



CHALLENGES OF ONLINE TEACHING IN INDIA: A CASE STUDY IN SELECTED DISTRICTS OF PUNJAB AND UTTAR PRADESH

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1. BACKGROUND OF THE STUDY

India is the world's second most populated country. It has the largest adolescent population in the world. Providing access to formal education remains a significant challenge for the country to achieve inclusive development. Online learning platforms is as an alternative to ensure inclusive education. EdTech and online learning platforms were introduced in the education sector in India during pre-Covid-19. However, they flourished during the outbreak of Covid-19 in the country. The coronavirus outbreak-mediated pandemic led to conducting massive scale of online classes for the first time in India. This problem has sparked innovation and improvement within the education industry to ensure the continuity of students' learning. UN Educational, Scientific, and Cultural Organization. (UNESCO) launched the Global Education Coalition program (United Nations, 2020), and the Ministry of Human Resources Development (MHRD) distributed free computerized eLearning programs such as the National Program on Innovation Enhanced Learning, e-pathshala, Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM), SWAYAM Prabha, and others to students so that they could capitalize on the situation and continue their education during the shutdown (MHRD, 2020). The commencement of online classes led to various difficulties for both teaching and learning communities. The present study tries to understand the challenges faced by teachers in the online education system.

2. REVIEW OF LITERATURE

Online learning can be characterized as guidance conveyed on an advanced gadget that is expected to uphold learning (Clark and Mayer, 2016). Another study suggested that the technical issues, which are the key to the success of e-learning systems, indicate that 45% of e-learning projects in developing countries are complete failures, 40% are partial failures, and only 15% are successful (Al-Araibi et al., 2019). Moreover, in online classes, most of the teachers try to use a constructivist approach like group work, learner-centered, pair work, cooperation,

and project work and its process emphasizes inferential meaning, generates opinions, and develops critical thinking (Paudel, 2020). This online teaching and learning have many educational applications in post-COVID-19, such as Neo, Zoom, and Start.me, Google Classroom, Shift, Ted-Ed, Lan School, Blackboard, Edmodo, Class Dojo, Outs, We Video, and many more (Mishra et al., 2020). During the pandemic, students were not allowed to go to school by their governments, institutions, and parents (Abbas et al., 2021a), alternating with a shift from traditional education to online education (Basilaia and Kvavadze, 2020). During the Covid-19 pandemic, institutions, administrators, educators, students, and even parents have unpreparedly found themselves in the distance education process.

The transition from face-to-face teaching methods to more indirect methods has forced schools into a flow of learning which is full of complexities and limitations (Rasmitadila, 2020). This process has greatly impacted schools, teachers, and students (Mailizar et al., 2020). In this process, individuals inevitably have faced specific difficulties and obstacles in institutions. Students have been affected psychologically by school closures, lack of equipment to participate in courses, being unable to access online materials from home, and being unable to leave home for a long time (Apriyanti, 2020). Also, the inadequate technological infrastructure of educational institutions can be considered another factor. Such factors are an obstacle to the success of the education implemented. In the university included within the scope of the study, the students have been involved in the distance education process via the learning management system of the university. As a synchronous video conference system has been integrated into the software, live courses are also available for every lesson. Rasmitadila et al. (2020) found that teachers face problems in distance education implemented during the Covid-19 pandemic such as technical barriers, student conditioning, student participation in education, and online education experience.

The transition to online learning was the only option during the situation's gravity because of the COVID-19 outbreak. Most states apply the lockdown to prevent society from the outbreak of the novel coronavirus. Taibah university was able to launch online learning on 2nd March 2020. Nowadays, the challenges to accessing online learning are less because both learners and teachers have experienced the excellent opportunity to knowing and interacting with educational technology tools such as mobile-based learning, computer-based learning, and web-based learning (Pellegrini, Mirella, Vladimir Uskov, & Casalino, 2020; Byun, Sooyeon, & Slavin, 2020). According to Prensky (2001), today's learners are entirely different from their predecessors because they are native speakers of the technological language. Their interaction with the virtual and digital world is more. The interactions of today's learners with different sorts of technology for various purposes enabled them to be active recipients of e-learning (Vai, Marjorie & Sosulski, 2015; Mohalikand & Sahoo, 2020; Ko & Rossen, 2017).

