

A Study on College Teachers About Teaching During Covid-19 Pandemic

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ABSTRACT

Present study is dealt with the aspects of online teaching by the college teachers during Covid 19 pandemic. Different devices, internet connection, software and other aspects are also considered in the open-ended questions. There are 28 open ended questions to understand the current condition of teaching on online mode. It is opined that online teaching learning will take some more time to be stable.

Keywords: *Online Teaching, Covid 19 Pandemic, College Teachers*

Covid -19 is the most powerful term in 2020. One virus has changed the whole perspective thinking of each and every person. Due to this pandemic situation, we are all bound to stay at home and maintain social distancing. Lockdown, which comes into play a vital role all over the world. In India and in West Bengal situation remains same.

Education sector is also very badly affected in this pandemic situation. From pre-primary to University all institutions remain closed in this lockdown. So, there is an obvious question comes “How teaching learning process can be continued effectively? In search of the answer of this reach is needed.

REVIEW OF RELATED LITERATURE

When we want to gather information on the existing studies on the similar topic, we found a very few because the topic is very much new and a lot of scope for future research. Let's discuss some recent works on similar topic.

Dr. Pravat Kumar Jena (2020) found that during the lockdown period for Covid-19, online learning is the best platform to keep learners/educators engaged and safe by maintaining social distancing.

Crawford, Joseph., Butler-Henderson, Kerryn., Rudolph, Jürgen and Glowatz, Matthias (2020)

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Agarwal, Swati and Dewan, Jyoti (2020) concluded: In the present scenario, online classes are the only way to take the teaching-learning processes forward. Virtual education has become a great tool for delivering education in today's scenario; however, it is not a substitute for live interaction and bonding between students and teachers. Technology has strengthened education; however, thought, introspection, and planning are required to optimize learning outcomes.

R. Radha, K. Mahalakshmi, Dr. V. Sathish Kumar, Dr. AR. Saravanakumar (2020) discussed the impact of e-learning, student interest in using e-learning resources, and their performance. In summary, this study shows that e-learning has become very popular with students around the world, especially during the embargo period due to the COVID-19 pandemic.

Raju, Harsha and Bai, Thara (2020) have concluded that the students have accepted the online teaching courses with open heart. They are really glad that the institutions are making an effort to keep the curriculum on track amid the lockdown, across all subjects, and against the backdrop of these challenges. Online training is not a substitute, but an appendix to classroom teaching and other methods. It is a temporary aid in the crucial situation we are facing.

Vikram R. Jadhav, Tushar D. Bagul, Sagar R. Aswale (2020) have concluded that after taking the opinion of the students, it is understood that Lockdown has a definite effect on education. Due to lockdown issues, students are unable to focus on their studies and some students say there are positive effects. Exams should only be conducted online, and college professors should give online lectures during the embargo. These problems have increased the cost of education to some extent and these issues have not only affected education sector but also all sectors. Some students also think that it is an opportunity to innovate on lockdown issues.

Sahar Abbasi, Tahera Ayoob, Abdul Malik, Shabnam Iqbal Memon (2020) found that students did not prefer e-teaching over face-to-face teaching during the lock down situation. Administrative and faculty members should take the important necessary steps to improve electronic teaching so that they can learn better during the covid lockdown.

Rikisha Bhaumik and Anita Priyadarshini (2020) concluded that online pedagogy and the digital skills of teachers and learners need to be more highlighted for a future education.

Arora, Amit Kumar and Srinivasan, R. (2020) found that Network issues, lack of training, and lack of awareness were stated to be the major challenges faced by them. Lack of awareness was cited as the top reason for those who did not use virtual classrooms, followed by lack of interest and doubts about its usefulness. Less attendance, lack of personal touch, and lack of interaction due to connectivity issues were the main drawbacks of virtual classes. The study also suggested ways to address the challenges, disadvantages, and reasons for not introducing virtual classes mentioned above.

