online classrooms. These teachers have accepted this challenge though they were not certain about the demands and expectations of online pedagogy. Teachers didn't have sufficient preparation time to actually learn and adopt the new technology of teaching. In fact it was more important to engage and being connected with the students through virtual classrooms. Many dedicated teachers have also spent a large portion of their income to buy gadgets like laptops, smartphones, headphones, mic, web camera and several other hardware to reach out to their students in an effective manner.

According to an online article "Education in the time of COVID-19: How institutions and students are coping", on Business Standard (Farooqui, 2020), several Universities across the World have shifted to online pedagogy amidst COVID-19 pandemic. While this transition has been smooth for most of the private universities in India, the government ones are still struggling to adapt to the current scenario. There have been ongoing debates on the nature of classes and evaluation system to be adopted in near future. This sudden transition to online system of education has posed several issues for both, the faculty and the students.

Most of the Universities like Delhi University and Jawaharlal Nehru University announced suspension of classes upto 31<sup>st</sup> March and started exploring online classes as soon as the COVID-19 crisis was confirmed in India.

When most of the Universities were waiting for the end of first phase of lockdown & preparing themselves to revert back to normal, Professor LS Shashidhar of Ashoka University mentioned that their academic schedule is less affected as their faculty members have already started giving online lectures since mid of March 2020.

Similarly, IIT's also started conducting online classes in the very beginning phase of lockdown. Timothy Gonsalves, Director of IIT Mandi mentioned that the faculty members are available online during interactive sessions for students to clear their doubts. He also emphasized upon usage of Moodle (an open-source learning-management system) with assorted social media and online platforms.

Universities and teachers agreed that if lockdown continued over a longer period, some investment in infrastructure and additional training for teachers and students would be required.

Online teaching can be accomplished in two ways- Recorded classes, which are referred to as Massive Open Online Course (MOOCs) when they are open for the public and Live classes conducted as webinars or zoom sessions. High speed internet, learning management system, stable IT infrastructure and trained faculty members are pre-requisite for online teaching in any University.

There are several online education platforms in India which are supported by Ministry of Human Resource Development (MHRD), National Council of Educational Research and Training (NCERT), and department of technical education. Some of the special online learning platforms for academicians are e-PG Pathshala (e-content), SWAYAM (online courses for teachers), and NEAT (enhancing employability). National Project on Technology Enhanced Learning (NPTEL), National Knowledge Network, (NKN), and National Academic Depository (NAD) are some of the online platforms to increase connectivity with institutions and accessibility to online content.

National Law University of Delhi opened out MOOC to the public in March, from where students can access

study materials in law as well as digital resources as entrusted by the University Grants Commission (UGC) and MHRD.

Bharathi Balaji, head of operations at NPTEL India, said that COVID-19 has pushed institutions, faculty and students towards online learning like never before.

Dinesh Singh, former vice-chancellor of DU, strongly believes that technology can enable different teaching methodologies, and allow teaching a large number of people across the country. He mentions some of the merits of traditional classroom teaching, but also insists upon using tools and innovative methods available in online teaching mode.

Although there are several benefits of online education emphasized upon by learned academicians, but still there are certain issues and challenges faced by both the faculty and students which hamper the online teaching learning process.

A survey conducted by LocalCircles among 25,000 respondents found that only 57% students had the required hardware- computer, router, and printer at home to attend online classes.

IIT Mandi's Professor Gonsalves mentions the issue of slow and patchy internet connectivity in remote areas, which is a big constraint in conducting online examinations for all the students.

Rudrangshu Mukherjee, Chancellor and Professor of History at Ashoka University, agrees that mentoring, debates, and casual conversations are better in traditional classrooms. He also mentions that absence of face to face contact with the students is the biggest negative of online teaching.

Newer Institutions like Takshashila are least affected by the sudden change as it is already offering online education since 2011. Their courses run online on an integrated learning management system, with live webinars, recorded videos, and contact workshops. Takshashila's Director Nitin Pai emphasizes upon realising the potential of online teaching, which can happen if both the students and faculty are comfortable with technology.

Author Mukul Kesavan, who teaches history at Delhi's Jamia Millia Islamia University, mentions that only some

of his students are able to attend online lectures because of technological issues. Most higher educational institutions agree that there is a need to invest in creating standardised online education platforms, and not just using several apps and Google hangouts, and to train both students and teachers.

