

CLASSROOM TO ONLINE TEACHING, LEARNING – SOME ISSUES & CHALLENGES: A STUDY

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ABSTRACT

Education system in India is witnessing a sea change in the implementation process of teaching learning. Digitalization in education and Online teaching learning seems to be replacement for conventional methods. Shaping education is inevitable with new methodologies by the use of present educational infrastructure. The COVID pandemic abruptly brought unprecedented situations in teaching learning which in turn widened the scope of digital/online teaching learning process. In this context a study has been conducted among college teachers and students, identified certain hindrances to implement ICT in the process of teaching, learning. Hence, blended learning includes online and classroom methods may be suited to habituate full length online, teaching learning process. In this context the present paper analyzed the perceptions of the faculty and students in turn presented findings, implications and also offered few suggestions.

Keywords: *Online Teaching, Learning, Infrastructure, Digitalization, Affordability.*

Introduction

Education system is engrossed with digitalization in which teaching learning shaping into different modes of online, blended, flipped, and virtual. It took initiative in the year 2006-07 and emerged in 2013-14 in India. Transformation in Teaching Learning bringing evolutionary changes in today's educational environment. Despite the causes for the shift from offline to online in the recent years and in present, it is evident a change cannot be accustomed in the overnight. However, when shift is inevitable and demanded we have to welcome it. A continuous technological updating in teaching and learning can certainly ensure the quality of education and this may equip the learners more competent in the job market. The available technological inputs and innovations in the education today, make the learners to learn easy. But the infrastructure, affordability, availability and preparedness are a major breakthrough. Keeping in view all these issues and challenges encountering by faculty and students need to be addressed to find a way out to deliver the online teaching, learning ICT requirements.

Need for the Online Teaching Learning

Education for all is a buzzword, which realizes through affordable accessibility of technology. Use of ICT in teaching learning improves the scope of understanding. The delivery content reaches the learners which can in turn enhance the perception levels. Today the learners can choose the type of education they require according to the demand through online. Teachers also to design develop and deliver the content to the learners and the distance is not a matter for teaching and learning in online education. Learners who are introverts can make use of online teaching by asking questions in chat boxes, discussion forums.

Objectives

The following are the objectives set forth for the study:

- To know the perceptions of faculty and students on offline and online teaching learning.
- To analyze the difficulties encountered by the faculty and students on online teaching and learning.

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Methodology

The Online classes were conducted in Vivek Vardhini College during the lockdown period March to May 2020, for that, a questionnaire in Google form has been circulated among the available students and faculty to know their opinions and experiences pertaining to the online classes. The opinions received a total of 146 respondents out of which 78 students belong to Vivek Vardhini College and 68 faculties belong to Vivek Vardhini College and other College's faculty where online class work conducted during the above said period. The data has been analyzed separately for students and faculty and made comparison of opinions to draw findings and inferences.

Tools for Data Analysis

The collected data has been analyzed with simple tools such as percentages, pie-charts & Bar graphs.

Limitations

The data received only from available students out of attended students of online classes. The students data only from Vivek Vardhini College because other college students data readily not available. Whereas faculty responses from Vivek Vardhini College and from other colleges where online classes conducted. The responses are limited to 146 only, including students and faculty.

Results & Findings

The following is the simple analysis among faculty and students for knowing certain facts on online teaching & learning.

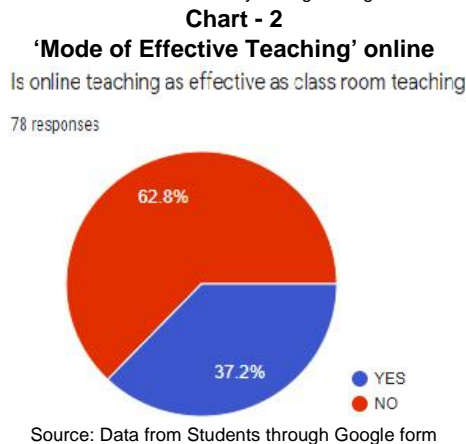
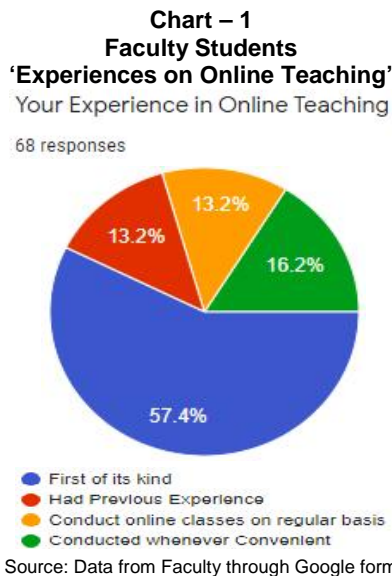


