

## CHALLENGES FACED BY TEACHERS IN ONLINE TEACHING DURING COVID-19 PANDEMIC

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### ABSTRACT

This research paper present the various challenges faced by teachers in online teaching during Covid-19 pandemic and also present how this Covid-19 pandemic has changed the teaching methodology of the teachers. The researcher has collected data from 430 teachers who are working in Maharashtra State. These samples were selected by Random Sampling Method. Maximum numbers of respondents are conducting online classes for the first time in their career of teaching due to this Covid-19 pandemic. They are ready to learn new technology and methodology of the teaching. It was found that teachers used Zoom, Google meet, Whatsapp, Google classroom for online teaching. While in online teaching respondents faced the number of challenges but among all - reaching the students in the remote area and teaching numerical subjects was the biggest challenge. Even after facing all the challenges numbers of respondents were satisfied with online teaching and ready to face many challenges to make learning feasible for the students.

**Keywords:** Covid-19 Pandemic, Teacher, Challenges, Online teaching, Classroom teaching, Maharashtra

### INTRODUCTION

Learning is a life-long and continuous process in an individual's life. Learning plays a paramount role for teachers and students. The significance of learning is that- it helps the individual to acquire necessary skills through learning and knowledge so that an individual can achieve his or her desired goals of their life.

Today the whole world is facing Covid-19 pandemic and all sectors of the economy suffer a lot. In India under unlock: 04, the government allows some sectors to work but the education sector which includes schools, higher education institutions are still closed. Covid-19 harms the lives of many individuals, brings financial loss to a country, financial loss suffered by industries working in both secondary as well service sector, due to disturbed channel of distribution farmers are having problem in selling their agricultural output to the final consumers, reason for lowering the country's GDP, increases in the unemployment problem, affecting the informal sector of the economy but along with all negativity, Covid-19 has brought new changes in the field of the Indian education sector.

Covid-19 pandemic has brought many pros and cones along with it. This pandemic has totally changed the working system of the Indian education sector. The classroom teaching methodology has been completely changed. Now teachers are teaching students with the help of internet access by sitting at their home place. However, teachers have to face many challenges to accomplish the objective of teaching and learning. Conducting online classes is itself a great challenge for teachers who are habitual of conducting classroom teaching from many years.

### METHODOLOGY

#### Objectives

The objectives of the research paper are as under:

1. To study various challenges faced by teacher's during Covid-19 pandemic.
2. To study how Covid-19 pandemic has changed teachers teaching methodology.
3. To study the level of satisfaction of teachers with online teaching methodology.
4. To study what are the various modes of online teaching.

#### Sampling Unit

1. The total sample size of the study was 430 teaching faculty members.
2. The sample was collected from the Maharashtra, India. It includes –teaching faculty working in Pre-primary schools, Primary schools, Secondary and higher secondary schools, Private tuition academics, Colleges and Universities.
3. The detail of Sample size is given in below:

Sr. No	Description	No of respondents	% of the respondents
1	<b>Gender</b>		
	Male	228	53.1
	Female	202	46.9
	<b>Total</b>	<b>430</b>	<b>100</b>
2	<b>Qualification</b>		
	Undergraduates	7	1.6
	Diploma	44	10.2
	Bachelor degree	59	13.7
	Master degree	168	39.1
	PhD	97	22.7
	Others	55	12.7
	<b>Total</b>	<b>430</b>	<b>100</b>
3	<b>Total year of Teaching experience</b>		
	1.5 years	161	37.5
	5-10 years	108	25
	10-15 years	67	15.6
	15-20 years	74	17.2
	Above 20 years	20	4.7
	<b>Total</b>	<b>430</b>	<b>100</b>
4	<b>Type of Educational institutions</b>		
	Private tuition academics	30	7
	Pre-primary schools	13	3.1
	Primary schools	50	11.7
	Secondary and higher secondary schools	138	32
	Colleges	142	32.8
	Universities	57	13.4
	<b>Total</b>	<b>430</b>	<b>100</b>

#### SCOPE AND LIMITATION OF THE STUDY

1. The study focuses only on the challenges in online teaching during covid-19 pandemic. No other matter was being investigated by the researcher.
2. The study was confined to all educational institutions including coaching classes, schools, colleges and universities. Another organization was not being in the preview of this study.
4. The scope of the present study was confined to a geographical area of Maharashtra, India. Another state was not being included in the study.
5. The sample of the study were 430 teaching staff.
6. The sample was selected by Random Sampling Method.

