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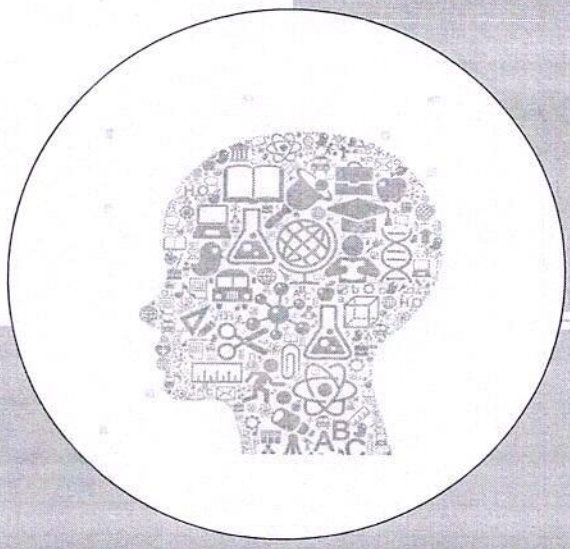

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Problems of teachers in online teaching during lockdown period of COVID-19 pandemic

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Abstract

The whole educational system from elementary to tertiary level has been collapsed during the lockdown period of the novel corona virus disease 2019 (COVID-19) not only in India but across the globe.The intended purpose of this paper seeks to address the required essentialities of online teaching-learning in education amid the COVID-19 pandemic and how can existing resources of educational institutions effectively transform formal education into online education with the help of virtual classes and other pivotal online tools in this continually shifting educational landscape. The paper employs both quantitative and qualitative approach to study the perceptions of teachers and students on online teaching-learning modes and also highlighted the implementation process of online teaching-learning modes.

Introduction

While countries are at different points in their COVID-19 infection rates, worldwide there are currently more than 1.2 billion children in 186 countries affected by school closures due to the pandemic. The government of India started thinking gravely on this matter with emphasizing on ICT and use of online education as the part of compulsory teaching-learning process at tertiary level. Moreover, it is reflected on preparing draft new education policy 2019 that has been regarded as a proactive and highly techno-efficient step in the time of this pandemic. Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) is a programme or Massive Open Online Courses (MOOC) platform initiated by the government of India hosted online courses in different quadrants. The SWAYAM PRABHA is a group of 32 DTH channels dedicated to telecasting of high-quality educational programmes throughout the week. Annual Refresher Programme in Teaching (ARPIT) is an online professional development programme launched by the MHRD on November 13, 2018 using SWAYAM platform India's apex regulatory body of higher education, UGC, has taken the present educational scenario very seriously and put some efforts proactively to resolve the deadlock of completing courses and examinations in on-going semesters as well as issued circular regarding the academic calendar after the recommendations of one of the committees constituted by UGC itself. It has also become mandatory for all the universities in India to complete the 25% syllabus through online teaching mode and 75% face-to-face interaction (UGC, 2020). The educational scenario of the post-COVID-19 outbreak would not be easy to manage teaching-learning situations without using online teaching platforms rigorously.

Implementation of online teaching-learning:

There are some difficulties felt in the implementation of the change process in the education system that has been arisen after COVID-19 crisis; these difficulties are related with the novel perspectives of online education and their technological complexities. Earlier to this pandemic, online education is considered as the education provided by the open universities in India. But in COVID-19 induced time, online teaching-learning became a massive challenge to deal with, and stakeholders are not potentially fit to adjust with the sudden educational change as they are not technologically competent to embrace the current situation. Therefore, for successful implementation of educational change (in this case, it refers to the shift from traditional teaching- learning methods to online teaching-learning methods), implications of change need to be addressed. The journey begins from the collective vision of UGC and MHRD (*supra-system*), University and Colleges (*system*), and differ- ent academic departments (*sub-system*) in favour of implementing online teaching-learning in the education system. In the face of COVID-19, the shared vision of education system realized that during the pandemic period, teachers and students are motivated to adapt online teaching- learning platforms in fulfilling the current educational needs. Everyone, either teachers or students, were friendly skilled in

using social media app viz. WhatsApp, Facebook, Twitter, Instagram, which turned into smooth facilitation of using online educational platforms such as ZOOM, Cisco WebEx, Google Meet etc. as a sign of positive transfer of learning. The action plan was prepared, keeping in view of our readiness for online teaching mode, drive for change in this pandemic and availability of resources for implementing online teach- ing mode. To go with the action plan, teachers prepared and trained themselves independently to be accustomed to the technology required in using online teaching modes. At the university level, system admin- istrator and Information & Communication Technology (ICT) experts provided necessary assistance to stakeholders and managing the change process. However, many pieces of research have been conducted over online teaching and learning and its effectiveness, no such studies con- ducted during COVID-19 lockdown period. Hence, the researcher in- sightfully gets interested in doing this study with the following objec- tives.

