

## Best Practices 2019-20

**1. Title of the Practice:** Online Survey conducted by IQAC of Dev Samaj College of Education, Chandigarh on Online teaching

### Objective of the Practice

To study the challenges faced by teachers in Online Teaching Amid Covid-19

### The context

The pandemic led to sudden closure of various educational institutions across the nation resulting in a major shift from offline face-to-face classroom teaching to online teaching without any preparation and training on the part of teachers. As a result the survey was conceived to study the challenges faced by teachers in online teaching.

### The practice

online survey was conducted by Internal Quality Assurance Cell (IQAC) of Dev Samaj College of Education, Chandigarh to study the challenges faced by teachers during online teaching besides seeking their inputs/recommendations to further improvise it in a result-oriented manner. The survey was carried out by Dr. Anita Nangia and Dr. Seema Sareen under the guidance of Principal, Dev Samaj College of Education Dr. Agnese Dhillon.

The findings of the survey were that out of the total 82.1 respondents having no previous experience of online teaching, 90.2 teachers said that they are taking online classes for the first time, while 9.8 teachers mentioned that they were not taking online classes during lockdown amid COVID-19.

This was revealed during an online survey comprising a total sample size of 3550 teachers from different Government, Recognized Private and Government Aided Private Schools of U.T Chandigarh and Punjab. The sample survey consisted of 38.6 were Primary Teachers (PTs), 33.9 Trained Graduate Teachers (TGTs) and 27.5 Post Graduate Teachers (PGTs).

The responses entered by teachers during the online survey throw ample light on various challenges frequently faced by them since the online teaching came into light. The findings of the survey further pointed out that 33.56 of the teachers do not face the problem of lack of appropriate materials and resources while 61.66 reported that they faced this challenge to some extent while 7.77 to great extent. Only 17.30 of the



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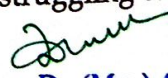


teachers do not face any technical problems while majority of the group face this challenge to some extent (64.62) and 18.08 to a great extent.

Similarly, lack of internet facilities to students is not a problem for only 17.27 teachers while for rest of 82.73 it is a problem to some extent (61.49) or to great extent (21.24). Lack of in-service training is not a challenge for 44.23 of the group while the rest of the group perceive it as a challenge in online teaching. 64.68 reported lack of cooperation from parents as a challenge. 74 teachers find it difficult to assemble all the students for the class to some extent (50.96) as well as to great extent (23.04) while rest of 26 do not face this challenge. It was also found that 22.54 of the teachers do not find it difficult to follow up the learning of students while 56.45 have this problem to some extent and 21.01 to a great extent. However, lack of time (63.89) and lack of confidence (85.75) is not at all a problem for majority of teachers.

The recommendations given by teachers on the basis of the challenges they face while doing online teaching, they appreciated this shift from traditional classroom teaching to online mode as many teachers mentioned "During this pandemic Online Class is one of the best way to keep the students in touch with their studies." Another teacher said, "I strongly promote online teaching in this technology based world. Its a great initiative taken by our school." Likewise, one more teacher added, "To fight with this pandemic. Online teaching emerged as a blessing ... we should continue with this to ensure the safety of our children. We should take care of student safety first and online classes are also imparting a good knowledge to kids. Initially the process is difficult but regular inputs can make it more effective with time." Teaching online automatically makes you less visible than you'd be in a traditional teaching role. This can impact your authority, and make students feel less connected with you. The teacher added that many of the students didn't "have the kind of devices, laptops, smartphones... or money to keep the connection going". Moreover no place to practical work in the subjects like Physics, Chemistry and Biology etc. and psychological, social, emotional, and physical aspects of development are totally neglected and above all parents cooperation needs to be strengthened. "These are real challenges that hinder the process of online learning," the respondent teacher said. Some school teachers complained that they were themselves struggling to get a hang

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of the technology and wanted they should be given proper training. Similarly, students too need training for how to attend online classes. Efficient Wi-fi and power system is also required to make this system far more result oriented and efficient.

