



SPECIAL ISSUE No. 102

Vol. - I

ISSN 2349-638x
Impact Factor 7.149



SPECIAL ISSUE PUBLISHED BY
**AAYUSHI INTERNATIONAL INTERDISCIPLINARY
RESEARCH JOURNAL**

Peer Review & Indexed Journal | Impact factor 7.149
Email id : aiirjpramod@gmail.com
www.aiirjournal.com
Mob.8999250451

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Emerging Trends of Education In Post Covid-World

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Aayushi International Interdisciplinary Research Journal (AIIRJ)

Peer Reviewed And Indexed Journal

ISSN 2349-638x

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Website :- www.aiirjournal.com

Theme of Special Issue

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(Special Issue No.102)

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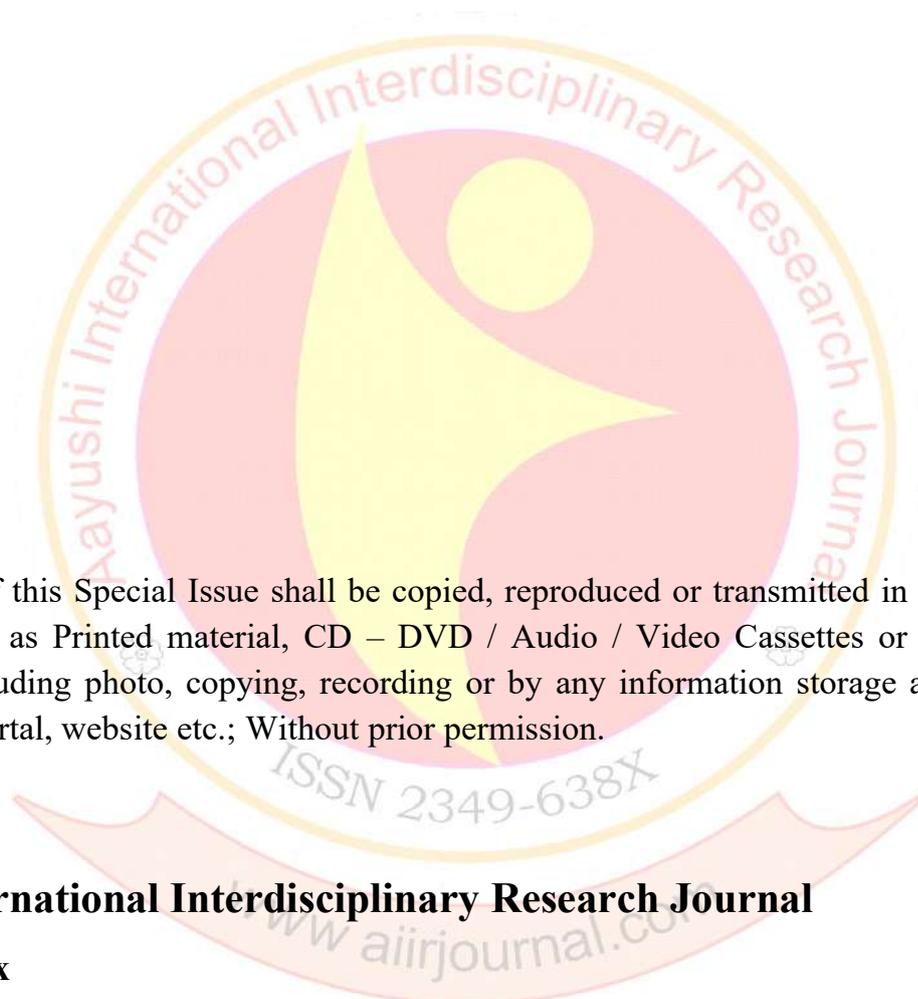
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Aayushi International Interdisciplinary Research Journal

ISSN 2349-638x

Special Issue No.102

Dec. 2021

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**Challenges and Opportunities of E – Learning Pedagogy Among Senior College Students
in Ratnagiri District due to Covid -19**

