A Study on the Effect of COVID-19 towards the perception of Government Inter College Teachers in Dehradun District.

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ABSTRACT

The COVID-19 has struck severe disruption in whole world and forced to go into lockdown with remarkable impact on school education. The situation has left no choice, but to shift on remote (online) teaching and learning concept of education. Teachers have gone through many challenges to bring education on handsets of students. In the wake of the current pandemic, teachers have to go through with lots of problems to fill the gap between the measures government had implemented and what the real situation they faced with the students. The study explored the challenges encountered by the government inter college teachers in online remote teaching. The purpose of the study was to conduct a survey regarding the perception of teachers on remote teaching during COVID-19 Pandemic. The survey was conducted on 50 teachers teaching in government Inter College in Dehradun district of Uttarakhand state. The survey was done by collecting closed ended answers and interviewed about the views & opinions about the concerns of teachers. The findings shows that there is a need to focus on some issues like: ICT, infrastructure, parents support, time management, professional training and framing equitable means for assessment and evaluation techniques to make out best in the system of education.

Keywords: COVID-19, School education, Online remote teaching, Perception, Government Inter College

INTRODUCTION

The novel coronavirus (Coronavirus disease 2019 [COVID-19]) outbreak was discovered in China in December 2019.It is a respiratorytract infectious diseases, spread through person to person contact which can lead from mild to deadly and become a global pandemic on March 11, 2020, as confirmed by World Health Organization (WHO). In the beginning of 2020 it could not be suspected that the virus would move all around the globe and effect our way of living, interactions, working style and obviously last but not least "Education". To reduce the spread of SARS-COV-2[Severe Acute Respiratory Syndrome Coronavirus] many restrictive measures were taken by Government for effective infection control, one of them was closure of schools.(Kamal & Illiyan, 2021)It is vivid that conventional teaching is not possible in this vague time course of the COVID-19, so virtual teaching has emerged as cutting edge to partially resolving perplexity. According to National Sample Survey Organisation (NSSO) 75th round report (2017–2018), less than 15% of the rural households had Internet access compared to 42% of urban Indian households (NSSO, 2019) that not only leads to a wide rift in educational inequality but also exacerbates existing socio-economic disparities. Due to the COVID-19 outbreak, 63 million teachers have been affected globally and hardly any country provided training to the teachers on virtual teaching (UNESCO, 2020). Besides this, more than 320 million students, especially 130 million learners from secondary schools in

India have been severely affected due to the nationwide lockdown.

When the situation of pandemic arises, access to continuous and qualitative teaching becomes the climacteric in education sector, requiring immediate and suitable reaction. Since the first lockdown on March 2020, the bizarre of COVID-19 pandemic demands quick response with the widespread use of DIKSHA platform, T.V., Radio, Whatsapp etc. The country made all efforts to catch the school education through existing resources initially and afterwards the continuing challenges were felt with an opportunity to find innovative ways and leveraging technology leads to come up with efficient solution. The teachers exemplifies how technology is playing the role of a force multiplier as various e-learning initiatives helping inimparting education throughout the year which gives the spirit of grit to continue moving ahead against all odds.

The present COVID-19 pandemic has lead the way for remarkable challenges and has affected the education sector significantly. This pandemic threw up a major challenge in teachers who tried to adapt the situation through remote learning. The importance of E-learning has been appreciated more evidently as the adoption of technology continues with the teaching –learning needs of the education system.(Anchal Sharma, 2021)India has been consistently endorsing the digital revolution in the education sector for the last few years and the ongoing pandemic became a major catalyst in accelerating the use of technology tools and digital platforms to facilitate the learning process. The recently launched National Education Policy 2021, also envisages the creation of a dedicated unit to devise the development of digital infrastructure, digital content, and capacity building to supervise the e-education needs. It also talks about eliminating the digital divide and expanding ICT- based educational initiatives. Though, with the regional and household disparities in access to technology across the country, this transition has not been the smoothest for everyone. According to the National Sample Survey (2017-2018), only 23.8%p of Indian households had internet access, in rural households (66% of the total population) only 14.9% had access and in urban households only 42% had access. Considering these numbers wouldn't have

changed much in the last few years, the data does make the road ahead for the digital revolution in the country challenging. There is a need to develop a more blended way of education model mixed with textbooks and technology. While the stay-at- home requirements of the pandemic necessitated this shift, the lessons learned can be applied over the long term.

The current pandemic make a shift to the Online/Remote/Distance format of teaching. Now the classroom sessions are blend with the use of technology, as this is the demand of the new normal to continue education.(Kundu, 2020)The Covid-19 pandemic has exposed how rooted structural imbalances are between rural and urban, male and female, rich and poor, even in the digital world. With the existing digital divide, expanding online education will push the digital have-nots to the periphery of the education system, thereby increasing inequity in educational outcomes.Insudden transition from conventional classroom learning to remote/online learning, teachers were expected to be able to use these platforms instantly, for which teachers reported many problems in catering remote classes as they had limited practical experience .During online classes the teachers has to face a drastic change in the areas of pedagogical practices, social balancing, managerial efficiency and technical proficiency. To make teaching and learning effective, teacher has to facilitate their instruction from a homely and comfortable setting to handle their cognitive and affective domains.(Almahasees et al., 2021)The analysis revealed that the faculty agreed to make their online sessions short. This finding showed that online classes should not keep the students' attention and ensure their understanding. If the online course is long, the students may get bored and distracted. As for online class preparation, the participants agreed that online classes require more time than traditional classes. Of course, preparation for online courses entails a longer time than regular classes.

