ON –GOING ONLINE TEACHING: A GENERAL SURVEY OF RURAL AREAS OF JAMMU PROVINCE

Dr. Davinder Kour

Senior Assistant Professor in Education

GDC Hiranagar

Email: davinderkour77@gmail.com

Contact No: 9419653193

Abstract

During COVID-19, all educational institutions at all levels, all over the world closed due to this reason. Many educational institutions started online teaching learning process so that academic part of educational system should not be disturbed. It should remain continue so that students should not deprived of their right to education. No doubt, it was very difficult because there are so many reasons and factors involved in the online teaching learning process There was questions of preparation, design of preparing E-Content, how much this teaching learning process will be effective, positions of poor families to buy a smart phone, net Connectivity, interest of students in this online teaching process etc. Our country which is developing country where maximum population is from rural areas and some people do not even afford three times meals to eat. How can we expect from them to have smart phones? My study related to various Government Degree Colleges which are established in the rural areas especially Kathua and Samba.   My study mainly emphasis on to find out whether both teachers and students are interested in online teaching or not, whether they want to continue online teaching or not, how was the connectivity during teaching in their areas and what they think is online teaching replacement of a teacher etc. through general survey.

Key words: Online Teaching, Rural Areas, Connectivity, Survey.

INTRODUCTION

We all know at the end of 2nd week of the March 2020 a COVID-19 pandemic covered the whole World. All educational institutions at all levels, all over the world closed due to this reason. Many educational institutions started online teaching process so that academic part of educational system should not be disturbed. It should remain continue so that students should not be deprived of their right to education. No doubt it was very difficult because there were many reasons and factors involved in the online teaching - learning process. There were questions of preparation, design of preparing E-Content, how much this teaching learning process will be effective, positions of poor families to have a smart phone, Net connectivity, interest of students and teachers in online teaching etc. In our country, which is developing country, where maximum population is from rural areas where some people cannot afford even three times meals to eat, how can we expect from them to have smart phones.

GAP iNTERDISCIPLINARITIES – Volume - IV Issue IV
October – December 2021
A Special Issue on Innovations in Social Sciences

38

https://www.gapinterdisciplinarities.org/

While myself posted in one of the Govt Degree College which is established in rural area, I faced so many difficulties, even I had Smartphone, laptop, I used all the teaching apps like wiseapp, zoom, whatsapp, Google classroom, Google meet. But what I feel if I can face difficulty in starting these apps how it would be possible for those students who had not even saw the smart phones. Who were using first time these technologies, when I asked some absent students why they are not attending online classes they showed their helplessness? That they did not have smart phones, even they told me that they are very poor, even they were unable to pay admission fee how was possible for them to buy a Smartphone.

Among them some students were coming from those families who were daily wagers and we all know what were the position of them at that time of total shut down due Covid 19 Pandemic.

Moreover, Some Govt degree Colleges are very near to Border Areas and some are near to forest areas. These colleges have very poor network.

These colleges faced many difficulties to connect all the students for teaching learning process.

That is why I think about to General Survey of these colleges.

I prepared a Normal Google form and sent it to my known colleagues of these colleges and in my own College also. I got very good response of this survey. I did not even know how to survey but still I tried my best.

It was very important to new student's preferences, their perceptions about online teaching learning process as well as of teachers, because we have to again started for online teaching in next semester. I wanted to know whether they are interested in on going online teaching or not, whether they have good connectivity or not, whether they want to replace teacher with online teaching or not, and most importantly which apps they were using. Moreover, which app was mostly used by them.

Apps used

- Wise app
- Whatsapp
- Google classroom
- Google meet
- Zoom

REVIEW OF RELATED LITERATURE

Warner et al. (1998) proposed the concept of readiness for online learning in the Australian vocational education and training sector. They described readiness for online learning mainly in terms of three aspects:(1) the preference of students for the way of delivery opposed to face to-face classroom instruction; (2) student's confidence in the utilising the electronic communication for learning which includes competence and trust in the use of the Internet and computer-based communication; and (3) capability to engage in autonomous learning. The concept was further refined by several researchers like McVay (2000, 2001) who developed a 13-item instrument which measured student behaviour and attitude as predictors.

