



## THE ISSUES OF ONLINE MODE OF TEACHING IN COVID-19 PANDEMIC WITH SPECIAL REFERENCE TO THE TEACHER EDUCATORS IN ARUNACHAL PRADESH

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**ABSTRACT** During the Covid crisis, the teaching community has undergone a sudden shift of teaching approaches from offline to online. This sudden shift did not go well with most Teacher Educators of the Papumpare district of Arunachal Pradesh. With the rest of the teaching community of the higher education institute of India, they too had undergone suffering from many psychological disturbances and several adjustment issues, leading to not giving their best to their teaching task. The present study aims to find out the Issues of Online Mode of Teaching in Covid 19 Pandemic with Special Reference to the Teacher Educators in Arunachal Pradesh; for this purpose, the researchers have selected all four teacher education institutes located at the Papumpare district of Arunachal Pradesh. The data was collected by conducting telephonic interviews with 36 teacher educators. Furthermore, the teacher educators were selected as per the convenience of the researchers.

**KEYWORDS :** Covid 19, Teacher Educators , Online Teaching , Arunachal Pradesh.

### INTRODUCTION:

During the Covid crisis, the teacher community had to face a sudden shift of teaching approach from offline to online. This sudden shift did not go well with most teachers educators of the Papumpare district of Arunachal Pradesh. With the rest of the teaching community of the higher education institute of India, They too had undergone suffering from many psychological disturbances and several adjustment issues, leading to not giving their best to their teaching task. The most common platform used by the teacher educators here for the teaching process was Google-meet, WhatsApp, and Emails. Initially, many teacher educators had difficulty using these platforms as they were not given any prior training; hence, they lacked confidence in online classes. However, the suffering was not only for the teachers; B.Ed. Trainees equally suffered, especially the tribal B.Ed. Trainees. Since most of the tribal b.ed trainees belong to the underprivileged and come from a poor society. Therefore, getting access to laptops and smartphones for attending online classes was itself a challenge to them. Even after getting access to these gadgets for the online classes, they had to face internet connection issues, so online learning was challenging. When it comes to online learning many doubts about its effectiveness; well, online learning is effective for all those fortunate enough to have proper access to technology. Arunachal Pradesh is one of the country's less developed states, due to which Poor infrastructure has always been an issue hampering the growth of the educational sector and other sectors. During the covid time-poor internet connection has been a significant infrastructural issue, which has caused lots of trouble, discomfort, and frustration of the teachers and students and has resulted in a poor /ineffective teaching and learning situation. The present study aims to find out the **Issues of Online Mode of Teaching in Covid 19 Pandemic with Special Reference to the Teacher Educators in Arunachal Pradesh; for this purpose, the researchers have selected all four teacher education institutes located at the Papumpare district of Arunachal Pradesh. The data was collected by conducting telephonic interviews with 36 teacher educators. Furthermore, the teacher educators were selected as per the convenience of the researchers. Some of the issues of online mode of teaching in Covid 19 Pandemic with special reference to the teacher educators in Arunachal Pradesh are given below.**

**Issues of Online Mode of Teaching in Covid 19 Pandemic with Special Reference to the Teacher Educators in Arunachal Pradesh:** The researchers interviewed 36 Teachers Educators from four B.Ed. Colleges, namely i) Department of Education , Rajiv Gandhi University , ii) Vivekananda Kendra College of Teacher Education (VKCTE) , iii) Hills College of Teacher Education and iv) Donyi Polo B.Ed. College located in Papumpare district of Arunachal Pradesh. Based on the problems faced by the interviewed teachers, the researchers outlined the general problems of the teacher educators of

B.Ed. Colleges of Arunachal Pradesh. Data collection was done through telephonic interviews, where each sample was interviewed for 20 minutes. The researchers found the following issues faced by the teacher educators related to online mode of teaching in Covid-19:

**I. Psychological Disturbances:** 95% percentage of the teachers accepted that they have suffered from stress due to the sudden shift of teaching approach from the traditional method of teaching to the online method of teaching. Regarding the transition to online teaching within a short period, one respondent said, "online class means lesson plan had to be made in a different format to suit the need of online learning, which was new and difficult." Due to the stress, teachers suffered from many psychological issues such as anxiety and disturbances in their sleeping patterns.