(Kulal & Nayak, 2020)The other important pillar of online teaching is teacher. Their interest and skills in handling online classes are essential aspects. How did teachers perceive online classes, whether teachers are capable of handling online classes, these are the questions that arise before implementing it

because some of the faculty members may not always have the competency to teach courses online. Online/remote teaching brought many grievances for teachers as they fall apart with the introduction of online teaching for which they need to evolve themselves in operating technical mediums to conduct online classes, take exams, and provide assignments and even preparation of score cards.The crisis changed the pedagogical method of teaching (learning) and bring about the need to discover "how to teach remotely" with the help of technology (Online). To solve these problem teachers had to first deal with the adoption of new pedagogical method in a virtual environment no matter which channel they are using, they need to be more creative to keep the students engaged in the class as now the situation gave the power of disconnection to students, so it is important for a teacher to be more passionate and dedicative while teaching. The second one is the time management of class as this system gave the freedom to set up classroom by utilizing a variety of technological options and utilising assisting tools to give active and live teaching-learning experiences.

Challenges faced by Government Teachers in Uttarakhand State

The challenges due to COVID -19 pandemic are heterogonous as the state" Uttarakhand" has geographically challenged with distant areas, which practically sounds for lack of efficient internet connection, disturbed power supply and access to resources. To avail proper teaching and learning all of this added to make the job of teachers more complicated for continuing education as teachers have to chase students to complete their syllabus. Teachers in the state not only involved in teaching but also engaged in other work like distribution of dry ration, tracking of migrants in their areas etc. teachers were assigned to discharge their duties of reporting incidences of COVID-19 to authorities as their schools were made as the quarantine centre. In the midst of the pandemic, the innovative course of action inspires teachers to continue teaching and learning with the initiatives taken by the state government for the continuation of educations and helps in lowering the burden of teachers. Some of them are :(Department of School Education & Literacy Ministry of Human Resource Development Government of India, 2020)

1. Sampark Didi Mobile App: It is developed by Sampark Foundation. Through the app, students can access animated videos, audios, worksheets, puzzles, fascinating activities etc. while they are confined to their homes during the pandemic.

2. WhatsApp Classes: the education department has also started classes through WhatsApp where children are being given tasks to do, and they can connect with teachers via the social media platform for doubts and concept clearing. Officials have created different WhatsApp groups and selected teachers for different subjects from across the State and connected them with students where they are being given tasks.

3. Gyaandeep Programme: The state of Uttarakhand is a hilly State and Internet connectivity remains a major issue in hilly/rural areas. Therefore, it becomes very difficult to provide online e-learning material to all students. In view of easy access of learning content to all students across the State, it has been getting relayed through Doordarshan since 24th April 2020. Content (subject wise) developed with the help of specific teachers and slots were scheduled to Doordarshan Kendra for which comprehensive directions are issued to District Magistrate, District Education officers and subordinate level for community awareness

4. Community Radio: Through community radio, stories are being broadcasted for the children studying in primary classes, and skill development programmes like reduce stress, solve problems, time management, nutrition etc. Content for the broadcast is developed by the combined efforts of Room to Read, SCERT/DIET faculty and KGBV wardens.

5. Use of Educational Portals (e-portal): it is also being used by teachers for digital teaching. through a link, teachers can upload learning content, handwritten notes from the portal.

Review of related literature:

Recently many studies were conducted related to problems confronting teacher's online teaching and learning. Most teachers raised issued regarding network issue, lack of training, lack of awareness, lack of interest, less attendance and moreover lack of assistance in resolving these problems.

(Ozamiz-Etxebarria et al., 2021) pointed out that many institutions did not have trained teachers who can work remotely through online platforms and face a struggle to accept the transition. The HEIs instructed their teachers to conduct the classes from their homes without clear instructions and directions. They expected old aged teachers who are not technically sound to do online teaching.

(Duraku & Hoxha, 2020)According to the teachers, the factors that may have affected the quality of the implementation of online education, namely planning for the learning process, relate to organizational factors, including inadequate level of cooperation from the school management and precarious organization in the distribution of information to teachers. However, they also stressed that, during this period, there has been proper cooperation between teachers. Regarding the lessons broadcast by public television, they express skepticism, consider the format short and vague, and state that the lessons presented are not in accordance with the curriculum offered by them at schools.

(Ireri, 2021)The study shows that there is dismal preparedness among parents and teachers to offer or support virtual learning, affecting all types of schools. There is a need to enhance the capacity of teachers to offer virtual learning. Capacity building programmesshould focus on from lesson planning to delivery of the teaching. It is also recommended that the curriculum in teachers' college encompasses modules on how to delivery virtual for future teachers.

(Izhar et al., 2021) highlighted that online learning systems often become overwhelmed and crash due to large volumes of users. Besides, places with challenging geographical structures, such as mountainous and rural localities, usually have little to no access to technology.
During the movement control, teaching was conducted at teachers' respective houses. In relation with that, a teacher's home environment plays a role in determining the success of an online class. it was discovered that environmental distractions such as house chores and kids were significant challenges faced by teachers when conducting online classes. Teachers who are also parents are more susceptible to their home environment which may influence their focus on online classes As their kids were also at home due to school closure, they had to do juggle between house chores such as preparing meals, monitoring their kids' online classes, and cleaning and the preparation of their online classes. A teacher will not be able to fully utilize online classes to ensure education continuation if he does not experience the benefits of online classes.