## LITERATURE REVIEW

There are several issues and challenges associated with online education. Online education allows innovative methods of teaching, but requires time and practise to learn the available tools. It aids in providing distance education without any disruption even in the times of COVID-19 pandemic, but there should be strong access to the internet at that distant location. Another issue in online education is it's inability to establish face to face connection and facilitate free discussions and counselling. Evaluating the student for assignments and tests poses a challenge for the faculty, as they have to explore and adopt online correction and marking techniques best suited to the course being taught by them. It is also difficult to concentrate upon developing the course material & deliver an online lecture amidst a number of distractions at home or any other place apart from the institution's work place.

Academicians often deal with a number of issues and challenges in online pedagogy. They are still sceptical of taking on this new concept of education for a variety of reasons which may be actual or assumed. They also feel that disseminating knowledge through online mode is less effective as compared to face to face interaction in traditional classroom. They don't feel the bonding or connection which is essential to be built up between teacher and students to impart seamless learning.

Some of the academicians concerns during development and teaching of an online course reflected in a number of studies, surveys and articles are related to time commitment required for developing an online course, creating a sense of faculty presence in an online classroom, facilitating an online community, process of measuring learning outcomes, making the course accessible to all concerned, getting the feedback for the conduct of an online class, getting support in-case of any technical issues.<sup>1</sup>

<sup>1</sup> Widenor, L. (2020). Common Challenges in Teaching, Quality Coordinator, Global Campus, Kansas State University.

Explaining the course structure & delivery to the students in advance can prove to be helpful in avoiding confusion at a later stage.<sup>2</sup>

Presence of the instructor helps in maintaining discipline and self-control amongst the students. Hence, it is important to inform students how and when the instructor will be available to them live in online classroom. Students can clear their doubts or ask any queries when the instructor is available online for a special doubt clearing session.

Strong instructor presence and community interaction are a key to stronger outcomes. Student learning depends upon the expertise and knowledge of the faculty members of any institution, which in turn helps in developing a strong society.<sup>3</sup>

It is important to communicate with students frequently, but these communications can be concise.<sup>4</sup> It is also important to pass on the information on evaluation criteria to the students for their online assignments in advance, so that there is no doubt about it.

The instructor's ability to communicate, form community, and deliver the appropriate lesson effectively makes all the difference in student learning outcomes.<sup>5</sup>

Interacting with learners on a human level—by establishing a relationship with students, forming a classroom community, and connecting with them in various ways—can help them feel connected, *and* drive their engagement in class.

Customized feedback form may be used for getting student's feedback about the online classroom with a slight personal touch, at the end of each semester.<sup>6</sup>

Rather than being an expert in online teaching, instructor is expected to play a role of a mentor who guides the student and motivate them for self-learning. An effective instructor must be able to develop a number of interesting ways through which he/she can assess the student's learning, rather than just focussing upon traditional means of testing one's knowledge through tests or exams. Student should also feel engaged and connected with the course and instructor through these newly developed tools of assessment.

As reported by several studies, there is minimal or no significant difference between learning outcome from traditional or online classroom set up.<sup>7</sup>

Survey of Faculty Attitudes on Technology found that 71% of online teaching faculty members believe that their teaching has improved since adoption of new pedagogy.<sup>8</sup> They also feel that the time which they spend upon developing online course material actually helps them to be more confident while delivering the lecture. Once they are used to online pedagogy, even the laid back faculty enjoys this new pedagogy.<sup>9</sup>

Despite increasing popularity of online education in many U.S. higher education institutions, academicians face challenges in teaching online courses and such challenges can have a negative impact on student's learning.<sup>10</sup>

<sup>2</sup> Kumar, P., & Skrocki, M. (2016, May 6). Ensuring Student Success in Online Courses. Retrieved from <https://www.facultyfocus.com/articles/online-education/ensuring-student-success-online-courses/> (accessed March 05, 2021).

<sup>3</sup> Stuart Peery, T., & Streamer Veneruso, S. (2012, March). Managing Instructor Presence and Workload, Boosting Student Engagement. Retrieved from <http://www.facultyfocus.com/articles/online-education/balancing-act-managing-instructor-presence-and-workload-when-creating-an-interactive-community-of-learners/> (accessed April 05, 2021).