#### METHOD OF DATA COLLECTION

##### A. Primary data

##### Questionnaires

A structured close-ended questionnaire was prepared by the researcher. The researcher gets a questionnaire filled from all 430 respondents via Google form and also collects information through telephonic discussion/chat from the respondents.

#### DATA ANALYSIS AND INTERPRETATION

##### ONLINE COURSE CONDUCTED DUE TO COVID-19 PANDEMIC

Study and discussions are done only in classroom about syllabus in between students and teacher. This system is prevailing generation to generation and it is a belief classroom teaching is more reliable, easy to shape student talents, skills and built them disciplined. But covid-19 pandemic has brought the revolution and broke the chain of the tradition education system and starts online teaching. Hence, the researcher wants to know whether the respondents conducted online classes for their students due to covid-19 pandemic or not or either they were already teaching through online classes before pandemic. The responses are presented as follows:

**Online course conducted due to Covid-19 pandemic**

Particulars	Yes	No	Conducting classes before covid-19	Total
No. of Respondents	350	63	17	<b>430</b>
%	81.3	14.8	3.9	<b>100</b>

The above table shows that out of 430 respondents surveyed, 81.3% of the respondents were started teaching through online class due to covid-19 pandemic, 14.8% the respondents did not take online courses, and 3.9% of the respondents were already conducted online classes before covid-19 pandemic.

It was found that majority of the respondents i.e. 81.3% were taking online classes due to Covid-19 pandemic. These 81.3% of respondents were learned new online teaching methodology and shifted themselves from classroom teaching to online teaching. 3.9% of respondents were already conducting online classes. This 3.9% of respondents include employees working in a private institutions and distance-learning educational institutions. They all were well known about an application, software that is used to teach students online.

**REASONS FOR NOT CONDUCTING ONLINE CLASSES**

The researcher asked the reasons behind not conducting the online classes during covid-19. The respondents were given their reason and data are presented below in the tabulated form.

**Reasons for not conducting online classes**

Particulars	No of Respondents	%
No notification from Institution authority	11	2.5
Lack of knowledge of Information technology	9	2.2
Not ready to adapt new changes	7	1.6
Electricity and Network problem	13	3
Personal engagement on other work	16	3.9
Not applicable	371	86.1
Others	3	0.7
<b>Total</b>	<b>430</b>	<b>100</b>

The above table shows that what are the reasons behind not conducting online classes and the responses are 3.9% of the respondents replied that they were engaged with other work. 3% of the respondents said that electricity and network problems. 2.5% of the respondents said that there was no order to teach online from their institution authority. 2.2% of the respondents said that they don't have sufficient knowledge about information technology. 2.3% of the respondents said that they were not ready to adopt new changes. For 86.1% of the respondents this question is not applicable.

It was found that the majority 86.1% of the respondents were conducting online classes. They were enjoying online classes and a rich learning environment with much more flexibility than traditional classroom teaching. 13.9% of the respondents were not conducting online classes because they faced problems of electricity, network, lack of knowledge of information technology, not ready to adopt changes and their personal engagement.

**PLATFORM USED TO CONDUCT ONLINE CLASSES**

To conduct online classes both teacher and students require some specific applications and software which should be installed on computer or mobile phone. There are different types of paid and free software available in the market. The teacher has to select appropriate software to meet the needs of online teaching. The researcher want to know which software is used by respondents? The responses are presented below:

**Platform used to conduct online classes**

Particulars	No of Respondents	%
Zoom	172	39.95
Whatsapp	49	11.35
Skype	2	0.5
YouTube	12	3
Google Meet	89	20.65
Google Classroom	32	7.45
WebEx	9	2
Institutional learning management software	3	0.7
Not applicable as not conducting Online classes	58	13.4
Others	4	1
<b>Total</b>	<b>430</b>	<b>100</b>

The above table shows that out of 430 respondents, 39.95% of the respondents were using Zoom, 20.65 % of the respondents were using Google meet, 11.35% of the respondents were using Whatsapp, 7.45% of the respondents were using Google Classroom, 13.4% of the respondents said that this question is not applicable as they were not conducting online classes and 7.2% of the respondents said that they were using Skype, YouTube, WebEx, institutional learning management software and other application to deliver their lecture to students.