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Abstract

Today the world is affected by COVID – 19 and it had infected 82 million people worldwide and killed more than 1.8 million people. Still we are trying to come out from this situation, this CoronaVirus affected adversely on almost all countries' economic systems. Governments of many countries have called out for 'lockdown' to avoid the spread of coronavirus. Due to this lockdown many sectors of economic growth have fallen, and it will take years to come out to normal life. This lockdown affects personal as well as professional life, education is not an exception. Covid – 19 pandemic closes schools and colleges and new learning methods come that are offline teaching learning to online teaching learning. Almost all parts of the country started online teaching but there are some obstacles to adapt new methods of learning. The researcher has focuses on impact of Covid – 19 among students of degree colleges especially in a rural and semi – rural areas. For the purpose of study the researcher has collected Ratnagiri District in the state of Maharashtra.

Keywords :Covid -19, Lockdown, Learning Challenges and Opportunities

1. Introduction

In India, after the first wave, we thought that we had gained control of the situation but we failed to some. The second wave was on basic necessities such as oxygen and medical supplies.

In the current situation, we are trying to come out from the lockdown phase. Covid – 19 pandemic situation and frequent lockdowns had affected personal and professional life badly. Even our education system is too affected. Around 32 crore learners stopped going to schools and colleges in India.

2. Objectives

With the spread of pandemic Covid 19 it is necessary to assess the effect of this situation on the education system and e-learning pedagogy among teachers and students of senior colleges in Ratnagiri District of Maharashtra State. With this aim the main objectives of the present paper is to study the challenges and opportunities of e – learning pedagogy among teachers and students of rural and semi – rural areas of Ratnagiri District.

3. Limitations Of Study

The present study restricted to the Ratnagiri District only which has both rural and semi rural areas, and data is collected from senior colleges students of various stream. There may be differences of challenges and opportunities compared to metropolitan cities. Due to time constraints selected colleges and their teachers students were considered.

4. Data And Methodology

The present study is based on both primary and secondary data. The primary data is collected with the help of questionnaire, where the data was gathered with the help of google forms as well as telephonic interview of 100 students and 30 teachers from 10 colleges of Ratnagiri District.

Table 1. Challenges faced by teachers and students during pandemic

Challenges	During Pandemic					
	Teachers			Students		
	Yes	No	Total	Yes	No	Total
Technological Factor	26	04	30	100	00	100

Lack of Technical Support	30	00	30	100	00	100
Financial Support Issues	4	26	30	68	32	100
Network Facility Issue	18	12	30	78	22	100
Self Efficacy	24	6	30	11	89	100
Examination Method Issue	28	2	30	87	13	100

Table 2. Challenges faced by teachers and students after pandemic

Challenges	After Pandemic (Now)					
	Teachers			Students		
	Yes	No	Total	Yes	No	Total
Technological Factor	00	30	30	72	28	100
Lack of Technical Support	16	14	30	100	00	100
Financial Support Issues	8	22	30	68	32	100
Network Facility Issue	8	22	30	68	32	100
Self Efficacy	30	00	30	92	8	100
Examination Method Issue	12	18	30	14	86	100

5. Research Findings

Challenges for students and teachers :Following are the findings of some major challenges of e – learning pedagogy especially for rural areas teachers and students.

- i) Technological Challenges :According to the respondents technological factor is one the important factor in this pandemic situation to make teaching learning successful. But due to lack of technical knowledge teachers and students at the initial periods of teaching face lots of problems. At the initial stage of online teaching method 86.67% teachers were facing the problems of conducting lectures due to lack of awareness and unfamiliarity of new methods of e – learning but after the pandemic situation is recoverable 100%.. Students were also facing problems of joining the online lecture but after their workshops and instructions from the teacher they are now able to join the lecture but as a geographical region and remote area 28% students still not able to join lectures on real time.
- ii) Lack of Technical Support :It has been found that the many teachers from the colleges were not getting technical support staff to solve their technical related problems when they were told to conduct lectures from colleges. Challenges of technical staff especially for teachers. It also found that there was a lack of computers and accessories to conduct lectures. At the initial period of the pandemic 100% teachers were lacking technical staff in colleges, only teachers from the IT department and those who are techno savvy were able to conduct. But after the pandemic period the current situation is reduced to 16%.
- iii) Financial Support Issue : During the pandemic phase teachers were told to conduct lectures on online mode but due to lockdown and other family members unemployed 13% teachers were facing the financial issues as they are working on clock hour basis and the institution has made their half payment. After the pandemic financial support issue is almost nil. Same financial issues were faced by students due to lockdown and still they are facing.
- iv) Network Facilities : According to the respondents both from teachers and students living in rural areas so 60% teachers and 78% students were facing the problem of internet connectivity during the pandemic situation, it is only because of geographical regions where internet facility is comparatively very less as compared to cities. Problems of internet connectivity reduced to 8% and 68% for teachers and students after the pandemic. In the telephonic interview with teacher and students due to necessity teachers bought internet booster devices and students port their sim card for internet facility.