Objectives :

1.To study the perceptions of teachers online teaching during COVID-19 pandemic.

2. To study the challenges faced by the teachers in adapting to the online teaching during COVID-19 pandemic.

3.To study the perceptions of teachers online teaching during COVID-19 pandemic.

4.To study the challenges faced by the teachers in adapting to the online teaching during COVID-19 pandemic:

The University has a clear vision about implementing the online teaching-learning and thus encouraged faculty and students to do the needful in this regard. The MHRD, UGC and University substantially made the righteous decision at the right time for inclusion of all the stakeholders in online teaching-learning mode that depends upon the change of mindset for the organisational authorities along with the ed- ucators to adapt to the technology-based teaching as stated by the some of the teachers. In the words of one teaching faculty that: "this is very important for all of us to do online teaching during the lock- down because along with work, we feel mentally balanced and healthy."Majorities of teachers opined that faculty might be better motivated only if they can be convinced that the online method of teaching has more advantages, especially during the lockdown period. Moreover, self-motivation can also work, and this will happen gradually. For the online teaching Excellent domain knowledge, proficient computer knowledge, com- munication skills, clarity of expression, emotionally connect with the students and other necessary skills to deal with the demands of the on- line platforms and the ability to resolve small issues during and after the online classes are found as online teaching skills and techniques needed to teach through online mode in this pandemic. Virtual classroom ex- perience, patience, empathy, care for students, excellent presentation skill with addressing to the point of a given topic, proper handling of teaching-learning tools available with user-friendly features were the additional skills found to manage online teaching process. One teaching faculty delineated that "there is a need for bringing theatrical skills into teaching online. "Study materials for reference, digital study materials such as free access to e-books & e-journals, open educational resources, databases, institutional as well as personal internet connections, Wi-fi, access to a free account on Zoom & Google Meet are found as the re- sources available with the teachers of University.

The major challenge while teaching online was the unstable net- work connection. If the videos and audios of the students were kept off, the connection remains more stable, but that mode of teaching seems to teach to a blank wall. Moreover, it was perceived that some of the students had not essential resources to join online; there it appeared like pushing the digital divide further. So, the difficulties with online teaching were both technical and ideological. It is concerns over the laboratory activities for the research scholars during the lock- down period and demanded simulation techniques in laboratory practi- cal. It was found that some teachers were in a dilemma as they were not sure whether the students switched on the computer for the namesake or actively present at the moment or sitting somewhere; no clue about the participation. One resembling concern was shown by both teach- ers and research scholars concerning data collection for their respective research projects and doctoral/post-doctoral research activities which hampered in an adverse manner due to subsequent lockdowns for the months in a row. Online teaching is a rather exciting concept of teaching for Indian teachers in general. Initially, there was a feeble attendance, but sub- sequently, its' race gained momentum, and the students were comfort- able in attending online classes. Due to not following the time table as in regular classes, sometimes the timing of online classes are clashed with other classes or lecture due to the varied challenges faced by them in the initial stage of online teaching-learning. We accepted that they were unable to resolve the doubts of students completely and fulfil students' satisfaction level

Conclusion :

Technology-enabled learning for teachers to bridge the disparities originated in the education system before and after COVID-19 catastrophe which is also inevitably necessitated for uninterrupted learning. Few steps should be accounted in the wake of this pandemic; to develop such a curriculum that reflects the perceptible change in the content knowledge and learning experience of students as well as enable them to think critically. We concluded that for a successful transition to the online mode, some things are necessary accessibility and affordability of digital platforms, need-based curriculum and pedagogy, and sufficient capacity building of the learning community.

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THE IMPORTANCE OF ICT TOOLS IN LANGUAGE TEACHING AND LEARNING

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Abstract :

Today we do not need to go any further than our own home or even room, to see some form of ICT in our lives. Whether it be a computer, plasma TV, or mobile phone, we all have them in some part of our lives. In today's society, people as consumers of ICT, all strive for the one dream

This makes ICT a lifestyle choice for much of the population. In addition, this lifestyle choice is changing the way we communicate, increasing the rate of consumerism, and changing how we interact and gather information

ICT has invaded and transformed many aspects of our lives to the extent that we live in an environment that is dominated by technology which itself is consumer-driven . No matter how we perceive its presence, there is no denying that it is an important part of our lives and that it is here to stay.