Chart-1, Explores that 39/68 (57.4%) faculties revealed that online teaching was first of its kind for them. Whereas 11/68(16.2%) expressed that online classes conducted whenever convenient for them. However (9/68)13.2%faculty expressed equally that they had previous experience and they are conducting on regular basis.

Finding

Majority faculty felt that online teaching is first of its kind for them

Chart-2, says that 49/78 (62.8%) students respondents revealed online teaching is not effective than class room teaching. However, 29/78 (37.2%) students agreed that online teaching effective than classroom teaching.

Finding

Majority students preferred class room teaching.

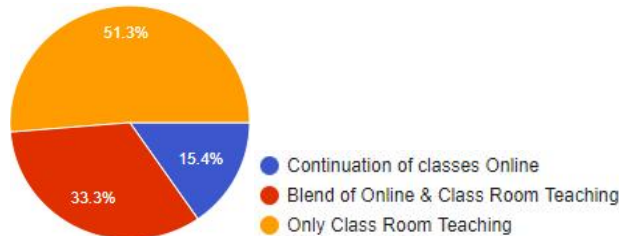
Chart – 3

Students

Students & Faculty opinion on 'Mode Teaching'

Opinion on mode of Teaching

78 responses

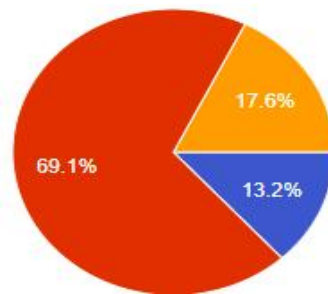


Source: Data from Faculty through Google form

Chart - 4

Faculty

Students & Faculty opinion on 'Mode Teaching'



Source: Data from Students through Google form

Chart-3, Tells us that 40/78 (51.3%) of students expressed about mode of teaching is convenient through class room. 26/78(33.3%) of the students expressed blended teaching is convenient for them. 12/78 (15.4%) agreed to continue only online classes.

Finding

Interestingly, almost half of the students 38/78 (48.7%)(33.3+15.4) indirectly agreed that blended teaching acceptable for them.

Chart-4, Revealed that 47/68 (69.1%) of faculty respondents revealed, blended online & class room teaching preferred. Whereas 12/68 (17.6%) preferred class room teaching and9/68(13.2%) preferred online classes.

Finding

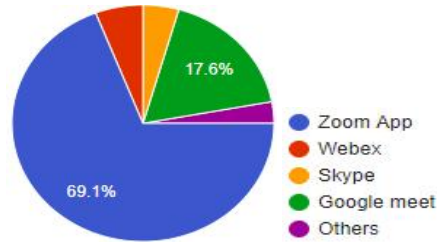
Majority of the faculty felt that blend of Online & Class room teaching.

Chart – 5
Faculty

Faculty & Students ‘Convenience in using Video Application’

Which video application felt more convenient

68 responses



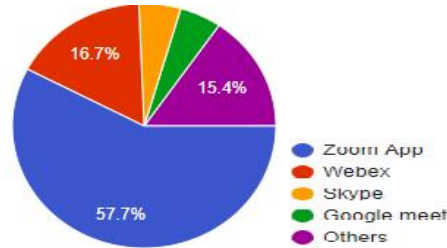
Source: Data from Faculty through Google form

Chart - 6
Students

Faculty & Students ‘Convenience in using Video Application’

Which video application felt more convenient

78 responses



Source: Data from Students through Google form

Chart-5, Investigated that 47/68 (69.1%) of faculty used zoom app as it was convenient for them. 12/68 (17.6%) of the faculty conducted Google meet.

