

# Online teaching-learning condition in West Bengal during the period of COVID-19

Md Faruk Hossain

Research Scholar (M.Phil.)  
Ramakrishna Mission Sikhshanamandira

**Abstract:** The whole educational system from lower to higher level has been collapsed during the lockdown period due to the novel corona-virus disease-19; it affects not only India but the Whole World. The present study aim to identify the learning status, mode of learning and problems related to study during this lockdown amidst the covid-19 pandemic. The present study is descriptive & statistical in nature. The investigator prepared a tool with 13 items and distributed it among graduate student through online. There were 41 participants, responded “YES” or “NO” and collect the data through random sampling method. The investigator uses statistics of percentage to find out the response of student in online learning. The investigator finds number of problems such as lack of available of electric gadget for joining online class, most of them have no experience to operate the electronic gadget and most of the students are not familiar with online learning as they didn't join online classes before COVID-19. The results were found that students have interest & sufficient confidence level in online learning and teachers were also cooperated with students during online class. It can be concluded that students want online teaching learning but faced a number of problems therefore they don't support the online teaching learning.

## Introduction

The novel coronavirus disease (COVID-19) first appeared in Wuhan city of China at the end of last year. Rapid worldwide spreading of COVID-19 prompted the World Health Organization (WHO) to declare it as ‘pandemic’ on 11 March 2020. Most of the governments around the world have initiated a common goal to curb the spread of this highly contagious disease by imposing lockdown, social/physical distancing, avoiding face-to-face teaching-learning, and restrictions on immigration. Around 600 million school-going learners are affected across the world due to the closing down of educational institutions has reported that around 320 million learners are affected in India, of which about 34 million belonged to the tertiary level of education.

The first COVID-19 positive case has been reported in India (Kerala) on 30 January 2020. The government of India along with various state governments have initiated several strategies to control the spread of the disease. The closures of the educational institution due to the outbreak of COVID-19 lead to an unprecedented impact on education. During the lockdown, teachers are instructed to teach through online learning platforms argued that there is a need to adopt innovative teaching for continuing education and to overcome mental stress and anxieties during the lockdown. The outbreak of COVID-19 results in the digital revolution in the higher education system through online lectures, teleconferencing, digital open books, online examination, and interaction at virtual environments. A significant positive impact of COVID-19 also reported learning efficiency and performances by adopting online learning strategies. The online mode of the teaching-learning process is often discriminatory to poor and marginalized students. During this lockdown period, the closing of educational institutions hampered the education system and the teaching-learning process. Understanding the teaching-learning process in this crisis period is imperative to design effective interventions for the smooth running of teaching and learning. With this backdrop, the present study aims to identify the learning status, mode of learning, and problems related to study during this lockdown amidst the COVID-19 pandemic.

## Methodology

The present study is a descriptive and statistical in nature. Such studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusions from the facts discovered. The investigator prepared a tool with 13 items and distributed it among graduate students through online. There were 41 participated they responded ‘yes’ or ‘no’ and collect the data through random sampling method. The investigator uses statistic of percentage to find out the response of student in online learning.

## Objectives of the study

- To identify the level of interest of students in online learning.
- To explore the major problems of student in online learning.
- To compare the traditional and online teaching learning.
- To define the cooperation of teachers during online teaching.
- To identify the confidence level of students in online learning.

## Analysis of the study

**Objective 1.** To identifies the level of interest of students in online learning.

In this objective the investigator identified the level of interest among students in online learning. The investigator collected the data through questionnaire.

In question number 1 namely "Are you interested in online teaching-learning"? There were participated 41 students among them 33 i.e. 80.5% respondent as 'Yes' and rest of 8 i.e. 19.5% students respondent as 'No'.

Response type	Total participate	Number of response	Percentage
Yes	41	33	80%
No	41	8	20%

In question number 2 namely "Have you learned any special from online teaching"? There were participated 41 students among them 31 i.e. 76% respondent as 'Yes' and rest of 10 i.e. 24% students respondent as 'No'.