(Kamal & Illiyan, 2021)Due to the shift toward online learning, it was difficult for teachers to keep track of students' moods and their phone activities simultaneously with their engagement in studies during online classes. And it is quite challenging to provide additional time to pupils that require physical attention. Although some teachers have an optimistic and encouraging perspective toward online teaching, they felt that they can be taught better in conventional teaching because of inadequate training and efficiency in virtual teaching

(De, 2020)Teachers of traditional classes, with technical assistance, had to undertake rigorous Trainings to restructure pedagogical and assessment strategies online using web/mobile applications and other digital tools. This could potentially compromise instructional quality, particularly of tertiary education or tactile/experiential subjects, in absence of hands-on resources and live interaction. Lack of network capacity or educational opportunities would discourage socioeconomically challenged, struggling, disabled, or remotely/rurally located students and teachers. COVID-19-led isolation impeded numerous teachers and students' attendance, teaching-learning and cognition, and caused psychological stress or anxiety among students and academic staff.
(Pandit & Agrawal, 2021) Traditional strategies may often not be efficient in an online classroom, as online teaching requires more extensive planning and attention to detail than traditional courses. Online courses are generally considered more labour-intensive as they demand a greater level of advance preparation and organization, as well as more development and design time. Developing and delivering an online course is a multi-step

process encompassing design, delivery, engagement, technology and training. Moreover, experienced teachers could find themselves as beginners again in an online environment. Many may perceive this as a challenge to their status as experts. It might even result in resistance towards online teaching because of such loss of identity.

(Ozamiz-Etxebarria et al., 2021)previous studies have found that working from home using Information and Communication Technologies (ICT) can create feelings of tension, anxiety, exhaustion, and decreased job satisfaction and in times of a pandemic these were the only tools that were available to teachers. United Nations Educational, Scientific and Cultural Organization (UNESCO) (2020a) has already identified confusion and stress among teachers as being one of the adverse consequences of school closures, due to the abruptness of such measures, uncertainty about their duration, and a lack of familiarity with distance education

(Jain et al., 2020)According to a report, many of the teachers have quit the e-classrooms due to bullying, and their disrespect, and teachers agree that the pedagogy used would not work in the long-term—'What we are missing out on [in online classes] is how the child is growing as an individual. If you look at a typical report card, it will assess communication skills, vocabulary, critical thinking, and scientific aptitude. These attributes are hard to assess remotely.

(Babinčáková & Bernard, 2020)Transitioning to distance learning in science education is more challenging than for nonscience courses because of the experimental nature of the subject. Moving to the virtual environment was particularly challenging for teachers, who wanted to transfer real class experiences into online lessons since science is based on problems, observations, evidence, and experiments. Often, teachers claimed that they could be more efficient if they had knowledge, skills, and proper equipment to run classes online.

(Olszewska, 2020) Additional drawbacks of remote teaching and learning teachers faced in conducting remote classes were:
- ensuring an effective teaching process by the school, e.g. by appropriately adjusting the e-learning platform to increased user activity, provision of appropriate IT infrastructure and software that enables online teaching, the need to supplement the regulations related to conducting examination sessions with aspects related to conducting them through online platforms,
- an additional burden on lecturers who have to adapt their teaching methods to the capabilities of the IT infrastructure,
- an additional burden on students who have to adapt to carrying out all their classes online, which may not be the optimal form of learning for them,
- assessment of the actual completion and assimilation of the material by students, ? moving subjects that require a specific environment (laboratory etc.) to the online environment.

OBJECTIVES OF THE STUDY:
This study aims to examine the opinions of teachers working in Government Inter Colleges during the pandemic COVID-19. It works to fulfil three main objectives
1. To study the perception of teacher towards the effect of COVID-19 on education.
2. To analyse the challenges faced by teachers concerning teaching-learning during COVID-19 period.
3. To analyse the perception of teachers towards the overall effect of COVID -19 on education.

RESEARCH QUESTIONS:
1. To what extent teachers realized satisfaction in terms of facilitation on remote teaching, teaching resources, time management and connectivity in teaching –learning?
2. To what extent teachers perceived about students access to learning, performance of learning, encouragement, monitoring and motivation for learning?
3. To what extent teachers are compromised with home environment,

parents support and technology?

4. To what extent degree of teachers satisfaction exist on the techniques adopted for students assessment and evaluation
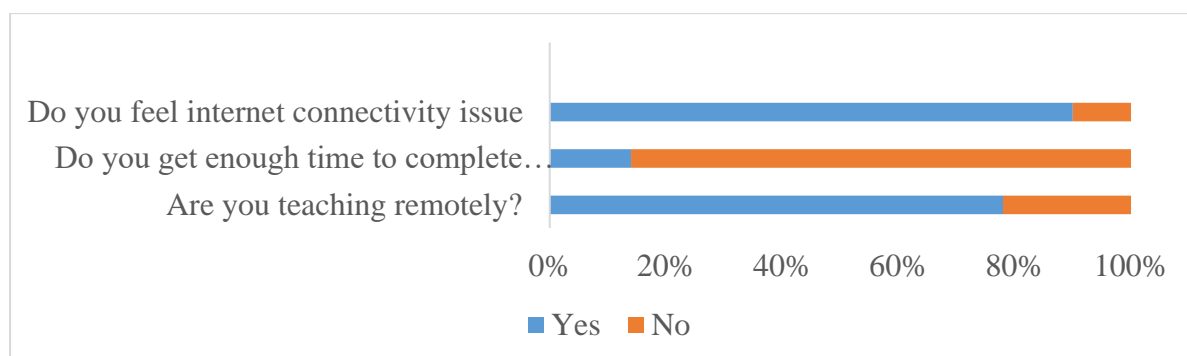
METHODOLOGY:

This study investigates the perception of remote (online) teaching in Dehradun district of Uttarakhand. This study utilized a descriptive quantitative design to obtain the opinion of respondents. Out of 6 blocks present in Dehradun district, 2 blocks were selected by lottery method of sampling. The sample size consists of 100 teachers from different GIC from different academic fields like science, commerce and humanities.

A self-made questionnaire was used to collect the opinions of teachers. A series of twenty-five closed ended question were arranged for which respondents have to share their

opinions/views in yes or no formand further the respondents were interviewedfor their views and opinions of their concern. The purpose of the survey was not to collect psychometric data and thus the questionnaire and survey did not make use of validated psychometric tools. The primary source of data collection was used by the researcher and to protect the participants confidentially, all data through which their identities could be revealed were removed.