Sharma, Aparajita (2020) mentioned that the latest Draft New Education Policy (DNEP) 2019, being finalised since long, certainly requires revision in this context. If the “new normal” becomes the norm, politics must put justice, inclusion and diversity in the new framework of things. A nation, channel or digital framework cannot achieve the goal set by the DNEP. In addition, this will also create barriers for India to achieve the Sustainable

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Development Goals (SDG), specifically SDG 4 for quality education, which is now increasing more than before along with SDG1 (no poverty) 2 (zero hunger), 3 (good health and wellbeing), 5 (gender equality), 11 (sustainable cities and towns) and 17 (partnership for the goals).

Choudhary, Richa (2020) mentioned that in this time of crisis, a well-rounded and effective educational practice is what is needed for the capacity-building of young minds. It will develop skills that will promote their employability, productivity, health and well-being in the decades to come and ensure India's overall progress.

Sleiwah, A; Mughal, M; Hachach-haram, N; Roblin, Paul (2020) mentioned that virtual learning utilising webinars has enabled continuous professional development in our unit and others across the world. In our experience, webinars are highly efficient, flexible, and allow in-training surgeons to access study materials from a wide geographic area while ensuring compliance with social distancing guidelines. Online teaching has globalized teaching in pure form and in the future, may replace face-to-face lectures.

Shenoy, Veena; Mahendher, Sheetal and Vijay, Navita (2020) concluded that virtual engagement of students better than normal classrooms and attendance is almost 100 percent. Hence, educators and policymakers take this as the innovation and creation of these institutions and begin to implement a similar approach to other education sectors such as colleges and universities. We would like to conclude by saying that this study does not generate any hype for virtual classrooms. We wanted to project the innovation that higher education institutions introduced during the crisis.

Abidah, A., Hidaayatullaah, H. N. and Simamora, R. M. (2020) have concluded that In general, Covid-19 has a significant impact on the world of education, including in educational system in Indonesia. Traditional and routine learning that emphasizes the interaction of teachers and students in and out of the classroom is shifting to distance learning. Although this situation is in line with the vision and mission of future learning in the era of the industrial revolution 4.0 and community 5.0, it still has advantages and disadvantages. In terms of advantages, of course, online learning is not limited by time and place, especially since the government's recommendations for quarantine, physical, and social distancing.

Significance of the study

It is a well-known truth that due to Covid-19 pandemic situation regular classes of the colleges are not possible. Shifting from regular to online mode creates some difficulties which can be studied for understanding the present scenario of teaching learning.

Objectives of the study

Objective of this study is to study the teaching of college teachers during Covid-19 Pandemic.

METHODOLOGY

In the present study, the researcher used the survey method.

Sample

In the present study, the investigators have selected state West Bengal as his field of investigation. Due to limitation of time and situation the investigators had to take a limited

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number of institutions for data collection. A sample size of 35 College Teachers from different institutions was selected through simple random sampling technique.

Tool used

Survey questions designed by the investigators with the help of some open-ended questions.

Finding/ Result

There are 28 different open-ended questions asked fourteen different college and university teachers. Question number 28 is used for suggestions or ideas may be used for effective online teaching-learning process.

Question number 1 is about ways or mode of teaching-learning process during lock-down days. Most of the teachers preferred online mode for the same. Some of them added e-resources like study material distribution through email, YouTube videos, open-sources etc. A few of them only mentioned virtual classroom for teaching learning purposes.

Preferred device for teaching online is asked by question number 2 and there is two responses, Laptop and Smartphone came from almost of the teachers. Only one teacher preferred Ipad along with laptop.

By question no. 3 name and nature of internet service provider is asked. The responses reveal the fact of using Jio 4G by most of the teachers and some using Vodafone 4G and only a few teachers using Broadband service.

The response of question no.4 reveals duration of teaching-learning process per day. The time varies from 1hour to 4hours. Most of them says 1-2 hrs and a very few told about 3-4 hrs.

By question no. 5, purposes of using mobile device or computer other than teaching are asked. Most of them says making phone call, browsing web, social networking and communications purpose. Some also added research work to it along with attending webinar. A very few told about video editing.