It was found that for teaching online Zoom, Google meet, Whatsapp, Google classroom were major and prevailing software used by many educational institutions. 86.6% of the teachers were using these software to delivering their lecture which indicates that these software are very popular as they have more features than others, easy to operate, easy to connect with students and more effective in online teaching.

### METHODS USED FOR CONDUCTING ONLINE CLASSES

In a classroom teaching, teacher presented the content with the help of oral presentation, showing demonstration, writing notes, solving numerical questions on black/whiteboard. The teacher asked relevant questions to the students which ensure either student understand the lesson or not. But in online teaching the teacher has to use new methods for conducting online classes for better understanding. Hence, it was asked to the respondents which methods they used to conducting online classes. The data are presented below:

**Methods used for conducting Online Classes**

Particulars	No of Respondents	%
Video conferencing	120	27.75
Microsoft PPT/Word/Excel	112	26
Google slides	41	9.45
Self animated video	13	3
Animated video	20	4.7
Pre-recorded videos	53	12.4
YouTube videos	30	7
Whiteboards	31	7.3
Others	10	2.4
<b>Total</b>	<b>430</b>	<b>100</b>

Out of 430 respondents, 27.75% of the respondents said that they used video conferencing, 26% of the respondents said that they used Microsoft PPT/Word/Excel, 12.4% of the respondents said that they used pre-recorded video, 9.45% of the respondents said that they used Google slides, 7.3% of the respondents said that they used Whiteboards, 7% of the respondents said that they used YouTube Videos, 4.7 % of the respondents said that they used Animated video, 3% of respondents said that they used self animated video and 2.4% of respondents said that they used other methods.

It was found that 27.75% of the respondents believed that video conferencing is the best suitable method to teach students and along with this 54.85% of the respondents believed that anything is in video form (such as pre-recorded video, animated video, YouTube video) are very effective to teach students in online classes. It enables students to learn better and motivates them in participating online discussion forums. 35.45 % of the respondents using Microsoft PPT/Word/Excel/Google slide which make easy for students to understand as it has picture, graphs, diagrams, slides even videos also. While remaining 9.7% of the respondents used whiteboard by recording via camera to conducting online classes.

### CHALLENGES FACED BY TEACHERS IN ONLINE TEACHING DURING COVID-19 PANDEMIC

Conducting online classes is itself a great challenge for teachers who are habitual of conducting classroom teaching from many years. The researcher wants to study various challenges face by teaching faculty. The details analyses are presented below:

#### 1. Difficult to reach students in remote areas

Maharashtra state is located in the western region of India having 3, 07,713 km<sup>2</sup> area. Out of total area of Maharashtra 2, 98,619.45 km<sup>2</sup> are rural area which is 97.04% of the area and 54.77 % of total people are living in the rural areas (Office of The Registrar, General and Census Commissioner Ministry of Home Affairs, Government of India. (2015). Hence, for researcher, it was important to know whether it is difficult to reach students in remote areas while teaching online. The responses of respondents are presented in below table no.- 1

**Table no.:01**  
**Difficult to reach students in remote areas**

Particular	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
No. of Respondents	224	73	100	24	9	<b>430</b>
%	52.1	23.3	17	5.5	2.1	<b>100</b>

The above table shows that 52.1% of the respondents were strongly agreed, 23.3% of the respondents were agreed while 17% of the respondents were neither agreed nor disagreed. 7.6% of the respondents said that it is not difficult to reach students in remote areas.