The main purpose of the study was to gather evaluative feedback on teachers experience in online remote teaching. A descriptive approach for data analysis was adopted in response to the closed ended questions, which were transcribed, coded and categorized within each question to determine similar answers. Repetitive content of responses was identified and frequently occurring responses were tabulated and bar graphed in percentage form for reporting purpose.

RESULTS AND DISCUSSION

1. **Remote teaching, enough time and Internet connectivity issue**

In the end of March and beginning of April, the government ordered for closure of school but seriously acclaimed that education at any level should not be ignored and thus teachers adopted remote learning system through various online tools with equity so that the gap created by infrastructure, finance and social differences can be minimise. Teachers used Whatsapp, google classroo, google meet, YouTubeetc. to conduct classes. The students who are not available on these sources teachers chase them with text message or by phone calls for sharing notes, videos or helpful links. All teachers says "Yes" that they teach remotely. In the beginning they only share writing notes via message on Whatsapp or
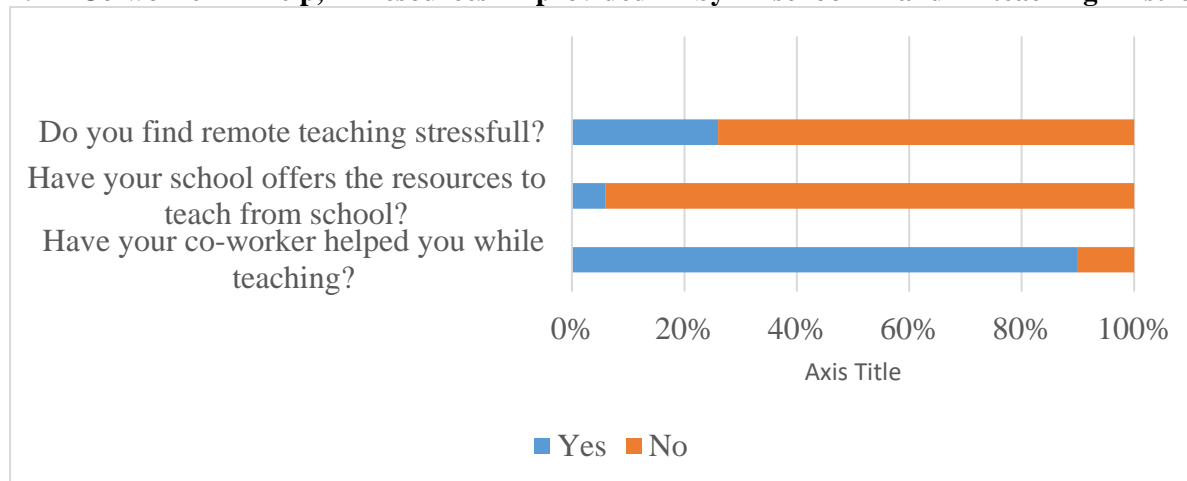
mails but when the situation seems to be so dreadful, teachers prepared themselves for using various tools to make ongoing remote classes more effective and efficient. Teachers were also enrolled for various work as government schools were crafted as COVID Centres for migrators and they were assign for their reporting. Teachers were also restricted to come on schools on National day celebration. With this chaotic situation 44% of teachers says "yes" that they get enough time to complete the work which their school assign and 56% of teachers says "No" they don't get enough time to complete the work which their school assign. Many teachers spend their time

on elections, health issues, panchayat meetings and department schemes.

The opportunity of online teaching and learning can be gained with a good speed of internet connectivity. It was thought that Uttarakhand's difficult geographic location, strategic significance and vulnerability to natural disaster lead to the challenges in the connectivity of internet but the time is changing with high technology as many companiesare trying to improved mobile and internet connectivity for better communication facilities.That is why In this study, positive results were seen as only 14% of teachers feel internet connectivity issue where as 86% of teachers unhindered in their internet connectivity which is a good sign in future prospect for online/remote learning in Uttarakhand government schools.
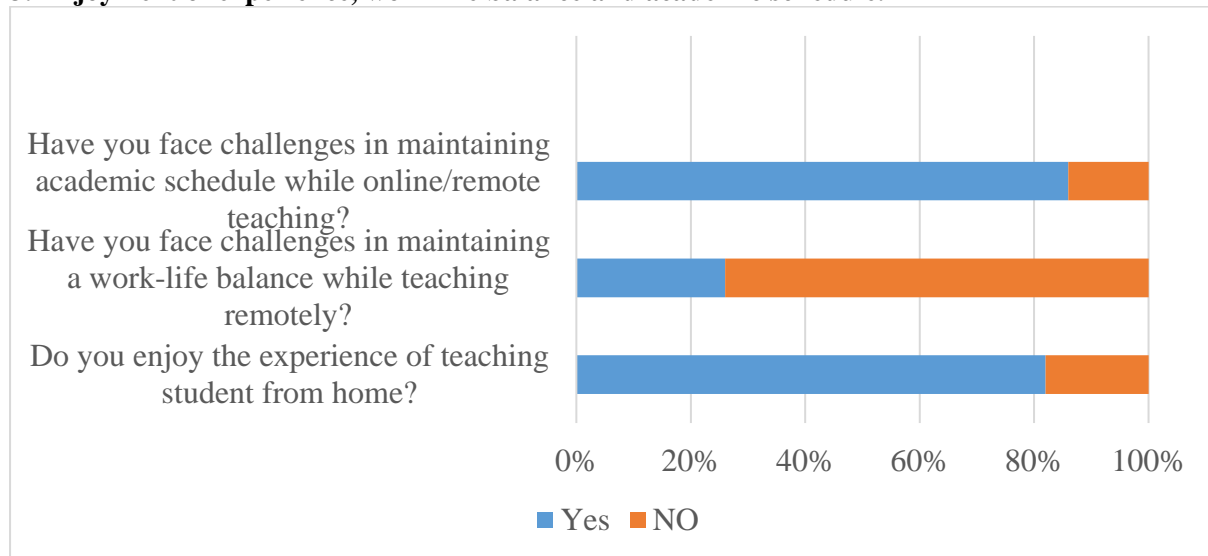
2.   Co-worker   help,   resources   provided   by   school   and   teaching   stress