By question no.6, description of mobile device/ computer usage during teaching is asked. The responses given by the teachers have different vision. Some of them opined that smart phone is suitable because it is easy to carry and movable. Some of them described the process of use of such devices. Some of them opined that computer (Laptop or Desktop) is the suitable for teaching. Very few numbers opined that mobile device (Smart phone etc.) as well as computer should be used. Devices are used as medium of learning, teaching tool and learning equipment. One of them opined that it is used for lecturing,

Usage duration other than teaching is asked on question no. 7 and the answer reveal that most of the teachers use it 3-6 hrs a day. Only one mentioned 2hrs and a very few mentioned more than 6hrs.

Easy accessibility of mobile device or computer (laptop or desktop) and causes behind the feeling are asked by question no.-8. The responses of teachers may be taken into two categories one is computer and the other is mobile device (mainly smartphone). One of them opined that computer is suitable for teachers as it is compatible, user friendly, fast and it has bigger screen but for student smartphone is suitable. Other teachers who favoured computer

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mentioned almost the same reason for using it. Another opinion favors mobile device because it is easy to carry, can be accessed anytime, comfortable, easy to capture images and videos etc. A few teachers opined for parallel use of both type of devices.

By question 9, software preferences were asked. Most of them responded that WhatsApp, YouTube, skype, zoom and google meet are used for this purpose. In addition to that Some of them also using google drive, google docs, MS word, MS PowerPoint, Cisco WebEx and Moodle (open-source LMS).

Software used for preparing study material was asked in question no. 10. The most of the teachers conveyed about MS Word, MS PowerPoint, PDF converter, Photo. Others also added google docs, windows journal, one note, whiteboard, kinemaster. A very few preferred to provide scan copy of hand written notes.

Question 11 was about browser/application preferences and we found most of them favored Chrome, Skype, Zoom and YouTube. Additionally, some use WhatsApp, UC browser, Firefox and edge.

By question 12 we tried to know the most attractive features of apps or softwares used. The response is screen sharing, video recording and sending, use of internet browser like Firefox, M S Edge.

Barriers faced on online teaching and the remedies were asked in question number 13. Most of teachers focused on internet speed and availability problem and lack of device. Some reminds about lack of student teacher interaction and nothing can replace classroom teaching.

The response of next question reveals problems faced by students. All the teachers agreed about lack of proper internet connectivity and device.

By question 15, opinion asked on online teaching in future. Most of them agreed on the online teaching will be an important tool in future but a few responded no because of lack of infrastructural availability.

On 16th question the percentages of students attending online class was asked. According to the response percentages varies from 20% to 100%. However, number of students are not equal for each teacher but it may be assumed that there is an attendance of 60 % to 70 % in average.

On 17th question the percentages of students asking questions after/during your online class was asked. It is found from the response that lowest score is 4 % and highest score is 100 %. From data one may predict that approximately half of the students communicates during or after the online class.

Satisfaction level with available resources to the teacher was asked in question no 18. The responses reveal most of the teachers are satisfied with present scenario. Only few teaches expressed dissatisfaction.

It is found on average 50% of students present on online class before commencement of class from the responses of question no. 19.

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The major objective of question no.20 was to find out the percentage of student appearing on online class with respect to real classroom. The response is of two categories. Three teachers opined that more attendance in online classes than regular classes but according to other teachers less attendance is recorded in online classes than regular.

The ways of providing study material were asked by question no.21. The major portion of teachers used WhatsApp, email, YouTube and college website. The others have used google classroom and LMS website.

The process of taking tests and the percentage of students attending the test were asked on question no 22 & 23. It is found that maximum teachers have not taken any test and a few have used WhatsApp, google docs and LMS. It has also found that 60-100% of students attending the tests.

The satisfaction level of students achievement was asked in question no 24. The most of the teachers found satisfied. A few have not agreed with the major portion of teachers.

The level of students' interest was asked in question no. 25 and it reveals that all the students are interested with this online mode.

At the response of question no.26, we may conclude that most of the students preferred WhatsApp, and YouTube video class.

On question no. 27, time fascinations of students were asked and the response reveals that most of the preferred morning sessions. Some of them expressed no preferences and some mentioned afternoon or evening.