Subsequently, Smith et al. (2003) conducted an exploratory study to validate the McVay's, (2000) questionnaire for online readiness and came up with a two-factor structure, "Comfort with e-learning" and "Self-management of learning". Later, several studies were taken up for operationalising the concept of readiness for online learning (Evans (2000); Smith (2005)).The factors that influenced the readiness for online learning as put forth by researchers were self-directed learning(Guglielmino (1977); Garrison (1997); Lin and Hsieh (2001); McVay

(2000, 2001)), motivation for learning (Deci and Ryan (1985); Ryan and Deci (2000); Fairchild et al. (2005), learner control (Hannafin (1984); Shyu and Brown (1992); Reeves (1993)),computer and internet self-efficacy ((Bandura (1977,1986 1997); Compeau and Higgins (1995); Eastin and LaRose (2000); Tsai and Tsai (2003); Tsai and Lin (2004); Hung et al. (2010)), online communication self-efficacy (Palloff and Pratt (1999); McVay (2000); Roper (2007)).

Any efforts to strengthen the effectiveness of online learning needs to understand the perception of the users. Studies have documented both favourable and unfavourable perceptions by students on online learning. Several studies indicate that the instructor's interaction with students has considerable impact on the student's perceptions of online learning. Consistency in course design (Swan et al. 2000), the capability of the interaction with course instructors to promote critical thinking ability and information processing (Duffy et al. (1998, pp. 51–78); Picciano (2002); Hay et al.(2004)) rate of interactivity in the online setting (Arbaugh (2000); Hay et al. (2004)), the extent of instructional emphasis on learning through interaction, the flexibility of online learning (Chizmar and Walbert (1999); McCall (2002); National Centre for Vocational Education Research (2002); Petrides (2002); Schrum (2002); Klingner (2003); Kim et al. (2005)), chances of engaging with teachers and peers in online learning settings (Soo and Bonk (1998); Wise et al. (2004); Kim et al. (2005)), social presence (Barab and Duffy (2000); Kim et al. (2005); Jonassen (2002)),academic self-concept (Trautwein et al. (2006); Lim et al. (2007)), competencies required to use the technology (Wagner et al. (2000) were identified as the perceived strengths of online learning. Hence an effective online class depends upon well-structured course content (Sun and Chen (2016)), well-prepared instructors (Sun and Chen (2016)), advanced technologies (Sun and Chen (2016)), and feedback and clear instructions (Gilbert, 2015).

However, several weaknesses related to online learning were also described in the literature. Delay in responses (Hara and Kling (1999); Petrides (2002); Vonderwell (2003), scepticism of their peers' supposed expertise(Petrides (2002)); lack of a sense of community and/or feelings of isolation (Woods', (2002); Vonderwell (2003); Lin & Zane, (2005)); , problems in collaborating with the co-learners, technical problems Piccoli et al.(2001); Song et al.(2004)), issues related to instructor (Muilenburg & Berge, 2005) higher student attrition rates (Frankola (2001); Ryan (2001); Laine (2003)), the need for greater discipline, writing skills, and self-motivation; and the need for online users to make a time commitment to learning (Golladay et al. (2000); Serwatka (2003) are considered to be barriers or weakness of online learning.

Several researchers compared the efficacy of online or web-based tutorials with conventional teaching in classrooms. The types of possible encounters that might occur online as compared to conventional classrooms differ substantially, and the impact of communicating within one setting or another can have a direct effect on attitudes of the students and faculty. The studies explored perceptions of online learning experiences vs. conventional classroom experiences by students and faculty and reported mixed findings that demand further studies. Some of those areas include analysing the nature and amount of interactions that is available online (Moore and Kearsley (1995)), flexibility and accessibility of web - based instructions (Navarro and Shoemaker (2000)),the skills, motivations, time and perception of learner and instructor(Yong and Wang (1996); Shih, Ingebritsen, Pleasants, Flickinger, & Brown, 1998; McIsaac et al. (1999); White (2004) and whether some or all of these aspects are linked to academic achievement (Brewer and Erikson (1997)).It was also found that there was no significant difference between online learning and face to face class with regard to their satisfaction and

GAP iNTERDISCIPLINARITIES – Volume - IV Issue IV
40
October – December 2021
A Special Issue on Innovations in Social Sciences

https://www.gapinterdisciplinarities.org/

also in terms of their academic performance (Hara and Kling, 1999).Studies also supported the fact that online class will be as effective as traditional class if it is designed appropriately (Nguyen, 2015).