Although every teacher is facing the same threat yet not facingthe same circumstances. Teachers who were not so experienced in handling technology were seeking their help from their co-workers with the knowledge about the process of online /remoteteaching. In this study 90% of teachers highly appreciated to their co-worker for helping them while teaching after all a person can only attain knowledge with the help of those who own it, only 10% denied it. No doubt, the widespread use of DIKSHA platform, T.V., Radio, MOOC etc. as a counter to the lockdown for effectively leading the education system. Various webinars were also organised by the education department for assisting distinct virtual learning forums but it is very disappointed that In this study 94% of teachers deferred in getting the resources for teaching task from school and only 6% says 'Yes" that their school offers the resources to teach from school.This lead to the increment of stress in the minds of teachers as in the beginning of pandemic only few ICT tools were available to them for teaching from home where as uncertainty about their excessive workloads, interpersonal communication gap with students and insufficient training leads to the downturn of job satisfaction and called out for the prevalence of stress but as the time passes teachers reveal that they adjust themselves with new working conditions and they permit ICT to generate resources to ease the functioning of teaching and learning. Thus only 26% of teachers find remote teaching stressful and 74% of teachers didn't find it stressful.
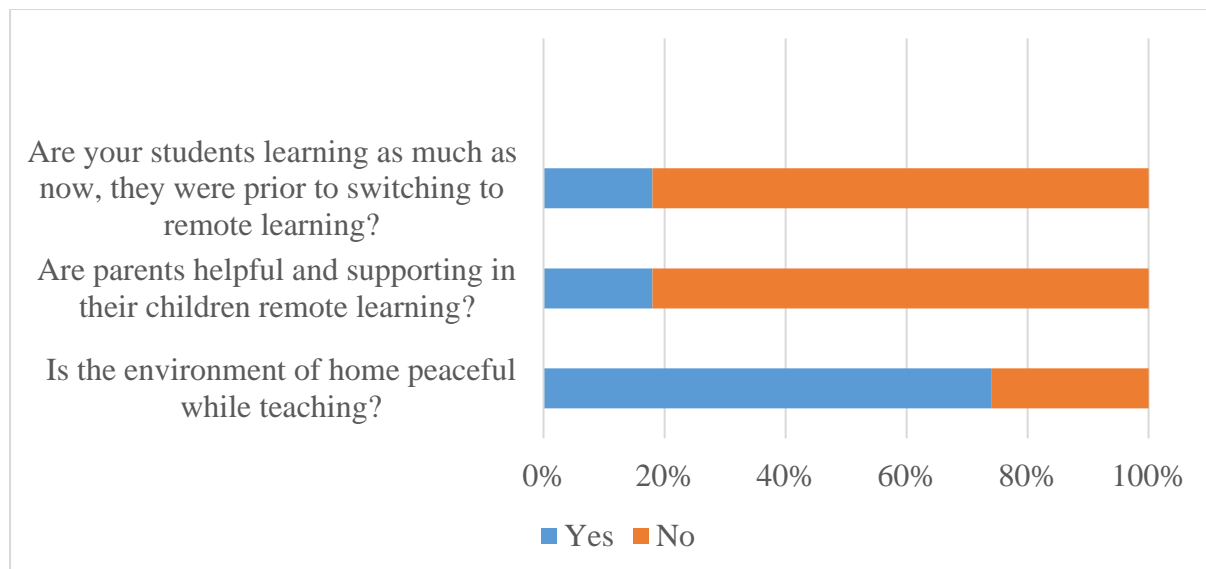
3. Enjoyment of experience, work-life balance and academic schedule.

When the teachers were asked about the experience of teaching student from home, they said: "remote teaching is all about overpassing the chalk and duster to the new ICT skills". Teachers have the same setting over the years. The pandemic struck the education system badly but teachers silently overcame the challenges and with time once they master the technology, it helps them to innovate more ideas to ease teaching and learning, teachers put forward themselves for reinventing various tools and techniques. It can be justified with the given data, which states that 82% of teachers enjoy the experience of teaching student from home and 18% denied the same, it may be because they were not techsavy or facing inadequacies in the physical environment or learning process.

On one hand the pandemic gave an opportunity for good family time, but on the other hand it created challenges to manage it with other coherent responsibilities. Teachers whether single or with family, everyone had struggled. Work-life and family life are interlined and demands a pattern of behaviour with physical and emotional boundaries to be set during working hours. When teachers were asked about it, 26% of teachers says "yes" they face challenges in maintaining a work and family life balance while teaching remotely while 64% of says "No" for the same. In teachers view the concept of remote teaching and learning (online) poses a challenge over the access of technology as it keeps everyone busy with worksheets, video lecture and assignment. The ensuring of student attendance was a major problem due to various factors so to build equity, teachers struggle to chase students was a true challenge in managing academic schedule as they are responsible for maintaining equity among students despite of all infrastructure, finance and social disparities they faced. In this regard 86% of teachers confronted that they face challenges in managing academic schedule while remote teaching and 14% says they don't face any challenge for same.