75.4% of the respondents were found difficulties to teach students in remote areas. Poor connectivity, no availability of strong internet access, no electricity and no computer is the main difficulties faced by the teachers to reach students in remote areas via online. 17% of the respondents were neutral. 7.6% of the respondents found no difficulties to reach students in remote areas. They believed that in remote areas also students can learn effectively through the online classes.

## 2. Difficult to motivate students

A motivated person always gives the best on their performance. They stay always loyal and committed to their task or responsibilities. Without motivation it becomes difficult for the students to cope up with academics as they lost their interest and they are unable to perform better in the exam. Hence, the researcher asked respondents whether they found it difficult to motivate students while teaching the online classes. The responses are presented below in table no. – 2.

**Table no.:02**  
**Difficult to motivate students**

Particular	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
No. of Respondents	147	118	68	51	46	<b>430</b>
%	34.1	27.4	15.7	12	10.8	<b>100</b>

Out of 430 respondents, 34.1% of the respondents were strongly agreed, 27.4% of the respondents were agreed, 15.7% of the respondents were neither agreed nor disagreed, 12% of the respondents were disagreed and 10.8% of the respondents were strongly disagree.

61.5% of the respondents were believed that it was difficult to motivate students in online teaching classes because there is a minimum opportunity to interact face to face with students, difficult to know their personal behavior and understanding the problems of the students. 15.7% of the respondents were neutral. According to 22.8% of the respondents in online classes it was not difficult to motivate students. According to them making an enjoyable environment, frankly talking to students while teaching an online class and building a mutual relationship with students increases not only their motivation but self- confidence to handle situation.

## 3. Challenges to keep tracking of student's progress

In online learning environment, it is important to help students to engage with course material which provides them ample opportunities of learning. Especially when students are learning remotely; the teacher must recognize the importance and problems of the students. Progress of students can be tracked through student's attendance, periodically exam, and mock interview. The researcher asked the respondents whether they faced challenges to keep tracking of student's progress and their responses are presents in table no.- 03.

**Table no.:03**  
**Challenges to keep tracking of student's progress**

Particular	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
No. of Respondents	117	149	78	43	43	<b>430</b>
%	27.1	34.7	18.2	10	10	<b>100</b>

Out of 430 respondents, 27.1% of the respondents were strongly agreed, 34.7% of the respondents were agreed, 18.2% of the respondents were neither agreed nor disagreed while 10% of the respondents were disagreed and 10% of the respondents were strongly disagreed that they faced challenges in keeping track student progress on online teaching classes.

Human being has a different intellectual level and learning capacity. It is a universal truth each student is unique with their learning ability and some students require special attention. Majority 61.8% of the respondents were found challenges in keeping tracking of student progress in online teaching. 18.2% of the respondents were neutral and 20% of the respondents were believed that tracking of student progress can be done very easily with the help of different software and application.

#### 4 Problem of electricity / Internet connectivity

Without strong access of electricity and internet connectivity online classes cannot think. In rural area, electricity is cut down most of the time, and there is no fixed time to availability. High internet connectivity, Wi-Fi and broadband connections that facilitate high-speed internet is not installed as it is not required daily basis by the people in rural area, while some people can't afford it due to its high cost. Therefore, the researcher believes problems of electricity/internet connectivity are one of the most important challenge faced by the teachers in online learning and asked the respondents. Responses of the data are presented in below table no.: 04

**Table no.:04**  
**Problem of electricity/Internet connectivity**

Particular	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
No. of Respondents	124	139	57	78	32	<b>430</b>
%	28.9	32.4	13.2	18.2	7.3	<b>100</b>

Out of 430 respondents, 28.9% of the respondents were strongly agreed that problem of electricity and internet connectivity was a foremost challenge in online teaching, 32.4% of the respondents were agreed, 13.2% of the respondents were neither agreed nor disagreed, 18.2 % of the respondents were disagreed and 7.3% of the respondents were strongly disagreed to consider problem of electricity and internet connectivity as a challenge in teaching online classes.