The role of information technology (IT) and the COVID-19 pandemic in hastening current and future e-learning entrepreneurship activation are considered a panacea in times of crisis and difficulties. It is compulsory to accept online education. In the past decades, large universities have steadily become online and distribute their programs in face-to-face contact. The world's top universities, Cambridge, Tsinghua, Oxford, Peking University, Yale, Harvard, and MIT are moving towards online learning (Picciano, 2017). According to (Filius et al., 2019) staying

fully online needs substantial preparation and investment within all sectors. A research study was conducted by (Adnan & Anwar, 2020) to examine the attitude of Pakistani graduate and postgraduate students toward digital and distance education during the pandemic Covid-19 conditions. The results of the research concluded that online education in underdeveloped countries like Pakistan may not lead to the expected results, where many learners are not able to use the Internet due to financial and technical problems.

3. OBJECTIVES OF THE STUDY

1. Examine the technological infrastructure in private and public schools and colleges.
2. To identify the major bottlenecks of online teaching in schools and colleges.

4. METHODOLOGY OF THE STUDY

The study is based on both primary and secondary sources of data. The primary data will be gathered using a structured interview schedule.

The population of the study: School Teachers (Primary to Secondary level of education).

Sample Size: A sample of 125 teachers will be selected randomly to collect data.

Sampling Design: Probability Sampling Method – Stratified Random Sampling

Stratification: (Urban and Rural, Primary Teachers and Secondary Teachers, Private Schools: Public Schools)

The questionnaire consists of two sections.

Section I: Questions regarding the demographics of the teachers and the information and communications technology (ICT) tools they employ.

Section II: Questions regarding teachers' perceptions of and challenges with e-learning during the COVID-19

Study Area: Punjab (Ludhiana and Jalandhar); Uttar Pradesh (Lucknow and Allahabad)

Statistical Analysis: Mean, Standard Deviation and T-test analysis tools will be used to evaluate the results and SPSS software will be used.

5. ANALYSIS AND DISCUSSION

Online teaching has become increasingly common in India due to the COVID-19 pandemic and the resulting closure of schools. However, there are several challenges that educators and students face when it comes to online teaching in India, particularly in rural areas.

One major challenge is the lack of access to technology and the internet. Many students in rural areas do not have access to a computer or a reliable internet connection, which makes it difficult for them to participate in online

classes. This digital divide can lead to educational disparities and further widen the gap between urban and rural students. Another challenge is the lack of teacher training in online teaching methods. Many educators in rural areas are not familiar with online teaching tools and platforms, which makes it difficult for them to effectively engage and instruct their students. Additionally, there are issues related to the quality of education being delivered online, as well as the lack of adequate infrastructure to handle the huge influx of students in e-learning mode. There is also a lack of monitoring and evaluation mechanisms that leads to a lack of accountability among educators and students. Overall, while online teaching has the potential to provide educational opportunities to students in rural areas, it also presents several challenges that need to be addressed to ensure that all students have access to quality education.

The questionnaires and the survey were opened to fill from all the teacher's higher secondary schools. The survey form filled from different streams is science, commerce, and art department, teachers. These responses were collected from Uttar Pradesh and Punjab.

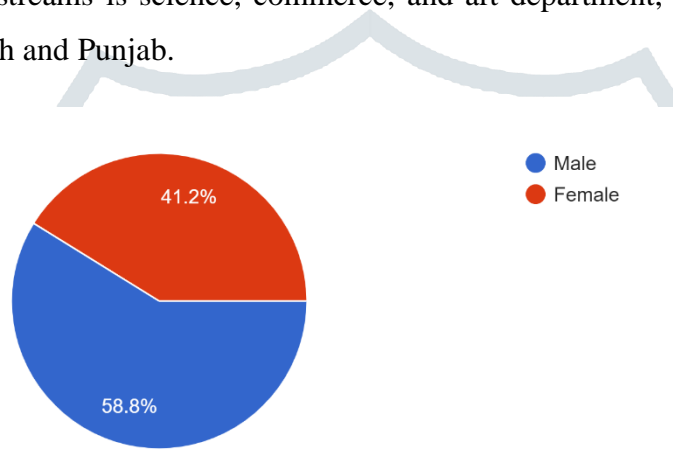


Figure 1. The sex of the teachers who participated in the survey

We have surveyed to gather responses from both genders about the challenges of online teaching in India would provide valuable insights into the specific difficulties faced by male and female s educators. Comparing the responses between genders would provide a better understanding of any gender-specific challenges and would help in providing targeted solutions. That's why we have taken data from both male and female teachers.