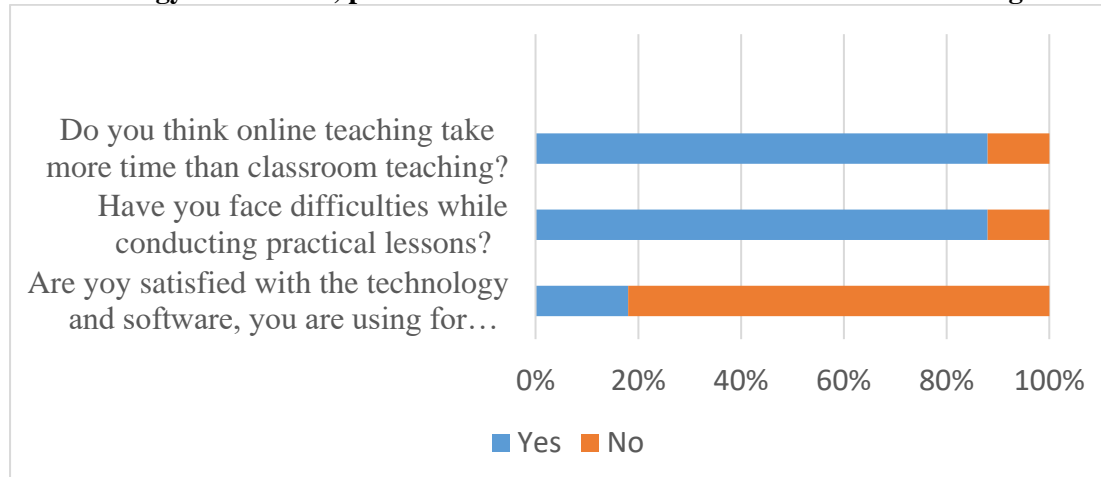## 4. Home environment, parent support and comparison in mode of learning.

The coronavirus has caused widespread school closure and created an unknown conditions through remote and online learning. Teaching from home is new normal in the process of education as remote teaching and remote learning are the new realities of the system and this system required a space away from distractions creating a working mind-set for sharp focus. The right teaching environment helps in bringing up the productivity of student and teachers. They must be sure to have access to everything, needed to accomplish teaching from home. The study shows that 74% of teachers have the peaceful home environment while teaching but 26% of them neglect it.

Engagement of parents contribute to the establishment of home environment for encouraging their children learning. Parents who play active role in the education of their child resulting in improved academic performance and attendance. It is very hurtful to know that according to teachers only 18%

of parents are helpful and supportive in their children's remote learning while 82% of teachers claim that parents were neither helped nor supported their children inremote learning. It may be because that some parents, in particularly from lower socioeconomic backgrounds or minority groups face barriers in involvement, as they are not so literate or techsavy that they can take a watch on their learning.

In this study 82% of teachers are in favour that students are not learning as much as now, they were prior to switching to remote learning and only 18% says yes to the same segment. When teachers were asked about this disparity they clearly said "regular attendance in classroom helps students interact, better disciplined, follow a regular schedule and mentally alert during classroom teaching. On the other hand, remote teaching in online base gave the way to concealed themselves during teaching-learning and teachers have no way to manage it.
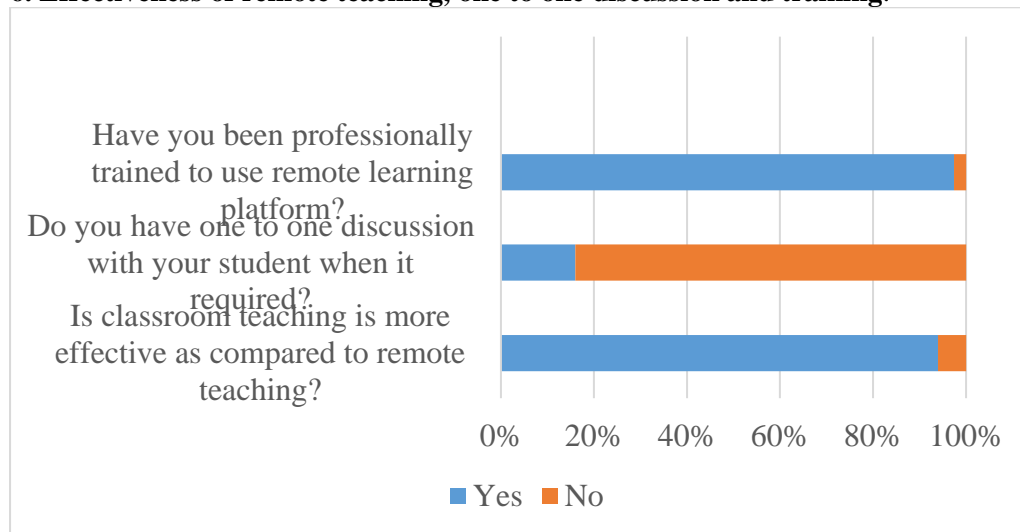
5. Technology satisfaction, practical lesson difficulties and classroom time management.

The inadequate preparation in remote teaching during emergency of COVID-19 pandemic lead the teachers to opt for the compulsion of online pattern of education, considering the alternative of no schooling and are still concern about the technology they used. Beyond the full fledge of online teaching 82% of teachers are not satisfied with the technology and software they used and only 18% of the teachers satisfied with the same. During interviews teachers also shared that the reason for the same is "the technology and software teachers were using for online model of teaching does not provide total accessibility and affordability for their student and they cannot ensure that their students acquire the attitudes and disposition that can maximise their ability to make the most of online learning opportunities". Yet many teachers struggle to provide such support because of lack of time, insufficient digital skills and lack of curricular guidelines. The additional limitations to online environment in teaching practical lessons as it required minds-on and hands-on, but creating virtual classroom conditions for teaching practical content is difficult. Teachers honestly confess that it is very hard to create a learning momentum for practically structured content and for this 88% of teachers says they face difficulties while conducting practical lessons and only 12% of them faced no difficulty for practical lessons.