<sup>4</sup> Morrison, D. (2012). Got Time? A Time Management Strategy for Online Instructors. Retrieved from <https://onlinelearninginsights.wordpress.com/2012/10/05/got-time-a-time-management-strategy-for-online-instructors/> (accessed March 05, 2021).

<sup>5</sup> Kebritchi, M., Lipschuetz, A., & Santiago, L. (2017). Issues and challenges for teaching successful online courses in higher education: A literature review. *Journal of Educational Technology Systems*, 46(1), 4-29. doi: 10.1177/0047239516661713

<sup>6</sup> Lehmann, K., & Chamberlin, L. (2015, November). Time Management Strategies for Online Instructors. Retrieved from [https://www2.uwstout.edu/content/profdev/rubrics/time\\_management.html](https://www2.uwstout.edu/content/profdev/rubrics/time_management.html) (accessed March 05, 2021).

<sup>7</sup> Bernard R., Abrami P., Lou Y., Borokhovski E., Wade A., Wozney L., et al. (2004). How does distance education compare to classroom instruction? A meta-analysis of the empirical literature. *Review of Educational Research*, 74, 379-439.

<sup>8</sup> Jaschik, S., & Lederman, D. (2017). 2017 Survey of Faculty Attitudes on Technology: A study by Inside Higher Ed and Gallup(Rep.). Washington, DC: Gallup.

<sup>9</sup> Wingo, N. P., Ivankova, N. V., & Moss, J. A. (2017) Faculty perceptions about teaching online: exploring the literature using the technology acceptance model as an organizing framework, *Online Learning* 21(1), 15-35. DOI: 10.1024/059/olj.v21i1.761

<sup>10</sup> Allen, I. E., & Seaman, J. (2014). *Grade change: Tracking online education in the United States*. Newburyport, MA: Sloan Consortium.

All hospitality and tourism academicians agree that the major concern in professional courses like hospitality is getting a suitable job along with making student an overall contributor to the serve the society.<sup>11</sup>

Practical classes of hospitality & tourism courses play a crucial role in developing life skills amongst the students. Hospitality education curriculum have high degree of practical components, therefore a blended model for online education is most suitable. Various labs at hospitality institute will be utilised to conduct practical classes in small batches according to the social distancing norms issued by the government. Future success models in online pedagogy will be based on a well-balanced and tested combination of physical classroom and online components.<sup>12</sup>

There are several benefits of online teaching as reported by Instructors at MGH Institute of Health Professions.<sup>13</sup> These may be listed as follows:

*Teaching online offers more Convenience and flexibility as compared to traditional classroom, as teachers can teach from anywhere at any time.*

Online environment provides a more comfortable platform for shy students to participate in course activities and discussions and also attracts self-motivated students to initiate conversations, pose questions, and collaborate with their peers and instructor. Instructor also gets more in depth idea of student's understanding of the course through online feedback and queries received after the class.

Some tools in online teaching automate processes and save instructors time like the online distribution of question papers & collection of answer scripts. Quizzes with multiple choice options can be automatically graded with the help of pre-loaded answer key.

Interaction with students from different parts of the country or the world in online teaching enhances the learning experience of both the faculty and the students.

Some challenges posed by online teaching for the faculty members, as mentioned by Penn University of Pennsylvania are:

Instructors often need to re-think and plan their course design and use different strategies for teaching, engagement and assessment in online environment which aids continuous learning as it can be accessed 24 hours by the students, unlike a traditional classroom where student teacher interaction happens only once or twice a week.

It is challenging to build a comfortable environment for learning or a sense of community in the online environment where students and teachers get to know each other and stay connected. Students who are freshers and suddenly exposed to the online environment or who are less motivated for learning may fall behind or get confused on how to cope up with the online classroom.

It is important for a faculty as well the student to possess basic computer and surfing skills to be able to engage in online teaching-learning process. Further, a slow and interrupted internet is a critical hinderance in the path of online education. Several initiatives have been undertaken by the Universities and Institutions of higher learning throughout the world to train their faculty members for online pedagogy through various online workshops & tutorials eg. "Learning to Teach Online"- a free online course offered for all educators by UNSW Sydney.<sup>14</sup>

Purdue University Global website enlists some of the common issues faced by learners and educators in online teaching. These may be summarised as requirement of certain degree of technological proficiency (digital literacy), requirement of strong internet connectivity and an apt device like smartphone or laptop, good time management skills & self-motivation to complete a task within stipulated time frame.