**II. Lack of command over technology:** 83% percentage of teachers have faced difficulties using information and communication technology which has caused feelings of confusion, demotivation, and decreased level of satisfaction from the teaching process. 3 teacher educators said that their institute never provided them with the training on organizing online classes. 2 Teachers said that they do not know taking classes through Skype and the proper use of Google classroom.

**III. Poor internet connectivity:** 99% percentage of teachers felt that the internet connectivity issue has caused troubles not only for the teachers but also for the students. Students of the four B.Ed colleges belong from different parts of the state; some even belong to India's remotest places. Due to these issues, some students face difficulties connecting themselves for the online classes, unclear audio and video presentation due to poor internet has blocked the flow of the teaching and learning process significantly. Hence, both the teachers and students are not satisfied with teaching online. 90% feels that all the higher educational institutions in the state should invest heavily to provide access to reliable and fast internet services to improve the quality of education.

**IV. Unsatisfactory Evaluation of the student's performance:** 93% of teacher educators admitted facing difficulties and were unsatisfied with the evaluation of the answer scripts and assignments. Because unlike the traditional approach in the online mode, students are sending their handwritten notes in PDF format, which are sent to teachers in Google Classroom, WhatsApp, email. Evaluation of the answer scripts through soft copies has led to the development of much health-related stress like headache and stress on eyes being common. Even while taking viva voce, sometimes, due to network issues, the students' voices' breaks which disturb the flow of the communication between the student and the expert. One respondent said she was asked to do the evaluation, but she was not given any direction of how to do it

moreover she was never told about the platform that could be used for the online assessment. 5% of the respondents said that assessment has become difficult because there are many external factors associated with the evaluation which are beyond the control of the evaluator, like the sudden loss of internet signal and power supply.

**V. Difficulties in maintaining classroom discipline:** due to the lack of physical presence of the teacher in the classroom, the teachers during the online mode of teaching are facing disciplinary issues. 73% of teachers reported that students do not submit their given assignments on time, and when reasons are asked, they blame it on the poor network issue. 3% of them said that students are not active in the teaching process; most of the students remain mute when questions are asked and later send messages to them stating that they could not hear the question properly due to internet issues. 33% of teacher educators said that, some students remain online even after the class is over in Google meet, which shows that they were there just for the attendance.

**VI. Lack of Interest in teaching:** 75% teachers admitted that they are not finding online teaching interesting. 32% of teachers stated that they are not finding it interesting because they are not getting complete freedom of taking their classes as per their convenience; their employers ask them to come to their workplace to take online classes. One respondent said she does not like taking online classes because it has unnecessarily increased the workload. 25% said that they are not motivated to teach because there is lack of motivation from the side of students. 67% teachers said online teaching is not appealing because there is lack of face to face interaction and classroom discussions.

#### **CONCLUSION:**

Covid 19 has disrupted the teaching task of almost all the teachers in the country. The teaching community of Arunachal Pradesh is not an exemption. The teacher educators belonging to the Papumpare district of Arunachal Pradesh have faced many issues like psychological disturbances, the poor form of teaching due to the lack of technical skills, poor internet connectivity, **unsatisfactory Evaluation of the student's performance, difficulties in maintaining classroom discipline, and lack of Interest in teaching due to the sudden shift in the teaching method from offline to online with a lack of resources for online teaching.**

**The Issues of Online Mode of Teaching in Covid 19 Pandemic with The present paper is based on the stated problems of 36 teacher educators only. There might be other problems related to online teaching in Covid-19 to find them out; further research is suggested with a more significant number of teacher educators. Therefore it is concluded that the general problems mentioned in this paper are suggestive and not conclusive.**

#### **Acknowledgement:**

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