

Challenges faced by teachers teaching online to upper primary classes during Covid-19 Pandemic in State Board English Medium schools in Pune city.

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Abstract

Pune city in Maharashtra state of India is known for its education institutions which draws students from across the Indian subcontinent as well as from Asia and Africa. It has become educational hub. Due to which it has become first choice of people to get residence here. Covid -19 pandemic in 2020 has changed the total working model of the education system in India. It caused the sudden change in teaching learning process. Where face to face teaching converted into online teaching. Teachers were pushed to shift their teaching on online platform within week time, which put many challenges Infront of teachers. This paper focuses on challenges faced by teachers teaching online to upper primary classes during Covid-19 Pandemic in State Board English Medium schools in Pune city. Survey method was conducted with the help of questionnaire on 75 school teachers of 8 State board English medium school. Study helped in identifying the challenges faced by teachers of state board English medium school in Pune city with the help of quantitative analysis of qualitative data. Finding will be useful in understanding the challenges of teacher teaching online. School authority and Government official can get help to plan the remedial action.

Keywords-Challenges, online teaching, upper primary school, State board English medium school, Covid -19,

Introduction

Covid -19 pandemic in 2020 has changed the total working model of the education system in India. It caused the sudden change in teaching learning process. Where face to face teaching converted into online teaching. Teachers were pushed to shift their teaching on online platform within week time, which put many challenges Infront of teachers.

Value of Education has been realized by entire world and it has identified as an instrument to reduce poverty and inequality. Hence every country is ensuring access to quality education to all especially underprivileged population is key to the economic and social development. Globally, countries have made tremendous efforts to reduce the dropout rate of students from schools and enrolment has significantly increased. Indian government rightly considers education the “key catalyst for promoting socio-economic Mobility in building an equitable and just society”. Pune city in Maharashtra state of India is known for its education institutions which draws students from across the Indian subcontinent as well as from Asia and Africa. It has become educational hub. Due to which it has become first choice of people to get residence here. It comprises people of all strata of community. Schools and colleges are catering educational need of this mixed community.

As Indian education system is still in early stage of technology adaptation, teachers are not fully skilled to delivered quality education considering all the learning need of students. Even before the pandemic. During the pandemic, the problems multiply into more for teacher and students both. Teachers are facing new challenges in front of them as they have to find ways to deliver teaching and learning with the help of intense technology. Teacher who are not ready to accept the challenges of new normal will feel rendered. Teachers are so used to traditional teaching and most of the time they are able to survive without the ICT tools.

According to present time requirement teacher’s role has been changed to work as guide and mentor. He is a provider of optimal leaning environment to cater the need of all the students. Teacher is best person to understand student requirement as they spend close time together. Teacher role become more important in any adverse situation, where he has responsibility of delivering quality teaching and learning apart from upgrading themselves in skills and other aspects to minimize the obstacle faced during any adverse situation like pandemic. There is a great need to find and analyse those challenges, so that optimal help can be provided to teachers in delivering quality education. There is need of real time insight to helping non-expert school teachers (i.e., those who have little experience with online learning) to navigate in these challenging times. the design of learning activities with certain characteristics, the combination of three types of presence (social, cognitive and facilitatory) and the need for adapting assessment to the new learning requirements (Chrysi Rapanta 2020). Challenges can only be more difficult and larger in number in online environments

as communication and coordination between people involved in resolving such issues can be more difficult and time consuming.

Need of the study: -

Change is unavoidable in our life, which impact all the domains of life. This implies to social life and its sectors too. The Covid-19 pandemic has caused significant challenges for the education community of entire world. In such situation, where students are not allowed to go to school to keep them safe thus teaching and learning has been shifted to online platform. This drastic change has exposed educators and students to a number of challenges in adopting and adapting to the new normal in teaching and learning. There is need of real time insight to helping non-expert school teachers (i.e., those who have little experience with online learning) to navigate in these challenging times.

Assumption

1. All the state board school are using online plate form for delivering teaching and learning.
2. All the teacher is facing challenges while delivering the lesson.

Objectives of the study: -

To find out the challenges faced by upper primary teachers teaching in State board English medium school using online platform in delivering lesson in Pune city.”

Research Question: -

What are the Challenges faced by teachers teaching online to upper primary classes during Covid-19 Pandemic in State Board English Medium schools in Pune city?

Scope of the study: -

This is useful for teachers teaching online. Schools and Principals will get benefit by understanding the problems as they can take supportive step in delivering quality Education. students and parents will also get benefit by receiving quality education.

Delimitation: -

1. This study focused on challenges faced by teachers teaching online.
2. This study included State board English Medium schools only.
3. This study covered schools from all the 4 regions of Pune City (East, West, North, South)
4. This study included teachers teaching upper primary classes (6th, 7th, and 8th class) only.
5. This study focused on challenges faced during current academic (2020-2021) year only.

Limitation: -

1. In this study could not find much previous researches on challenges caused by pandemic on education in Maharashtra. As India is still struggling with pandemic. Most of the studies are done outside India. Which was taken as the base of this study.
2. As study is based on self-reporting data gathered by questionnaire and interview. It will completely depend on mind state and comprehensive power of respondent during the time of responding the questionnaire.
3. There can be biasness of managing the image of school and self-competencies while answering questionnaire.
4. Response of respondent can be affected by their different age and socio-economic status.
5. Response of the respondent will be affected by their technological skills.
6. As questionnaire is in English so teacher of other languages like Hindi, Marathi and Sanskrit might find difficulty in understanding the questionnaire.