<sup>11</sup> Jennings, G., Cater, C. I., Hales, R., Kensbock, S., & Hornby, G. (2015). Partnering for real world learning, sustainability, tourism education. *Quality Assurance in Education*, 23(4), 378-394.

<sup>12</sup> Rana, Vinay. (2020, June). Adapting to a blend of online and offline hospitality education. Retrieved from <https://www.foodhospitality.in/guest-column/dr-vinay-rana-adapting-to-a-blend-of-online-and-offline-hospitality-education/422312/> (accessed March 08, 2021)

<sup>13</sup> Benefits and challenges in online instruction. (2020). Retrieved from <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching/benefits-and-challenges-online-instruction> (accessed March 05, 2021).

<sup>14</sup> "Learning to Teach Online"- a free online course offered for all educators by UNSW Sydney (The University of New South Wales, Sydney). Retrieved from <https://www.coursera.org/lecture/teach-online/what-are-the-current-main-challenges-about-teaching-online-in-your-opinion-h8FmU> (accessed March 05, 2021).

## OBJECTIVES

- To find out the issues & challenges faced by academicians in online pedagogy through available secondary sources.
- To identify the most prominent issues & challenges faced by hospitality & tourism academicians in online teaching.

## RESEARCH METHODOLOGY

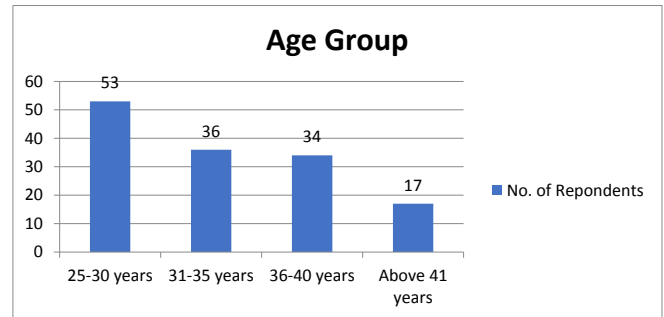
A well-structured close ended survey questionnaire devised on Google forms using Likert's scale on the basis of secondary data collected from various online resources, regarding the issues, challenges and positive perceptions of academicians about online pedagogy. This questionnaire consisted of 3 parts: demographic profile, issues & challenges in online teaching and positive perceptions about online teaching. Reliability of the questionnaire was tested using Chronbach's alpha. Chronbach's alpha was found to be between .80 to .85 for all the framed questions.

Data is collected by floating the Questionnaire over LinkedIn, Whatsapp & through gmail to the available contacts, clearly mentioning that the survey has to be responded by hospitality & tourism academicians only. Snowball non-probability sampling technique is implied to collect maximum responses through the further contacts of primary respondents. Parametric and nonparametric statistics were used to analyse the collected data. Descriptive statistics are used to show the results of the study.

*Study Population and Sample:* A total of 156 responses were collected by the Google form survey questionnaire, out of which 140 were included in the study as they were 100% complete. Rest 16 questionnaires were rejected, as they were incompletely filled by the respondents.

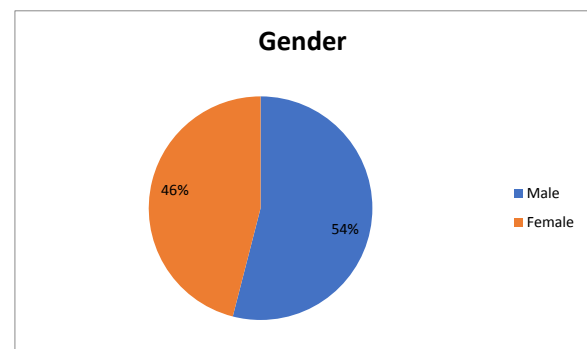
## RESULTS AND DISCUSSION

Part I of the questionnaire consisted of questions regarding demographic profile of the respondents like Age group, Gender and Teaching Experience.