Response type	Total participate	Number of response	Percentage
Yes	41	31	76%
No	41	10	24%

In question number 8 namely "Are you satisfied with online learning during COVID-19"? There were participated 41 students among them 24 i.e. 59% respondent as 'Yes' and rest of 17 i.e. 41% students respondent as 'No'.

Response type	Total participate	Number of response	Percentage
Yes	41	24	59%
No	41	17	41%

**Objective 2.** To explore the major problems of student in online learning.

In this objective the investigator explore the major problems faced by students in online learning. The investigator collected the data through questionnaire.

In question number 3 namely "Have you faced any problem during online learning"? There were participated 41 students among them 27 i.e. 66% respondent as 'Yes' and rest of 14 i.e. 34% students respondent as 'No'.

Response type	Total participate	Number of response	Percentage
Yes	41	27	66%
No	41	14	34%

In question number 4 namely "Do you have available electronic gadget for online learning"? There were participated 41 students among them 29 i.e. 71% respondent as 'Yes' and rest of 12 i.e. 29% students respondent as 'No'.

Response type	Total participate	Number of response	Percentage
Yes	41	29	71%
No	41	12	29%

In question number 5 namely "Do you have any experience to operate the electronic gadget"? There were participated 41 students among them 24 i.e. 59% respondent as 'Yes' and rest of 17 i.e. 41% students respondent as 'No'.

Response type	Total participate	Number of response	Percentage
Yes	41	24	59%
No	41	17	41%

In question number 7 namely “Are you familiar with online learning before COVID-19”? There were participated 41 students among them 19 i.e. 46% respondent as ‘Yes’ and rest of 22 i.e. 54% students respondent as ‘No’.

Response type	Total participate	Number of response	Percentage
Yes	41	19	46%
No	41	22	54%

In question number 12 namely “Have you faced the problem of internet connection in online learning”? There were participated 41 students among them 32 i.e. 78% respondent as ‘Yes’ and rest of 9 i.e. 22% students respondent as ‘No’.

Response type	Total participate	Number of response	Percentage
Yes	41	32	78%
No	41	9	22%

In question number 13 namely “Is online teaching learning time consuming”? There were participated 41 students among them 22 i.e. 54% respondent as ‘Yes’ and rest of 19 i.e. 46% students respondent as ‘No’.

Response type	Total participate	Number of response	Percentage
Yes	41	22	54%
No	41	19	46%

**Objective 3.** To compares the traditional and online teaching learning.

In this objective the investigator compare the online teaching learning with the traditional teaching learning with the view of graduate students. The investigator collected the data through questionnaire.

In question number 9 namely “Is online teaching the better than the traditional teaching? There were participated 41 students among them 5 i.e. 12% respondent as ‘Yes’ and rest of 36 i.e. 88% students respondent as ‘No’.

Response type	Total participate	Number of response	Percentage
Yes	41	5	12%
No	41	36	88%

**Objective 4.** To defines the cooperation of teachers during online teaching.

In this objective the investigator define the cooperation of teachers during teaching learning with the view of graduate students. The investigator collected the data through questionnaire.

In question number 10 namely “Did teachers cooperated you during online teaching?” There were participated 41 students among them 34 i.e. 83% respondent as ‘Yes’ and rest of 7 i.e. 17% students respondent as ‘No’.

Response type	Total participate	Number of response	Percentage
Yes	41	34	83%
No	41	7	17%

**Objective 5.** To identifies the confidence level of students in online learning.

In this objective the investigator identified the confidence level of students in online teaching. The investigator collected the data through questionnaire.

In question number 11 namely “Do you have lack of confidence in online learning”? There were participated 41 students among them 15 i.e. 37% respondent as ‘Yes’ and rest of 26 i.e. 63% students respondent as ‘No’.