The literature has highlighted different models which provides the basic framework to understand the student's perception regarding online education.

DATA AND METHOD

I chose the population among graduates from various Govt degree Colleges of rural areas of Jammu Province, especially from Samba, Doda and Kathua both from Sciences and Arts subjects. These Colleges affiliated to Jammu University of JK UT. I used unstructured statistical technique.

Total Participants	1100
Showed Interest in Online Teaching	701
Not Showed Interest in online teaching	399
Results for Good Internet Connectivity	541
Results for Poor Internet Connectivity	559
Students Participation	1051
Teacher Participation	49
Online Teaching replacement to teacher	495
Online Teaching not a replacement to teacher	695
Online Teaching process used	1028
Offline Teaching process used	72

The findings show that

Only Wiseapp users	478
Only Whatsapp Users	32
Only Zoom Users	27
Only GCR Users	62
Only Google Meet Users	10
Both Wiseapp and Whatsapp users	400
All app users	91
Wiseapp, Whatsapp and Zoom users	12
GCR, Google Meet and Wiseapp Users	1
Wiseapp and Google Meet Users	14
Wiseapp and Zoom users	11
Wiseapp and GCR	47
Whatsapp, GCR and Zoom	06

Zoom and GCR	1
Zoom and Google Meet	2
Whatsapp, Wiseapp and Google Meet	5
Wiseapp, Zoom and Google Meet	3
GCR, Google Meet and Wiseapp	1
Wiseapp, Zoom and GCR	5

DOMAIN OF THE STUDY

I identified population among Different Govt Degree Colleges Under-Graduates of both Science and Arts stream. The link for Google form sent to known teachers of various colleges through the whatsapp. After submitting their responses, they further circulated Google form among other college under- graduates like snowball sampling. We have disabled the link after 10 days of circulating this Google form. So, I get responses from 1100 students and teachers respectively from various rural areas Govt Degree Colleges.

DATA ANALYSIS

Data were collected from demographic features. This was followed by learner's perception, student's preferences, their restrictions and suggestions for this online teaching. The statements were prepared based on review of related literature and original also.

My research was purely based on normal Survey.

Colleges

GDC Hiranagar	818
Ghagwal	22
Bani	41
Mareen	33
Ramgarh	21
Billawar	78
Basholi	27
Ramkot	03
Doda	57
Total	1100

Results

Population	Undergraduates

https://www.gapinterdisciplinarities.org/

Demographic details	Govt Degree Colleges
Demographic variables	Students and teacher both male and female
Area	Rural areas of Jammu Province

Basic information regarding online teaching

Questions

1.   Which teaching process was used

•   Online – 1028 ⬜ Offline – 72

2.   Net Connectivity

•   Good – 541 ⬜ Poor – 559

3.   Interested In Online Teaching

•   Yes – 701 ⬜ No-399

4.   Is Online Teaching Replacement of teacher

•   Yes – 495

•   No – 695

LIMITATIONS OF THE STUDY

Due to time constraint and hectic schedule during Covid, I was busy in taking online classes and other co-curricular activities like organizing webinars for being conveners of various committees the study was restricted to only undergraduates of few Govt Degree Colleges from Jammu Province only.

CONCLUSION

I would like to conclude my study by saying that no matter online teaching was a great help during Covid -19 Pandemic, but in my opinion after discussion with many teachers on phone and meeting personally to some college professors it was realized that quality of education was decreased through online teaching as Students were least bothered about their studies. They were only concerned with their attendance, class test and final examination as they were knowing that they have open book examinations.

To some extent they lacked interest in online teaching learning process. Many students asked for offline classes. And most of the students were of opinion that online teaching cannot replace a teacher.

REFERENCES

Online Sources