In government school most of the student come from low income families who are not able to afford learning gadgets like smartphones, tablets, laptops, computer etc. teachers have an extra burden to share notes in any form. Remote online instruction required to use different media with high level of creativity for teachers. They need to generate conversations via podcast, video, websites, documents, slides, and images etc. which consume more time as compared to classroom teaching. In this context 88% of teachers says" yes" that online teaching take more time than classroom teaching and only 12% of them denied it.

6. Effectiveness of remote teaching, one to one discussion and training.

Have you been professionally trained to use remote learning platform?
Do you have one to one discussion with your student when it required?
Is classroom teaching is more effective as compared to remote teaching?

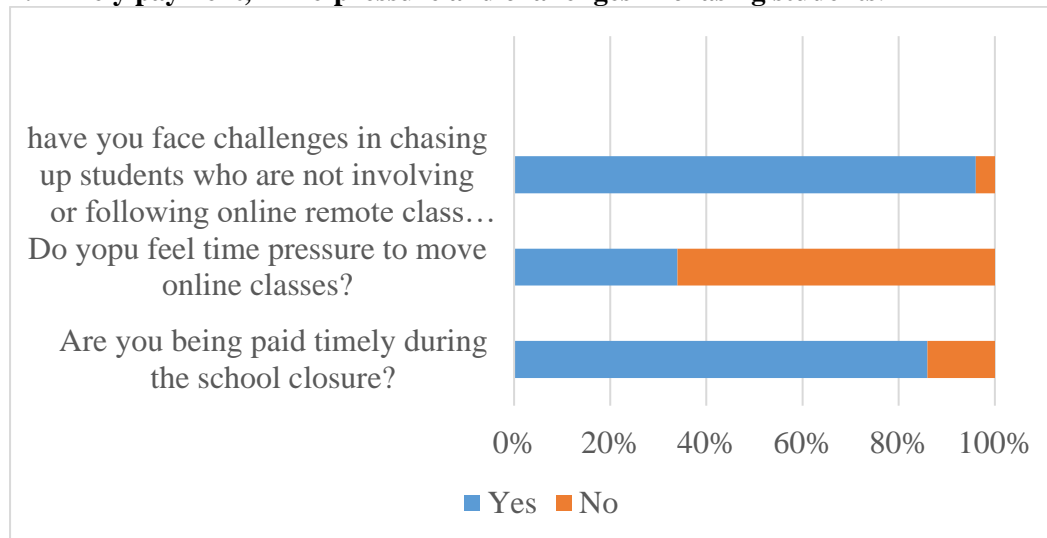0%   20%   40%   60%   80%   100%

■ Yes ■ No

Teachers felt remote teaching was a reasonably a good substitute yet classroom teaching is more effective and 94% of teachers support this statement as they thought the best part of classroom teaching is the physical presence of teacher which keeps students stimulated. In classroom teaching the style of teaching can be modified according to the student issues. Classroom teaching inculcates the skill of presenting their ideas confidently in front of their students which helps in shaping student's communication and listening skill as well as in growing them maturing emotionally. Teachers shared that for one to one discussion they have to develop an offline learning plan for student's independent queries. The scheduled online class was only had time to complete their content of syllabus as it does not provide time to participate each and every student at the same time as happens in classroom teaching. 84% of teachers says they don't have one to one discussion with their student when it required and only 16% says "yes "to the same.

From video conferencing to online feedback, teachers have adapted to the technological demands of remote teaching. However many had to learn on the job due to a lack of training. And while they need to use it, technology is still challenging, especially for those teaching to most vulnerable students. Several online teaching –learning professional development activities were suggested by state education board via MOOC, Sampark Didi Mobile App, Gyaandeep programme, e-portals etc. while 32% of teacher's confronted that they have not been professionally trained to use remote learning platforms and 68% says "yes" they were professionally trained to use remote learning platforms.

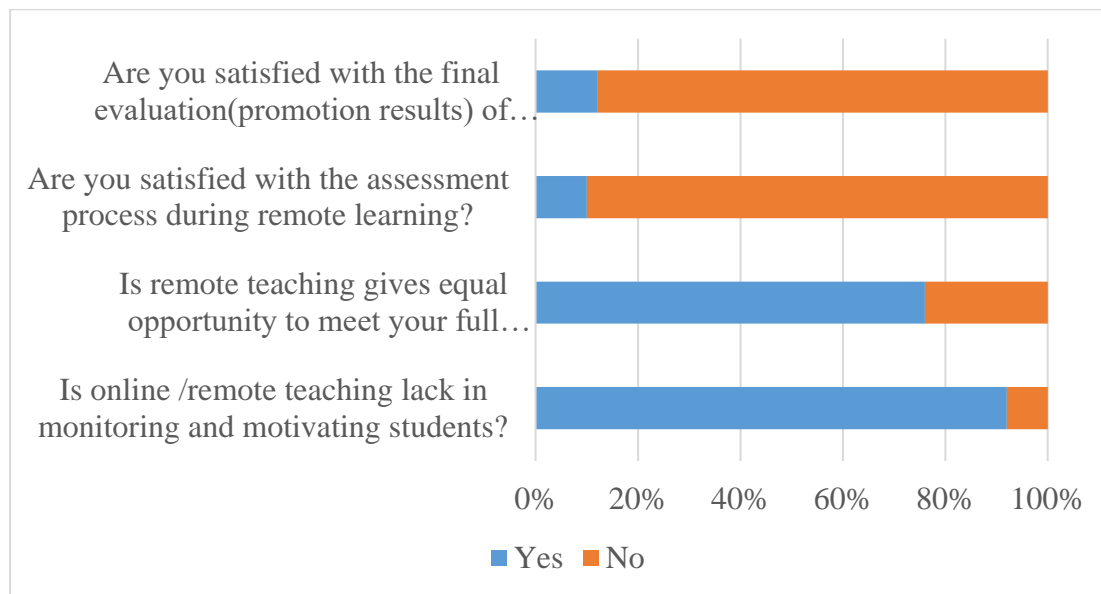**7. Timely payment, Time-pressure and challenges in chasing students**.