Chart-6, Disclosed that 45/78 (57.7%) of student respondents also used zoom app application for attending online classes, however 13/78 (16.7%) of the students used WebEx and 12/78 (15.4%) opted for other application.

Finding

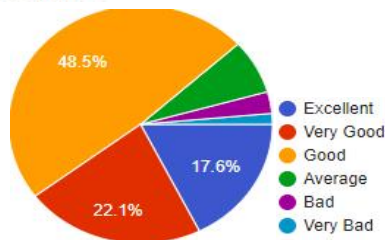
Majority of the faculty and Students used Zoom app application as it might be the first time for them.

Chart – 7
Faculty

Faculty & Students ‘Overall Experience on Online Teaching Learning’

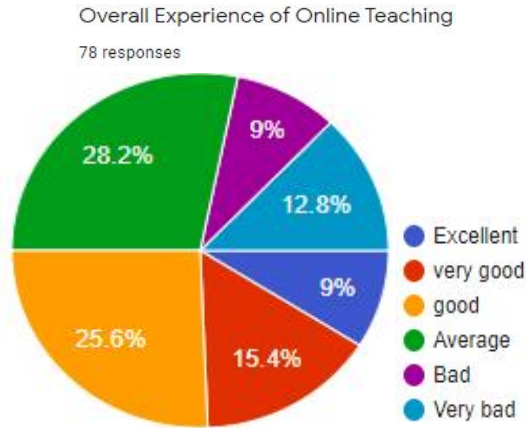
Overall Experience of Online Teaching

68 responses



Source: Data from Faculty through Google form

Chart - 8
Students
Faculty & Students ‘Overall Experience on Online Teaching Learning’



Source: Data from Students through Google form

Chart-7, Identified that 33/68 (48.5%) of faculty felt that overall experience on online teaching is good. 15/68 (22.1%) felt that good and 12/68 (17.6%) felt excellent.

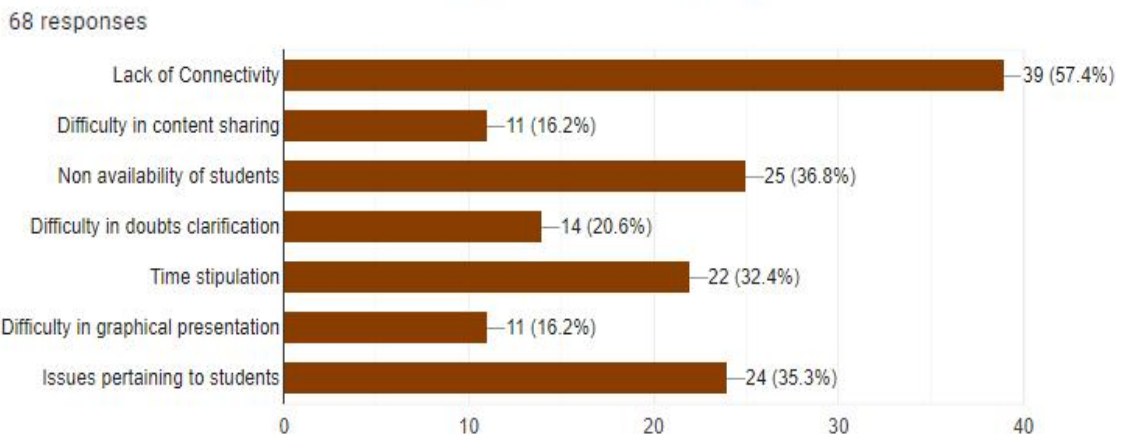
Chart-8, Revealed that 20/78 (25.6%) of student respondents felt that overall experience on online teaching learning was good. 12/78 (15.4%) of the students expressed that their overall experience online teaching learning was very good and 22/78 (28.2%) of the students expressed average.

Finding

Overall experiences of the faculty & students on online teaching learning significantly high.