Response type	Total participate	Number of response	Percentage
Yes	41	15	37%
No	41	26	63%

### Discussion:

In the first objective the investigator tried to identify the level of interest in online learning among the students. In analysis we found in question number 1 that there were 33 i.e. 80% of total 41 students are interested in online learning. In question number 2 investigator try to know is student learn any special from online learning there were also responded 'yes' 31 i.e. 76% out of 41 students. In question number 8 investigator tried to how many students are satisfied with online learning there were 24 i.e. 59% out of 41 students responded 'yes'. It is clear that the students have interest in online learning.

In second objective the investigator tried to identify the major problems of students in online learning. There were a number of problem faced by students in online learning. In question number 3 asked students faced any problem in online learning there were 27 i.e. 66% out of 41 students responses 'yes'. They faced the problem of availability of electronic gadget 29 out of 41 students feel lack of electronic gadget. They faced the problem to operate the electronic gadget 24 out of 41 students faced of this problem. There were 22 out of 41 students who were not familiar with online teaching learning before COVID-19. The students faced major problem of internet connection in online teaching learning. There were 32 out of 41 students were face internet problem in online teaching learning. They also face the problem of time management 22 out of 41 students were face the time management problem during online teaching learning.

In third objectives the investigator tries to compare the traditional teaching learning with online teaching learning with the acceptance level of students. In the question number 9 is online teaching the better than the traditional teaching? Most of the student's was responded as no. There were 36 i.e. 88% out of 41 students supported traditional teaching learning. It is clear that most of the students supported to traditional teaching learning.

In fourth objective the investigator explore that how much cooperated the teacher during online class. In question number 10 asked the students did teacher was cooperate during class. In this question 34 i.e. 83% out of 41 students were responded 'yes'. It is clear that the teacher were cooperated with students during online class.

In fifth objective the investigator tried to explore the confidence level of students during online teaching learning. In question number 11 there were asked the students have they feel lack of confidence, there were 26 i.e. 63% out of 41 students responded as no. It is clear from this response that they have sufficient confidence level during online teaching learning.

### Conclusion

The online teaching learning condition in West Bengal during COVID-19 was run in very well manner. The students are very interested in online learning. But they face or feel a number of problems. In this investigation it has been found that there are number of problems such as lack of availability of electronic gadget for joining online classes, most of them have no experience to operate the electronic gadget, most of the students are not familiar with online learning before COVID-19 pandemic. Poor internet connectivity is major problem of online teaching learning process and there are number students who felt these problems; from student's side it is also found that the online teaching learning is time consuming. The students have sufficient confidence level in online teaching learning. Teachers are also cooperating during online teaching. But the students not supported the online teaching learning. This investigation found that most of the students supported traditional teaching learning process. Just few students supported online teaching. It can be concluded that students want online teaching learning but they faced a number of problems therefore they don't support the online teaching learning.

### References

- Sun, A., & Chen, X. (2016). Online Education and Its Effective Practice: A Research Review. *Journal of Information Technology Education: Research*, 15, 157–190. <https://doi.org/10.28945/3502>
- Coman, C., Țiru, L. Ț.G., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online Teaching and Learning in Higher Education during the Coronavirus Pandemic: Students' Perspective. *Sustainability*, 12(24), 10367. <https://doi.org/10.3390/su122410367>
- Upton, D., & Adams, S. (2006). Individual Differences in Online Learning. *Psychology Learning & Teaching*, 5(2), 141–145. <https://doi.org/10.2304/plat.2005.5.2.141>
- Mishra, L., Gupta, T., & Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. *International Journal of Educational Research Open*, 1, 100012. <https://doi.org/10.1016/j.ijedro.2020.100012>
- Frazer, C., Sullivan, D. H., Weatherspoon, D., & Hussey, L. (2017). Faculty Perceptions of Online Teaching Effectiveness and Indicators of Quality. *Nursing Research and Practice*, 2017, 1–6. <https://doi.org/10.1155/2017/9374189>
- Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5–22. <https://doi.org/10.1177/0047239520934018>

Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Post digital Science and Education*, 2(3), 923–945.  
<https://doi.org/10.1007/s42438-020-00155-y>