61.3% of the respondents faced the problem of electricity and internet connectivity during teaching online classes. Sudden electricity cut down, no clarity in voice during online classes affects not only learning but their interest as well. 25.5% of the respondents faced no problem found due to electricity and internet problem. 13.2% of the respondents were neutral. Regular access to electricity and internet facilities increase students' interest to study.

#### 5 Lack of technical /Software knowledge

Teacher and students should able to handle computer and software easily during online classes. Without proper knowledge of the software they can't able to access online learning or record visual and audio. Software also required some specific requirement i.e. – space of operating hard disk, updated windows, latest graphic on computer and many more. Without proper knowledge, it is quiet harassment to take online classes for both teacher and student. Thus, the researcher asked respondents whether a lack of technical and software knowledge brings the problem in online teaching. The responses of the respondents are presented below in table no. 05:

**Table no.:05**  
**Lack of technical/Software knowledge**

Particular	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
No. of Respondents	158	117	81	63	11	<b>430</b>
%	36.7	27.24	18.75	14.7	2.61	<b>100</b>

Out of 430 respondents, 36.7% of the respondents were strongly agreed, 27.24% of the respondents were agreed that a lack of technical and software knowledge becomes a hurdle in online teaching 18.75% of the respondents were neither agreed nor disagreed, 14.7% of the respondents were disagreed, while remaining 2.61% of the respondents were strongly disagreed.



It was found that the majority 63.94% of the respondents agreed that lack of technical and software knowledge becomes one of the biggest challenges in conducting online classes. If both teachers and students don't have the proper technical knowledge it becomes difficult for them to adapt new methodology of teaching and learning. 18.75% of the respondents were neutral in this regard whereas only 17.31% of the respondents were disagreed that lack of technical and software knowledge brings problems in teaching online. They were opinioned that the professional service provider is appointed to resolve the issue.

## 6. Required more time in preparing course content

Teaching online courses are not the same as classroom teaching. The researcher want to know does preparing course content in online teaching takes more time than preparation in classroom teaching. The responses of the respondents are presented below table no.: 6.

**Table no.:06**  
**Required more time in preparing course content**

Particular	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
No. of Respondents	155	115	106	44	10	<b>430</b>
%	36	26.7	24.7	10.3	2.3	<b>100</b>

Out of 430 Respondents, 36% of the respondents were strongly agreed, 26.7% of the respondents were agreed that in online teaching it required more time in preparing their content, 24.7% of the respondents were neither agreed nor disagreed, 10.3% of the respondents were disagreed and remaining 2.3% of the respondents were strongly disagreed that it required more time in preparing course content than classroom teaching methods.

It was found that according to 62.7% of the respondents in online teaching methodology it required more time in preparing course content as they have to prepare the entire subject in electronic form. They prepare their content in PPT's, Docs, Excel, recording their video and many more. It seems evident from the above data that developing an online course is more time consuming than conducting classroom teaching but developed online course content will be used in future too and it will not consume time as previous time consumed in preparation of course content. 24.7% of respondents were neutral. 12.5% of the respondent said that in online teaching they did not require more time to prepare course content as numbers of time they are using the content developed by the other person or contents which are available in open resource.

## 7. Lack of motivation in online learner

Motivation influence interest and changes student behavior. Online learning requires more self-attention than in classroom education. It is important for learners to be active and interested during online classes to understand the syllabus or course content. The researcher asked the respondents whether lack of motivation in online learners is a challenge faced by them in online teaching. The respondents' response and fact are presented in table no. 7.

**Table no.:07**  
**Lack of motivation in online learner**

Particular	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
No. of Respondents	125	163	78	50	14	<b>430</b>
%	29.1	37.8	18.2	11.7	3.2	<b>100</b>

Out of 430 respondents, 29.1 % of respondents were strongly agreed, 37.8% of respondents were agreed that lack of motivation in the online learner is one of the challenge in online teaching, 18.2% of the respondents were neither agreed no disagreed, 11.7% of the respondents were disagreed and remaining 3.2% of the respondents were strongly disagreed.