- v) Self Efficacy : According to the respondents, teachers ' ability to conduct and adapt new methods of teaching were 80% and 20% teacher respondents were unable to conduct online mode of teaching. If teacher efficacy is 100% then there must be the same response from the students but data gathered doesn't show that result. During the pandemic only 11% students were there and it reached up to 92%.
- vi) Examination Method Issue :Mode of transportation and appearing exam through digital media affect poor students very hard. Almost all educational institute conducted online exam but at the initial stage around 100 % teachers were worried about how to conduct exam and provides necessary note to students within the limited span of time. After pandemic situation 60% teachers even not fully satisfied with the examination pattern as they think result outcome in online mode is convenient to the students but what about the real learning outcomes? 87% of students had the issue of appearing for exams in online mode due to no internet facility and network issues. After the pandemic this percentage was reduced to 14%. Village side students can not afford computers, laptop and supporting mobile phones.

Opportunities for teachers and students :Covid – 19 has brought a sudden change in learning methodology from traditional face to face to online mode. Following are some opportunities of e – learning pedagogy.

- I. Digital Education Technology :This pandemic taught us that sitting at home we can do our office or institutional work even if we can teach to students without physically going to the college because of digital technology. Some respondents replied that they are more comfortable in online mode of education. This e – learning pedagogy can be more effective provided availability of technological skill and support.
- II. Learning Management System : Due to digital learning many industries are coming out with developing various educational apps for academic use (Misra, 2020). The demand of learning management system is increasing, which create opportunities for industries. Many online course providers has also gained importance such as swayam, You Tube, Unacademy, Byjus, Virtual classroom etc.
- III. Convenient Schedule :Flexible scheduling of lectures can be a great advantage of digital learning. It also helps to clear the concept by listening to it again and again if it is made available on recorded mode.
- IV. Collaborative Work :Due to digital literacy and collaborative work of teachers and students, it is possible to spread the knowledge and gain the knowledge from any part of the country. Even students can avail the advantages of various experts' lectures of their subject. There are even many workshops, webinars and conferences that can be easily joined through links provided by the institutions.
- V. in this pandemic that digital learning and e – learning is the only option to continue education of students. It brings out various e – content development training programmes for not only teachers but also for students. This increases the demand for e – content accessories in almost all educational institutions and has become an important resource of learning. E – content development material of teachers has been made available on institutional websites for easy accessibility.

6.Suggestions :

1. Educational institutions should provide technological skill and support to teachers as well as students for better learning outcomes.
2. Government and telecommunication companies should work on network facilities in rural areas which are the major hurdles of rural students.

3. E – learning pedagogy totally depends on the internet service. Their cost should be minimised, especially in rural areas where many families have financial issues.
4. Proper care of teachers and students should be taken by regular cleaning and sanitization of college premises and nearby areas to stop the spread of CoronaVirus.

7. Conclusion

This paper contribute during and after challenges of e – learning pedagogy especially in rural and semi – rural area. Major problems faced by the teachers and students are technological factors, technical support, financial support, network issues, and examination methods. The problem was solved to some extent after the pandemic. India is not sufficiently prepared to provide education to all regions of the country. Examination policy should be framed accordingly, to make all students appear for exams even in such a situation . To make all students and examination policy flexible. Similarly there should be easy accessibility of e – material for students.

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