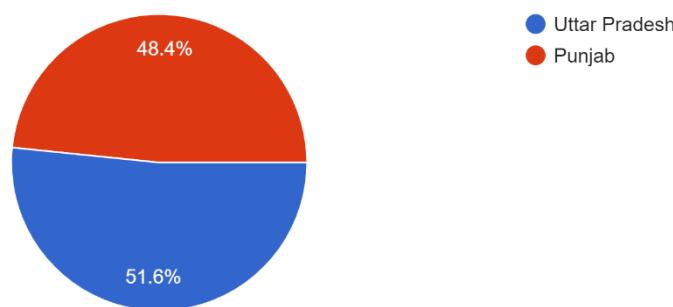


Figure 2. Location of the teachers who participated in the survey.

Surveying to gather responses from educators in Uttar Pradesh (51.6%) and Punjab (48.4%) about the challenges of online teaching in India would provide valuable insights into the specific difficulties faced by these regions. Comparing the responses between regions would provide a better understanding of any regional-specific challenges and would help in providing targeted solutions. It would also be important to consider the socio-economic status of students and their families, as well as the infrastructure and facilities available in schools and colleges to understand the challenges in these regions more effectively. Additionally, it would be beneficial to gather responses from educators and school/college administration, as they would be able to provide insight into the challenges, they face in implementing online teaching and providing support to students.

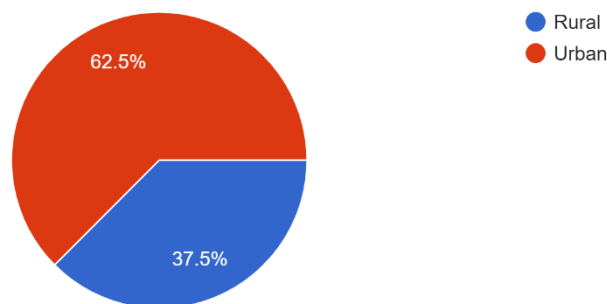


Figure 3. The demography of the teachers who participated in the survey.

During the COVID-19 pandemic, school teachers in both rural and urban areas faced a variety of challenges. These have included difficulties with virtual or remote teaching, concerns about student engagement and learning, and difficulties with accessing necessary technology. Additionally, teachers in rural areas have faced additional challenges related to limited internet connectivity, electricity issue, and other infrastructure issues.

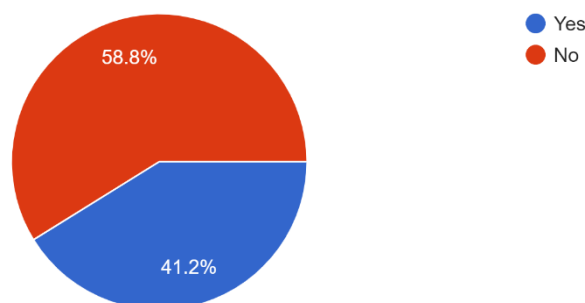


Figure 4. Financial Difficulties faced by the teacher during covid 19.

Some educators in the Uttar Pradesh and Delhi regions have experienced financial difficulties because of the COVID-19 pandemic. The pandemic has had a significant economic impact on many people and organizations in India, and educators are no exception. 41% of educators have experienced reduced income due to reduced school and college enrolment or closures, while others may have lost their jobs entirely. Additionally, the shift to online teaching may have created additional financial burdens for educators who had to purchase equipment or internet access to teach remotely. While 58% of people haven't faced any issues during covid 19.

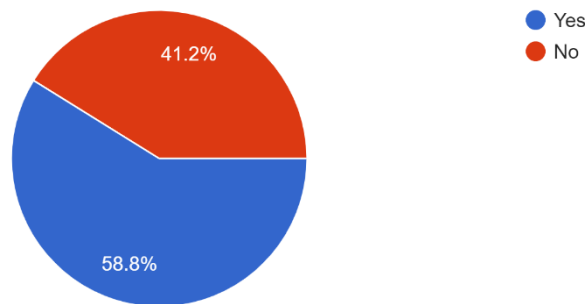


Figure 5. Are Teachers get training from college?

During the COVID-19 pandemic, many schools have shifted to online teaching and have had to provide training to educators on how to use digital devices and platforms for remote instruction. This has been a challenge as many educators were not familiar with these tools and had to learn how to use them quickly to continue teaching. Schools have played an important role in providing training to teachers on how to use digital devices and platforms for remote instruction. This training has been provided through various modes, such as online workshops, webinars, and training sessions. Some school has also provided access to digital resources and tutorials to help educators learn how to use these tools effectively.

However, it is also important to note that not all teachers have equal access to these resources and training. Some teachers, particularly those in rural areas or low-income schools, may not have access to the necessary technology or training to participate in online instruction. Overall, colleges and universities have played a key role in providing training to teachers on how to use digital devices and platforms for online teaching during the COVID-19 pandemic, but it's also important to ensure that all teachers have access to these resources and support.