The question no 28 was opened for suggestion about the teaching learning process during and after pandemic situations. Some opinions are

- “Online courses will be considerably more effective in the learning process in the future as this session can be conducted in their own comfortable zones in addition to regular classroom learning. We can furnish more online tutorials frequently if our students are willing to have this. But one thing I must mention that the concerned teachers should be equipped with modern devices with high-speed internet services which our institutions should look after. This additional learning process will definitely enrich our educational system and above all our students will benefit out of that.”
- “Above all, the availability of smartphones for pupils with a 4G internet speed. Low speed of internet is also a barrier for smooth running of online classes.”
- “It would be better if the process was cheaper and easier for the disadvantaged. It's not fair that only part of us would get the facility. In that way, mobile devices could be used more effectively regarding the situation”,
- In my opinion there should be one complete learning management system (LMS) to impart education in online mode. That LMS should be capable of managing live online classes along with the recordings, holding online exams, virtual labs (at least for programing), processing of assignments, sharing study resources etc. All should be done using a single platform. The process may be made uniform at least at institution level so that students and teachers can get help each other.”
- “Available high-speed internet for teaching purposes at zero cost”,

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- “I think we will certainly be partly dependent on online courses in the future. Online classes will put more impact in the learning process significantly as one can avail this session at their own comfortable zones apart from the regular classroom learning. We can furnish more online tutorials frequently if our students are willing to have this. But one thing I must mention that the concerned teachers should be equipped with modern devices with high-speed internet services which our institutions should look after. This additional learning process will definitely enrich our educational system and above all our students will benefit out of that.”

So, there are several problems like network problem, security problem, proper arrangement of classes, technology efficiency but online teaching learning is going to be an integral part of curriculum transaction for future time.

CONCLUSION

Twenty-eight open ended questions are placed before fourteen college and university level teachers for their response. Different dimensions of online teaching-learning are reflected in the questions and the necessity of it is unquestionable. The tremendous change in teaching-learning will take some time for its compatibility in the system. In near future there will be high possibility of thrust on online teaching-learning training in curriculum.

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Conflict of Interest

The author(s) declared no conflict of interest.

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Annexure I

Covid19 Lockdown: Teaching-Learning Process: Interview Questions

1. Which teaching-learning way out you use during lockdown days?
2. Which device you prefer to teach online?
3. Which internet service provider (company) you use to teach online? Is it broadband or mobile internet? (If it is mobile internet specify it is 2G/3G/4G.)
4. How many hours do you expend for teaching-learning process through mobile devices and computer?
5. How do you use your mobile device/computer for others works (except teaching)?
6. How would you describe your mobile device/computer usage during lessons?
7. How often on average would you use your mobile device/computer on any given day (for all purpose)?
8. Mobile devices or computer, which you find easier for teaching-learning process? Why do you feel so?
9. Which apps or software you prefer to use to teach online? (Please name all according to order of usage time)
10. Which apps or software you prefer to use for preparation of 'study material and online teaching'? (Please name all according to order of usage time)
11. Which mobile browser/application do you use on your mobile device/computer to use online teaching?
12. Which features do you use on software or apps on your mobile device/computer?
13. What are the barriers of teaching online? Have you taken any measure to remove these difficulties? Describe briefly.
14. In our socio-cultural system what internet speed & device configuration is enough to run online classes? Which problem faced by students the most?
15. Do you think online teaching-learning should be a part of our regular teaching-

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learning process in future? Please justify your response.

16. How many students are attending your online class?
17. How many students are asking questions after/during your online class?
18. To what extent you are satisfied with available resources (smartphone, laptop, desktop, tablet, internet connections etc) with your students?
19. What percentages of students are present for video class before commencement of video classes?
20. What percentages of students are present for video class in compare to regular classroom?
21. How do you provide study material to the students?
22. How you are taking tests of your students?
23. What percentages of students are appearing in online test?
24. To what extent you are satisfied with their achievement?
25. Whether they are interested to attend more class online?
26. Which means (Video classes/ WhatsApp/ email/ YouTube video etc.) your students like most?
27. Are your students have any time fascinations (Morning/Afternoon/Evening)?
28. Please write any suggestions or ideas that you have about how mobile devices can be utilized more effectively for teaching and studying (You may also answer this question in Finnish if you prefer).