According to 66.9% of the respondents lack of motivation in online learners is one of the challenges they faced by them in online teaching. If the online learners are not self-motivated and self-managed they will unable to understand whatever taught to them and not active in participating in the class discussion. 18.2% of the respondents were neutral in this regards while 14.9% of the respondents found that the lack of motivation in students is not

challenged faced by them. They believed teachers' ability and bonding with learners can successfully handle the students and motivate students to learn effectively in online classes.

### 8. Difficult to teach numerical subject through online mode

In classroom teaching numerical subjects are taught on a blackboard/ whiteboard. In blackboard/ whiteboard the teacher can write their formula and methods to explain students. Learners also can respond immediately to the teacher if there are any doubts about formula and equations. Therefore, the researcher asked the respondents how difficult it is to teach numerical subjects through online mode. The respondents' responses to their view and data are presented in table no.:8.

**Table no.:08**  
**Difficult to teach numerical subject through online mode**

Particular	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
No. of Respondents	158	151	74	40	7	<b>430</b>
%	36.72	35.16	17.19	9.38	1.55	<b>100</b>

Out of 430 respondents, 36.72% of the respondents were strongly agreed with the statement that it is difficult to teach numerical in online class, 35.16% of the respondents were agreed, 17.19% of the respondents were neither agreed nor disagreed, 9.38% of the respondents were disagreed and the remaining 1.55% of the respondents were strongly disagreed with the statement that it is difficult to teach numerical subjects in the online classes.

71.88% of the respondents found it difficult to teach the numerical subjects in online classes. They believed that in classroom teaching on a blackboard was an easy method to explain students. 17.19% of the respondents were neutral in this regard whereas 10.93% of the respondents do not found any difficulty to teach numerical subject in online classes. To avoid difficulties to teach numerical subjects in online classes they prepared formulas and rules on PPT/Word/Excel/Google slides.

### 9 Difficult to monitoring discipline

The goal of teaching is to ensure that each student receives quality education, skills and develop talent. In classroom teaching - the teacher ensures discipline is maintained properly, rules are enforced, and students are in a safe learning environment. But in the case of online classes teachers cannot exercise physical control on the learners. Therefore keeping all this in view, the researcher asked the respondents whether monitoring discipline is a challenge faced by them during online teaching. The respondent's response and data are presented below with tabulated form no. – 9.

**Table no.:09**  
**Difficult to monitoring discipline**

Particular	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
No. of Respondents	114	131	118	47	20	<b>430</b>
%	26.56	30.47	27.34	10.94	4.69	<b>100</b>

Out of the 430 respondents, 26.56% of the respondents were strongly agreed, 30.47% of the respondents were agreed, 27.34% of the respondents were neither agreed nor disagreed while 10.94% of the respondents were disagreed and remaining 4.69% of the respondents were strongly disagreed to accept monitoring discipline is a challenge while taking online classes.

It was found that 57.03% of the respondents were agreed that monitoring discipline is the challenge faced by them while taking online classes. They believed that in online teaching teachers cannot monitor student's discipline as every student has different behavior. 27.34% of the respondents were neutral in this regard while according to 15.63% of the respondents monitoring student discipline in online class is not difficult. To maintain student discipline properly teachers should have class rules and regulations. It is also important that the teacher explains these rules to the student at the beginning of the online classes.



### SATISFACTION WITH ONLINE TEACHING

Due to the Covid-19 pandemic, teaching methodology has been completely changed to online teaching from classroom teaching. It is very important aspect to know whether teachers are satisfied with the new teaching system or methodology, and availability of resources to teach. Hence, the researcher asked the respondents whether they are satisfied with online teaching or not. The respondents' response and data are presented below.

**Satisfaction with online teaching**

Particular	Highly satisfy	Satisfy	Neither Satisfy nor dissatisfy	Dissatisfy	Strongly dissatisfy	Total
No. of Respondents	37	151	145	77	20	<b>430</b>
%	8.6	35.2	33.6	18	4.6	<b>100</b>

Out of 430 respondents, 8.6% of the respondents were highly satisfied, 35.2% of the respondents were satisfied with new online teaching system, 33.6% of the respondents were neither satisfied nor dissatisfied in concern of online teaching, 18% of the respondents were dissatisfied, and remaining 4.6% of the respondents were strongly dissatisfied with an online teaching methodology.