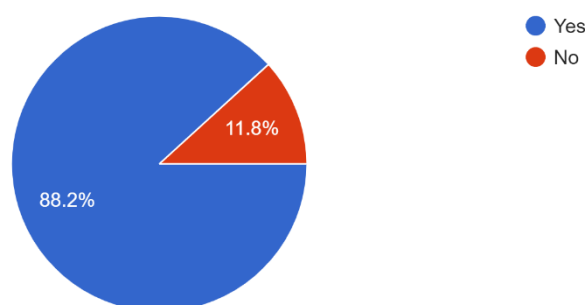


Figure 6. have a laptop or smartphone handy for online learning.

During the COVID-19 pandemic, many educators have had to shift to online teaching and have had to use laptops or smartphones to conduct classes remotely. Most teachers are Having a laptop or smartphone with internet connectivity is essential for online teaching, as it enables educators to access online teaching platforms and tools, communicate with students, and share educational materials. It also helps to ensure that students have access to quality education, even when in-person classes are not possible.

However, it is important to note that not all educators have access to a laptop or smartphone with internet connectivity. Some educators, particularly those in rural areas or low-income schools, may not have access to the necessary technology to participate in online instruction.

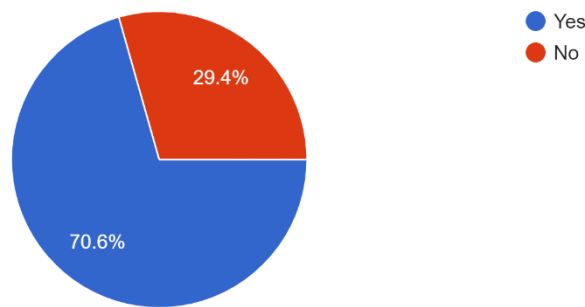


Figure 7. Did teachers face login and internet issues during covid 19?

During the COVID-19 pandemic, some educators have faced login problems while conducting online classes. Because of a variety of reasons such as technical difficulties, lack of internet connectivity, or lack of familiarity with online teaching platforms and tools. Technical difficulties, such as issues with internet connectivity, make it difficult for educators to log in to online teaching platforms and conduct classes. This can be particularly challenging for educators in rural areas or low-income schools, where internet connectivity is limited. In addition, some educators are not familiar with online teaching platforms and tools, which makes him difficult for them to navigate and use these tools effectively. This can lead to login problems and difficulties in conducting classes.

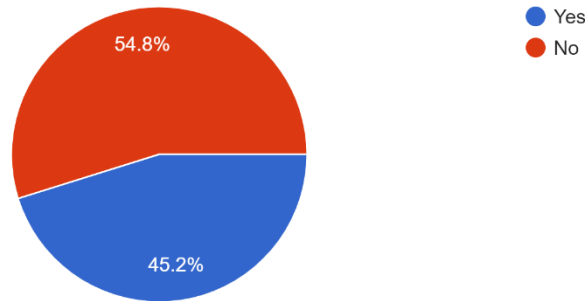


Figure 8. Teachers are satisfied and enjoy the online class.

Some educators say that online teaching allows them to reach more students and provide a flexible learning environment. They may also appreciate the ability to use a variety of digital tools and resources to enhance their instruction.

However, other educators find that online teaching is less engaging and interactive than in-person teaching, and they may miss the personal connections they have with their students in a classroom setting. They may also find it difficult to manage and engage students in an online environment, as well as deal with technical difficulties. Some teachers have experienced additional stress and workload due to the shift to online teaching and may not have received adequate training or support to effectively teach online.