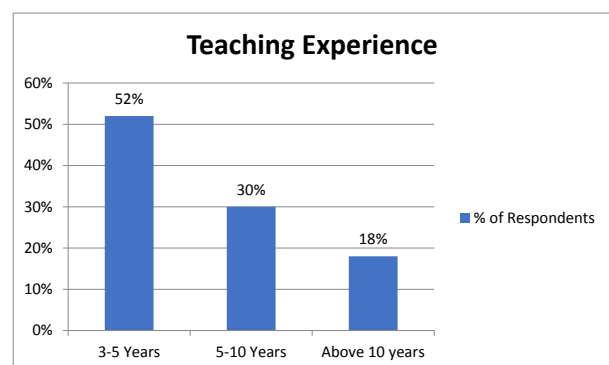
**Fig. 1: Age Group of Respondents**

In Fig. 1, it is clearly seen that the study had maximum number of respondents in the age group of 25-30 years which majorly consists of fresh academicians. As they are young, they are also well versed with technology in terms of using mobiles and laptops.



**Fig. 2: Gender of Respondents**

Fig. 2 clearly shows that there were 54% of male faculty members and 46% of female faculty members for this study. Hence, there is an equitable gender distribution for the study.



**Fig. 3: Teaching Experience of Respondents**

Fig. 3 again coincides with the result depicted by table –I, as it has maximum % of respondents whose teaching experience is between 3-5 years. Least were the faculty members whose experience is above 10 years.

Part II of the questionnaire consisted of statements which depict perceived benefits of Online pedagogy filtered through available secondary data, to be marked by the respondents on 5-point Likert scale.

The results of Part-II of the questionnaire may be summarized as follows:-

82% of respondents believe COVID-19 Pandemic has posed an opportunity for the teaching community to learn & practice online teaching like never before. This large percentage of respondents belonged to different age groups. Hence, it may be inferred that Hospitality & tourism academicians are highly self-motivated to learn & practice new technology.

76% of respondents believe that Online Teaching is more systematic as compared to physical classroom teaching. These respondents comprise of 62% of males & 74% of total female population. Further, majority of these respondents are in the age group categorized upto 40 years. It may be inferred that these respondents are young, energetic and technology friendly as compared to more experienced elderly teachers. Hence, online teachers may be said to be more convenient for budding academicians.

74% of the respondents believe that delivery of lectures and allotment of assignments is much more planned in online teaching. Any student can ask doubts/queries through chat box & teacher can answer in a better way after the session gets over. Online Teaching is more eco-friendly as it saves paper, especially for answering tests and assignments. Distribution of Question papers & collection of Answer sheets during an exam is automated in online teaching. Evaluation & marking in case of multiple choice questions is automated through online teaching, thus reducing the work pressure on the teacher to individually check for the right option marked by the student. Giving feedback of student's assignment is simple and much more effective in online teaching. It is easy to maintain & store the record of class performance in online teaching. Several options are available for Content design & development in online teaching mode.

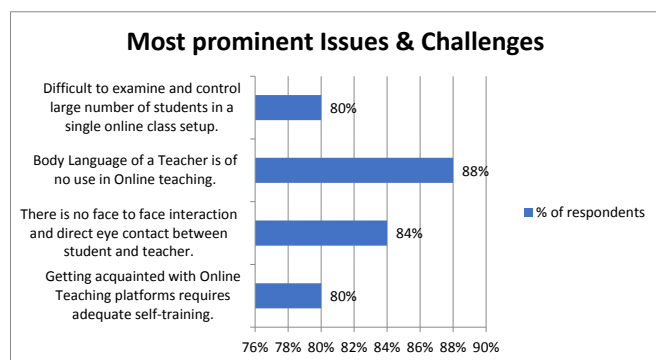
Part III of the questionnaire consisted of 12 statements of issues or challenges in Online pedagogy which are framed with reference to the available literature on the study area. These to be marked by the respondents on a 5-point Likert scale. Identification of the issues & challenges in online teaching will definitely assist in finding solutions to several perceived obstacles in online pedagogy. Table 1 shows the response rate of faculty members for mentioned 12 issues and challenges in online teaching.