#### **Evidence of Success**

More than 4000 teachers participated in the survey and valuable recommendations were given by them on the basis of challenges they faced during online teaching. The recommendations were of great help and provided an insight to develop MOOCs in online teaching.

#### **Problems encountered and resources required**

Poor internet connectivity issues, lack of devices and technical skills were major roadblocks in obtaining the data.

### **2. Title of the Practice: Establishment of MOOC Production Studio**

#### **Objectives of the Practice**

To produce E-content for starting online Massive Open Online Courses by the teachers especially in the times of pandemic when all the institutions were suddenly closed.

#### **The context**


The outbreak of COVID 19 has resulted in a paradigm shift in Education. Online classes are the need of the hour to sustain our Education System, especially in the wake of the outbreak of the pandemic. The 21st century has been rightly termed as the digital era. With the internet bringing a substantial change in human life, we are heavily dependent on the usage of technology to even complete simple tasks. E-Education has certainly ignited the teaching sector.

#### **The Practice**

This practice has benefitted the teachers and students as a digital platform has been provided to them to update their knowledge and skills in the specific fields of education such as Philosophy, Psychology, educational research, special education, pedagogical practices etc. The teachers by starting these courses, can create conditions for learners to enquire, explore, analyse, synthesise and collaboratively construct their knowledge from the variety of sources available to them.

MOOC studio will be used by teachers to record their lessons and create online courses to update their own knowledge and skills as well as of the students and also

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encourage self- paced learning among students in the specific fields of Teacher Education. MOOC studio is also useful for the faculty as preparation of E-learning modules that carries weightage in their API scores and promotions through Career Advancement Scheme (CAS).

#### **Evidence of Success**

The training has been provided to the teachers to develop modules for e-content who are getting themselves acquainted in the technical skills required to operate the MOOC studio.

#### **Problems encountered and resources required**

MOOC studio required to record the content of the course. Faculty learnt a lot while preparing this course and teachers were able to overcome all hurdles because of their passion and dedication.

### **3.Title of the Practice: Development of one week e-course in Digital Teaching Learning**

#### **Objectives of the Practice**

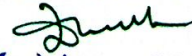
A week E-course on Digital Teaching Learning was carried out from 29.6.2020 to 5.7.2020. The E-course on 'Digital Teaching Learning' aims to develop those skills among prospective teachers which are very much required for their personal and professional development.

The objectives of this course are:

- To acquaint the participants with the nature concept of e-resources.
- To familiarize with various apps, softwares and tools for developing audio-video e-resources.
- To give insight in the process of developing audio and video e-resources.
- To develop competencies related to design, develop and deliver audio-video e-resources.

#### **The Context**

Pandemic Covid-19 has challenged the traditional system of education. The uncertainties emanating from this contagion are so grave that the Govt. and educational organizations were unable to avoid their closure. Online teaching is

  
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undoubtedly a good step to bridge the void caused by the pandemic in teaching learning programs in the country. Hence the college took an initiative to start the MOOC developed by the college faculty, first of its kind in the region.

### **The practice**

During the course the participants were taught to develop e-content by using open resource tool, use of Google educational tools, development and use of online assessment and awareness about open educational sources and MOOCs.

### **Evidence of Success**

The participants after completion of the course were able to create and share documents in Google docs, share and work in Google drive, create and manage Google classroom, make their own video recordings by using an open broadcast studio, edit the recordings using free software, upload videos on YouTube, create animations using online software and develop mind maps with the help of online software. The training was a huge success as evident by the feedback received from the trainees and demanded to conduct more courses of this type as it facilitated online teaching and learning in much better way.

### **Problems encountered and resources required**

The training programme was highly appreciated by the students and similar training programme with advanced features has been conceived for the teachers and would be started soon.



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