Bar Graph - 1
Faculty
Bar Graph 1: Faculty Difficulties in Conducting Online Classes

What is the difficulty in conducting online classes (Multiple options can be chosen)



Source: Data from Faculty through Google form

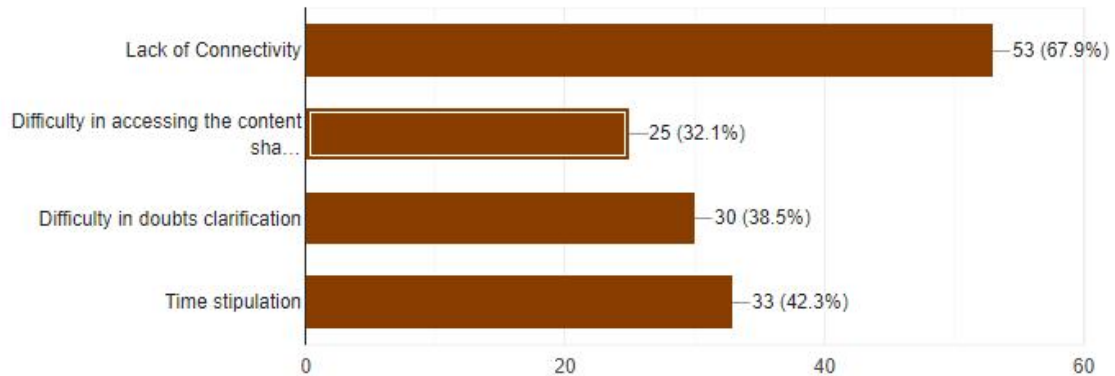
The above Bar graph reveals that the difficulties faced by faculty while conducting online classes such as 39/68 (57.4%) of the faculty faced the difficulty pertaining to connectivity problems. 25/68 (36.8%) of the faculty encountered difficulty belong to non availability of the students. 24/68 (35.3%) of the faculty faced issues pertaining to students. 22/68 (32.4%) of the faculty felt that time stipulation was the problem. 11/68 (16.2%) faculty revealed that difficulty in content sharing and graphical presentations.

Bar Graph – 2 Students

Bar graph 2: Students Difficulties in attending online classes

What were the difficulties when participating in online classes (Multiple options can be chosen)

78 responses



Source: Data from Students through Google form

The above Bar graph identifies the difficulties faced by students while attending online classes such as 53/78 (67.9%) of the students faced the difficulty pertaining to connectivity problems. 33/78 (42.3%) of the students expressed difficulty belong to time stipulation. 30/78 (38.5%) of the students felt that doubts clarification became difficult and finally 25/78 (32.1%) faced difficulty in accessing the content sharing.

Finding

Connectivity problem, Time stipulation on apps, doubts clarifications and content sharing are the major constraints on online classes for the faculty and the students.

Suggestions

- Online teaching learning may be improved with technical infrastructure which may be supported by government & UGC.
- Blended learning may be introduced in the initial stages to habituate faculty and students, which includes online and traditional class room methods and it may be at least one paper in a semester.
- UGC / Ministry of HRD may be designed a special educational app for all the institutions in the country so as to ensure cyber securities such as data theft and misuse of privacy of faculty and students.
- Training Programs, workshops may be conducted on line teaching learning to the faculty and students so as to motivate and improve the teaching learning process.
- Technical support may be established on a permanent basis in every educational institution to attend all the connectivity and technical problems of faculty and students pertaining to online classes.

Conclusion

The transformation of offline to online teaching learning, revealing a positive attitude to some extent but there are certain issues pertaining to technology application among the teaching learning community need to be addressed and may be sorted out. Design, develop, delivery of content play a crucial role among teaching learning in the times to come. Despite the percentage, there is a phenomenal shift into online as per the experiences in this study. The shift may increase alarmingly by 2025 as the UGC initiated online teaching in 11 Universities from the current academic year and by 2030 at full length may be taken place in educational institutions all over the country. Hence, the steps for transformation may be inevitable to meet the requirements and competencies.

Scope for Further Research

To prepare a concrete policy decision on online teaching learning process a wide range study may be conducted among faculty and students in the jurisdictions of the all the Private and State Universities in the Telangana State.

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