**Table 1: Issues and Challenges in Online Teaching**

Sr. No.	Issues/Challenges	Strongly Disagree%	Disagree%	Total%	Neutral%	Agree%	Strongly Agree%	Total%
1	Getting acquainted with Online Teaching platforms requires adequate self-training.	7	8	15	5	22	58	80
2	Strong Internet Connectivity is a pre-requisite for live streaming of online classes.	5	14	19	4	32	45	77
3	Unplanned extension of the topic or discussing something apart from the topic is difficult in an online classroom as it is theme & time bound.	12	6	18	7	17	58	75
4	Environmental distractions are difficult to control in Online classroom set-up.	6	8	14	7	22	57	79
5	Inattentive students cannot be identified easily in Online lecture.	5	14	19	5	20	56	76
6	There is no face to face interaction and direct eye contact between student and teacher.	4	4	8	8	16	68	84

Sr. No.	Issues/Challenges	Strongly Disagree%	Disagree%	Total%	Neutral%	Agree%	Strongly Agree%	Total%
7	Body Language of a Teacher is of no use in Online teaching.	4	5	9	3	22	66	88
8	Difficult to examine and control large number of students in a single online class setup.	7	7	14	6	22	58	80
9	There is minimal scope of human error in an online classroom, as the teacher has to ensure that he/she disseminates only accurate and precise information to the students.	8	9	17	7	24	52	76
10	Non availability of Laptops with all the students in online teaching poses a problem, in case there is an assignment which has to be typed and submitted back by the student.	6	14	20	5	24	51	75
11	Some students pretend facing network issues and ask for extra time to submit their response sheets for an online assessment.	8	12	20	8	12	60	72
12	Teacher is unable to detect cheating and unfair means adopted by the students while attempting Quizzes and tests.	7	14	21	4	19	56	75

As per the analysis and tabulation of the responses gathered through the questionnaire, it may be inferred that mentioned 12 issues and challenges are faced by majority of the Hospitality & tourism academicians in online teaching mode. Although majority of the population included in the study agree with the mentioned 12 issues and challenges, but still the the most prominent issues which are faced by majority of the respondents are identified as serial no. 1 (80%), serial no. 6 (84%), serial no. 7 (88%), & serial no. 8 (80%).



**Fig. 4: Most prominent Issues & Challenges Faced by the Faculty in Online Teaching**

Fig. 4 shows 4 most prominent issues out of 12 listed issues & challenges in the questionnaire. As hospitality and

tourism courses are basically hands on courses involving experiential learning, it is necessary that teacher has face to face direct interaction with the student, as teacher does not just teaches but also acts as a mentor, counsellor and a role model for the budding hospitality professionals. Hence we see that most of the faculty members feel that the role of body language and face to face interaction is defeated in online teaching. Also there is an issue of getting acquainted with online teaching which is majorly faced by senior academicians above 40 years of age and having more than 10 years of teaching experience. This issue may eventually be resolved by taking proper guidance from young and tech-friendly academicians and practicing this pedagogy in daily routine.

## CONCLUSION, SCOPE AND SUGGESTIONS

Teaching fraternity of hospitality & tourism courses strongly believe that these professional courses require great mentorship and constant counseling in order to shape the future of a young student. Although there are several benefits of Online teaching especially in the time of pandemic like COVID-19, but still the issues and challenges faced in this form of teaching cannot be overlooked upon by experienced practitioners and tutors of hospitality & tourism courses, as being a service

based industry students have to be taught the the real life experience of dealing with the guest, who is not just a mere customer!

Hence, it is important to look seriously upon these issues & challenges and find out ways to cope with them so that the students don't face any hinderance in their learning process. Apart from the efforts put up by the institutions to train their faculty members for online pedagogy, a vital role may be played by young, energetic and technically well versed academicians who may assist their senior faculty colleagues to understand and learn online teaching techniques. This will surely help the more experienced senior faculty members to disseminate their knowledge in a modern way as per the current scenario.

Blended teaching mode which shall be a mix of online theory lectures and offline practical sessions can also prove to be an effective way of delivering knowledge. This blended pedagogy model will be beneficial for the students to grasp the concepts and clear their doubts via face to face physical interaction while they are in the college premises for attending their practical classes. Senior faculty members who are above 40 years of age and have more than 10 years of teaching experience, but not very proficient with use of technology can also disseminate their experience and skills in a much comfortable manner via physical classrooms. Although these physical classes shall be arranged for a prescribed number of students, once a week as per their group turn, but it will surely benefit to calm down the anxiety and stress levels amongst students and teachers who are in a state of psychological shock since the beginning of the pandemic in 2019. Organising online webinars and workshops by eminent dignitaries from the hospitality & tourism industry, as well as academics may help in boosting the overall morale of both the faculty & the students amidst COVID-19 lockdown restrictions.

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