It was found that 43.8% of the respondents were satisfied with the online teaching methodology. They have enjoyed flexibility of time and they can now teach from anywhere. They applied new teaching tools in the preparation and presentation of their teaching content in more impactful manner. 33.6% of the respondents were neutral regarding the satisfaction of online teaching. 22.6% of the respondents were dissatisfied with the online teaching system. They believed teaching online classes are more difficult than classroom teaching. They find it complex and difficult to teach the students. Along with that, they also find there is a lack of motivation in the learner.

### FINDINGS

Due to Covid-19 pandemic, 81.3% of the respondents were learned new online teaching methodologies and shifted themselves from classroom teaching to online teaching. 3.9% of the respondents were already conducting online classes.

13.9% of the respondents were not conducting online classes because they faced the problem of electricity, network, lack of knowledge of information technology, not ready to adopt changes and have personal engagement.

For the teaching online - Zoom, Google meet, Whatsapp, Google classroom were the major learning app used by 86.6% of the respondents.

Majority of the respondents believed that anything that is in video form (i.e. pre-recorded video, animated video, video conferencing, YouTube video) is the best suitable methods to teach students in online teaching methodology.

75.4% of the respondents were found difficulties to teach students of remote areas. Poor infrastructures, not having the availability of strong internet access, no electricity, no computer, and inadequate knowledge of information technology are the main reason behind it.

61.5% of the respondents were found difficult to motivate students in online teaching classes because of minimum opportunity to interact face to face, difficult to know personal behavior of the students and understanding problems of the students.

Majority 61.8% of the respondents found challenges to keep tracking of student progress in online teaching.

61.3% of the respondents found the problem of electricity and internet connectivity during teaching in online classes. Sudden electricity cut down, no clarity voice due to low internet signal during online classes; discontinue class frequently affects not only learning but their interest as well.

According to 63.94% of the respondents the lack of technical and software knowledge becomes one of the main challenges in conducting online classes.

62.7% of the respondents found online teaching methodology required more time in preparing course content as they have to prepare their course content in the electronic form.

66.9% of the respondents found that lack of motivation in the online learner is one of the main challenges they faced by them in online teaching.

71.88% of the respondents found it difficult to teach the numerical subject in the online class. According to them- blackboard was an easy method to explain students, which was used in classroom teaching.

57.03% of the respondents were agreed that monitoring discipline is challenges faced by them while taking online teaching classes.

43.8% of the respondents are satisfied with online teaching methodology. They enjoyed the flexibility of the time, they can now teach anywhere and can use or share wide internet resources.

## CONCLUSION

This Covid-19 pandemic brings a new evolution in the Indian Education System. Within a span of three-to-four months of lockdown whole education system is ready to shift from classroom teaching to online teaching. This pandemic has given the opportunity to teaching faculty to use information technology in their teaching methodology. While adopting the new methodology of teaching and learning - the teachers has to overcome many challenges. For some teachers conducting online classes is itself a great challenge because they are habitual of conducting classroom teaching from many years. The most important challenge faced by teachers in online teaching is to reach/teach students of remote areas because there is unavailability of strong internet access, no continuous supply of electricity, lack of income source of parents who cannot afford to buy a laptop or android mobile for their children. Teaching numerical subjects like –math, financial accounting, cost accounting, etc or numerical problems are difficult and sometimes tedious in online teaching as compared to classroom teaching. In online teaching methodology -it becomes difficult for teachers to motivate learners and they faced the problem of keeping records of students' progress especially in higher education institutions where the number of students is large. To motivate online learners - the learning environment should need to be designed in an attractive way and teacher should focus on critical based learning rather than knowledge-based. Even after facing all the challenges in online teaching teachers are motivated to learn the new technology and make the best possible use of all resources for effective teaching. In this time of the Covid-19 pandemic - it is very necessary for both teachers and learners to stay fit, physically healthy and brings positive thought in mind. Management of the educational institution should require providing proper training to teachers about learning software which enables them to teach and guide students effectively and efficiently.

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