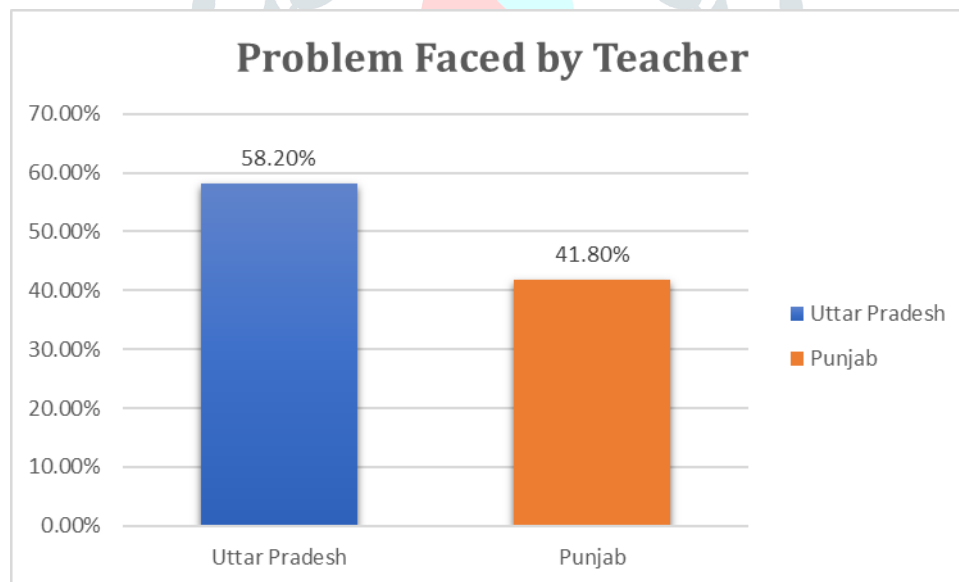


Figure 9. The issue faced by teachers' state-wise data.

Teachers in Uttar Pradesh faced more challenges than teachers in Punjab during the COVID-19 pandemic. Some specific challenges that teachers in Uttar Pradesh may have faced include:

Limited access to technology and internet connectivity: Many teachers and students in Uttar Pradesh do not have the resources or infrastructure to participate in remote learning, which could have made it difficult for them to continue teaching and learning effectively during the pandemic. But in Punjab people can use smartphones and get more support from the college in comparison to up schools.

Language barriers: Uttar Pradesh has a diverse population, and many students are not fluent in English, especially teachers in rural areas. These things made it difficult for teachers to communicate with students and provide effective instruction during online classes but in Punjab students and teachers know at least basic English and most of the teachers are influential in it.

Socio-Economic: Uttar Pradesh is a state with a large economically and socially backward population, where students do not have a conducive environment for studies at home, which has affected their ability to participate in remote learning. but in Punjab validity of libraries give them a better atmosphere.

Overburden: With limited resources, teachers in Uttar Pradesh have had to work with large class sizes and limited support, which have made it difficult to provide individualized instruction and support to students during the pandemic.

6. FINDINGS AND CONCLUSION

The COVID-19 pandemic has presented many challenges for teachers, particularly when it comes to teaching and learning. India's advanced education system is the world's third-largest in terms of scholars, coming to China and the United States. India's Advanced Education sector has witnessed a tremendous increase in the number of universities position Institutions & Colleges since independence. The COVID-19 epidemic has oppressively affected the profitability and educational health of India. The first decision, the Central government took in the field of education was to close seminaries and modalities, including advanced education universities. The government and advanced educational institutions announce that online classes will be conducted by the institutions. The paradigm shift from traditional face-to-face tutoring system to Online tutoring poses specialized difficulties that affect the efficacy of the tutoring- Learning Process. Further, the scholars aren't ready (due to a lack of specialized, infrastructural, and high-speed internet access, and powerful force, limited network data per day) for online classes. The research indicated that the online sessions of problematic subjects are delicate, but theoretical subjects are easy to understand. scholars felt that named portions covered during the exigency lockdown period online need to be revised in the face-to-face classes after the institution reopening. The suggestions and recommendations are made to ameliorate the efficacy of the online tutoring- literacy process. farther, the preventives to be taken by the universities to avoid the rapid-fire spread of COVID-19 cases are high lightened, if sodalities universities open before vaccinating the individuals (public, staff, and scholars). Some of the issues teachers are facing include:

Remote teaching: With many schools closed or operating on a limited basis, many teachers have had to quickly adapt to teaching students remotely. This can be difficult, as it requires different teaching strategies and a different approach to lesson planning.

Technology challenges: Remote teaching often relies on technology, such as video conferencing, to connect with students. However, not all students have access to reliable internet or the necessary devices, which can make it difficult for them to participate in online classes.

Limited interaction: Remote teaching can make it difficult for teachers to build relationships with students and provide individualized support. This can be particularly challenging for students who are struggling or have special needs.

Student engagement: Many students may find it difficult to stay engaged in remote learning, which can make it harder for teachers to keep them on task and motivated.

Professional development: Teachers may have limited access to professional development opportunities, which can make it difficult for them to stay current with new teaching strategies and technologies.

Stress and burnout: The pandemic has brought a lot of uncertainty and stress, and teaching during a pandemic is not an easy task. This can cause teachers to experience stress and burnout, which can affect their ability to teach effectively.

Overall, teaching during a pandemic is not an easy task, and teachers must work hard to adapt to new ways of teaching and learning.

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