Introduction :

Language learning and teaching is considered to be a complex process.To make such a complexity easier, well-advanced teaching aids should be available as it is the need of the hour. The recent and great development of the Internet led to a technological revolution in all fields of our life and teaching and learning in which gradually become more reliable are not exception. Nowadays,ICT is gaining a vast attractiveness in foreign language teaching and learning as more educators are embracing it. ICT has its noticeable impact on the quality and quantity of teaching-learning process. In concrete terms, ICT can enhance teaching and learning through its dynamic, interactive, and engaging content;and it can provide real opportunities for individualized instruction.

The critical global incident generated by the pandemic forced most teachers to assume virtual teaching where they had to use digital technologies, sometimes for the first time, to

facilitate their students' learning. The closure of schools/college as a consequence of COVID-19 led to substantial changes in education with profound consequences.

ICT provides more opportunities for communication between peer learners. With the use of ICT there is a two-way exchange of knowledge between home and school/ college. The teacher abides key to the successful use of ICT for learning. The integration of ICT in language teaching and learning has.

What is ICT?

The term ICT stands for information and communication technology. The term "information and communication technologies" (ICT) refers to

forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means. This broad definition of ICT includes such technologies as radio,television, video, DVD, telephone (both fixed line and mobile phones), satellite systems, and computer and network hardware and software, as well as the equipment and services associated with these

technologies, such as videoconferencing, e-mail and blogs. ICT includes the use of computer technology, including hardware, peripheral devices,media, delivery systems and software.

Tools of ICT in support of language teaching and learning :

Word processing – a basic and important skill to have for students through their formal schooling. Students are expected to progress in their skills through school/college and should be able to save documents, save them in different formats and understand what those formats mean. You should effectively help students to develop key typing skills and provide them with access to printers.

Spreadsheets – as with word processors, to be able to save documents and to have sufficient typing skills. Primary exit skills include being able to set up columns, using basic formulas, inserting and deleting rows, changing font size etc.

Information literacy skills – web searching is an essential skill in the information age. Students need to know practical skills and critical skills such as understanding domain names and what they mean; knowing which are more trustworthy; knowing which are more useful for information and research.

Animation (clay or drawing) – stop motion is the best for students to practice and they can craft a story and develop their higher-order skills as they plan, monitor and evaluate their own work.

Presentation software – you could use Prezi or PowerPoint, whichever one you prefer and are familiar with the most. setting up animations, designing their own slide design and inserting tables, images, and smart art graphics.

Blogging – this is a type of website or part of a website that can be updated with new content from time to time. Most are interactive and allows students to have a controlled online presence

Web 2.0 – one of best ways to develop higher-order skills for students. It includes Twitter, Facebook where you can create a class page and Tumblr which is awesome for digital images with short titles.

YouTube - YouTube is a platform where you find and share authentic video material which can also be used in your classroom. "YouTube is a video sharing website on which users can upload and share videos, and view them in MPEG-4 format.

Mobile Phone - Learners can search for new words using dictionary option in the mobile phones and enrich their vocabulary. They may verify the spelling, pronunciation and usage of the specific word they searched for. Moreover, they can use Short Message Service (SMS) to send queries to their instructors and get their doubts cleared.

Online language related courses - These courses are available on internet. Some of them are free and some of them are payable. Students can enroll themselves in these courses and get education and training easily on their own place. Some of the agencies which are providing on line courses are following MOOC, Future Learn, NPTEL, and IIT's, Concordia University etc. Students can watch online and offline videos of language learning for the enhancement of their language skills.

Internet - It is the most important facility of communication. All the modern communication takes place through this. It has made the communication facility very fast, convenient, economic, and attractive.

Social media - Social media has become an important tool of communication. It provides a platform for sharing thoughts and ideas. Blogs are made on it. Students can

add themselves with the English language learning groups and take advantage of sharing information. Lots of social sites are available on it like, Face book, Twitter, Instagram etc. It is very helpful in learning situational language.

CONCLUSION

With the help of these ICT tools which are available freely on the internet. It becomes beneficial for teaching a language in the hands of creative and knowledgeable language teachers. Use of these ICT tools teacher can teach easily to student any languages. We see in Covid-19 period the ICT methods are important in language studes.so susses that we can use ICT tools in our dally teaching and learning method

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