Methodology: -

Qualitative data was gathered for the study. Quantitative analysis of qualitative data was done. Present work was carried out by survey method with the help of questionnaire.

Population: -

All the teachers teaching in upper primary SSC board English Medium school of Pune city.

Sample and sampling techniques: -

Selection of the school done by 'Random sampling method. The sample was group of 75 teachers from 8 SSC board English medium upper primary school. The teachers were selected irrespective of their age and experience.

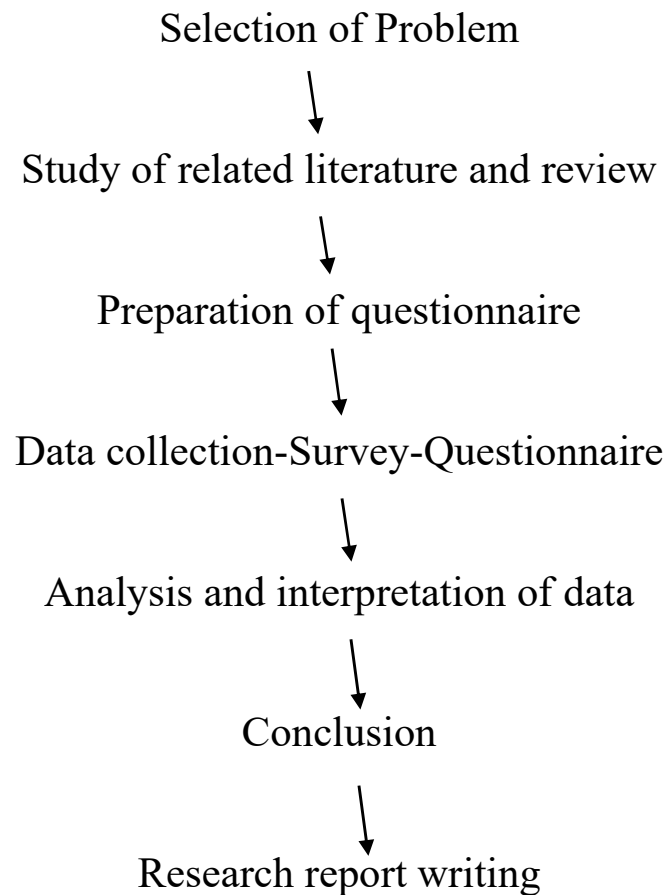
Data collection tools and techniques used: -

Researcher made questionnaire was given to target population. (Teachers of Upper primary State Board English medium)

Statistical tool: -Percentage was used as data analysis tool

Procedure of the study: -

Flow chart of research procedure



Analysis and interpretation of Data

The quantitative analysis of qualitative data by percentage analysis of responses given by the teachers and the students was done.

Findings of the study: -

1. Almost all the teachers of upper primary teaching in SSC board English medium schools, Pune are conducting classes from home using electronic devices with internet connection only few who do not have proper infrastructure are conducting classes from school using school infrastructure.
2. Most of the teachers are using Google meet, ZOOM and Microsoft team. other teacher where students are from mixed socioeconomic background are making videos of lesson and sending on wotsup so that students can watch according to their convenience.
3. Almost all the teachers of upper primary face internet connectivity issue while conducting classes online.
4. All the teachers of upper primary face low attendance of students due to affordability/availability of students.
5. Most of the teachers spends 3 hours daily in online teaching.
6. Almost all the teacher are searching relevant material online to support their teaching.

7. Almost all the teachers devoting 2-4hours on daily basis to prepare lesson plans.
8. Almost all the teachers of upper primary are not able to cater inclusive class using online platform.
9. Almost all the teachers face challenges in class management during conducting class online
10. Almost all the teachers of upper primary are not able to finish their lesson in defined time due to many reasons like connectivity issue, classroom management, repetition of topic many times as children are not able to understand.
11. Almost all the teachers of upper primary are facing emotional and behavioural issues of students during conducting class.
12. All the teachers of upper primary feel that students are mentally disconnected during the class. They are not focused which cause issues of classroom management.
13. Almost all the teachers of upper primary are not able to evaluate students effectively.
14. Almost all the teachers of upper primary are not able to check student's progress regularly.
15. Almost all the teachers of upper primary are not able to check student's subject understanding effectively.
16. Almost all the teachers of upper primary not taking practical online due to less feasibility.
17. According to all the teachers of upper primary their subject cannot be taught effectively online as it need other support system to make the lesson interesting and effective.
18. Almost all the teachers are facing many challenges like power failure, loss of internet connectivity, class discipline, lack in student's motivation, absence of personal touch in teaching.
19. Almost all the teachers of upper primary prefer offline mode of teaching as it give them more advantage as compare to online teaching.

Conclusion

Study concludes that most of the teacher teaching in upper primary are facing problems of internet connectivity and power failure. Teachers are also facing challenges of low attendance, catering of inclusive classroom, classroom management. Teachers are finding difficulties in finishing their lesson plan in time. Teachers are also not able to evaluate students effectively and gauge the understanding level of students. Teachers are using different ways to motivate students but success rate is quite low. Science teachers are not able to conduct practical related to their subject as students cannot perform all the experiments at home. Student absenteeism also impact teacher's motivation and it demand more time and energy of teacher to bring all the student to same level. These challenges lower down the effectiveness of delivery of teaching which in turn impact the learning of students. We hope that we can now find time for reflection-on-action. In this tough time we hope

that this research will provides some useful insight to other researcher to take this study further to help in resolving challenges faced in quality delivery of education.

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