According to the received data for the study it is clearly seen that payment of salary during the school closure is not an issue for the teachers. As 86% of teachers says they are paid timely during the school closure in pandemic and only 14% are the victims of not being paid timely during the school closure.

The course content was designed earlier with respect to traditional classroom but with the shift to remote online learning it requires redesigning of course which can take a considerable amount of time and energy to make it suitable for new teaching-learning aspects. Many teachers face problems to fit course content in to online course due to time pressure on them because in-depth preparation is required before launching an online class.But once the content is prepared it can be reused for next session very easily. When teachers were asked about time pressure 34% of teachers says "yes" they feel time pressure to move online class and 66% of them neglect it. Teachers were in thought that the shift has been easier, thosewho had already embraced technology and some haveto put more thought and time to rollout in online teaching.

In this pandemic the concept of online teaching and learning gain fame because this mode is easily accessible and can even reach to rural and remote areas. It is considered to be a relatively cheaper source of education in terms of the low cost of transportation, accommodation and the overall cost of learning. Flexibility is the another interesting aspect of online learning which leads to blended learning and flipped classroom but in contrast of increasing the learning potential of students it had made some students to neglect the importance of teacher and their efforts in teaching. Teachers sadly confessed that sometimes students find online teaching boring &unengaging and they quit their class. Student's non serious behaviour in terms of time and flexibility can cause problems, as all students are not same, they vary in degrees of their capabilities, affordability and confidence level. On one hand it gives student an opportunity to learn but on other it also distracts them. Relying on all this96% of teachers in this study said "yes" they face challenges in chasing up students who do not involved or followed online/ remote class and only 4% teacher's disregard about it.

8. Monitoring & motivating, opportunity and satisfaction in assessment and evaluation.

Monitoring and Motivation work as a fuel of learning for students, in online teaching learning setting, the lack of interaction between teachers and students leads to the negligence of this factor of learning. Teachers suggested for enhancement of technological intervention so that teacher student engagement can be improved with access to content, data and network which can help teacher to better support learning through proper monitoring and motivating and it became possible with new remote pedagogical support. For this consent 92% of teachers said "yes" online remote teaching lack in monitoring and motivating students where as 8% of them said "no" for same. The growth of pandemic also leads to the growth of remote teaching. The perspectives of teaching style changes with the use of technology and as a sense it gives an opportunity to learn endlessly, not just to model it for students but to keep their own curiosity and tendency to string with new tools for better learning techsavy environment despite having all this they also managed to face lot of complexity, interdependence, opportunity to learn and chances to fail, that all depends on the potential to promote self-discovery and reach for new learning models. In this regard 76% of teachers find that remote teaching gives equal opportunity to meet their full potential and 24% of them neglect it.

Assessment is a fundamental feedback mechanism in education, it particularly relevant to understand the learning needs of each student and to adjust instruction accordingly. Prior to the COVID-19 crisis, all style of learning assessment had been strongly dependent on student's physical presence for observing the learner's progress. Current school closure necessitate development of alternatives approaches which can fit to both teacher as well as student. It is very shocking that 90% of the teachers are not satisfied with the assessment process during remote learning as they clearly mention that the platforms (messenger, whatsappetc.) which are available solution that allow teacher to design, deliver and track assessment had less or zero validity as many students were not taking it seriously and forward it by just copying & pasted it wholly or partly . With all these odd circumstances the evaluation also got affected, the examinations were not held and without that the results were declared. As per the criteria set by the board for class 12Th, a formula of 50:40:10 has been implemented for preparing the results. 50% weightage has been given to their performance in class 10th, 40% weightage to class 11 and 10% to class 12 internal assessment. For 10th class evaluation criteria, the student have been evaluated for a total of 500 marks. The formula is 75:25. In which 75% weightage has been given to student's performance in class 9th and 25%

weightage has been given to student performance in half yearly and internal assessment of class 10th.U.K. Board High school results comes with 93.09% pass percentage and U.K. Board Inter results pass percentage was 99.56% in session 2020-2021. As it appears with the data, teachers were concerned about the future of the students and 88% of teachers straight way for not satisfying with the final evaluation of students as they were in thought that the process adopted does not seem to be equitable as many students do not performed well in their earlier classes, taking in to account, the performance calculated is not fair. Practical examination were also lead to inaccurate results, as a practice teachers go for liberal marking in practical's. The rest 12% teachers who were satisfied with the final evaluation, thought the policy for tabulation of marks appears quite fair and balanced in given scenario, what else can be done in this situation.

CONCLUSION

During this pandemic, education sector affects in many ways. The education is going on online, teachers were asked to teach from home. We know that not all teachers were aware of online teaching and its process as most of them trained for traditional classroom teaching only. Teachers were trying hard to make the situation work by applying the teaching modes which were available to them as well as for their students. It is not the technology and training alone that create a mess but the attitude of government and student who are not taking it seriously for future consequences. Remote teaching is the necessity in this pandemic but without a proper infrastructure and resources, the vision of teaching and learning remain out of the way. Teachers need to discover new pedagogical aspects to monitor and motivate their students to actively participate in remote teaching and properly amend their time between teaching, engaging with student activity and administrative task. There is a need to develop more effective ways for assessment and evaluation of student on equitable basis so that all domains can be touched without carrying any hurdles on it. The main priority should be given to the adequate technological training to perform online remote class effectively and efficiently.

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54