



International Journal of Advanced Academic Studies

E-ISSN: 2706-8927

P-ISSN: 2706-8919

www.allstudyjournal.com

IJAAS 2024; 6(8): 95-98

Received: 21-05-2024

Accepted: 27-06-2024

Dr. Vijender Gaur

Subject Specialist, SCERT
Haryana, Gurugram,
Haryana, India

Dr. Anju

District Coordinator, Samagra
Shiksha, North West-A, Delhi,
Delhi, India

Dr. Vinay Kumari Jain

Sr. Specialist, SCERT
Haryana, Gurugram,
Haryana, India

Corresponding Author:

Dr. Vijender Gaur

Subject Specialist, SCERT
Haryana, Gurugram,
Haryana, India

Teachers' contributions to online teaching initiatives in Haryana government schools during the COVID-19 Lockdown

Dr. Vijender Gaur, Dr. Anju and Dr. Vinay Kumari Jain

DOI: <https://doi.org/10.33545/27068919.2024.v6.i8b.1256>

Abstract

The COVID-19 pandemic necessitated an abrupt transition from traditional classroom teaching to online education, significantly impacting the educational landscape, particularly in government schools. In Haryana, the School Education Department launched several online teaching initiatives to ensure that learning continued despite the lockdown. This research paper investigates the contributions of teachers to these initiatives, focusing on their roles in the "Ghar Se Padho" program, the use of the AVSAR App, EDUSAT, and the DIKSHA Portal during the lockdown period.

Descriptive survey method was employed, with data collected from 449 government school teachers across Haryana. The study explores various factors, including the influence of gender, locale, teaching experience, and age on teachers' involvement in these initiatives. The analysis reveals significant participation rates, highlighting how teachers adapted to new technologies and methodologies to maintain educational continuity.

The findings underscore the critical role of teachers in navigating the challenges posed by the pandemic and offer insights into enhancing the effectiveness of online education in government schools. The research contributes to understanding how educational resilience can be fostered through strategic planning and teacher involvement during crises, providing valuable lessons for future disruptions.

Keywords: Online Education, COVID-19 pandemic, Teachers' Contribution, Ghar Se Padho, EDUSAT, Diksha Portal, AVSAR App

Introductions

The COVID-19 pandemic has disrupted traditional education systems across the globe, forcing educators and policymakers to adapt to unprecedented challenges. In India, the sudden closure of schools posed significant obstacles to maintaining continuity in education, particularly in government-run institutions. To address this, the Haryana School Education Department implemented various online teaching initiatives aimed at ensuring that students continued to receive education despite the lockdown restrictions.

Initiatives of School Education Department of Haryana

During the COVID-19 lockdown, the School Education Department of Haryana implemented several initiatives to ensure continued learning for government school students. These initiatives included:

1. **Ghar Se Padho:** The "Ghar Se Padho" (Study from Home) initiative was a significant effort by the Haryana School Education Department during the COVID-19 pandemic to ensure that students continued to receive education while schools were closed due to the lockdown. This initiative was part of the broader strategy to mitigate the impact of the pandemic on education, especially for students in government schools who might not have had access to traditional online learning resources.
2. **EDUSAT and TV-Based Learning:** Haryana's EDUSAT (Educational Satellite) network was extensively used to broadcast educational content. The state also collaborated with Doordarshan Haryana to air educational programs on TV, making learning accessible to students who might not have reliable internet access.
3. **AVSAR App:** AVSAR app was launched in October 2020 to supplement home learning amidst school closures due to COVID-19. It has three main components:

Daily surveys-Short survey post each EDUSAT telecast to mark attendance

- **Weekly assessments:** For students of all grades based on weekly EDUSAT syllabus
 - **Content Library:** additional learning resources such as PDFs, videos, and HOTS questions.
4. **Diksha Portal and App:** The state promoted the use of the Diksha platform, which provides digital resources like e-books, videos, and interactive content aligned with the school curriculum. Students and teachers could access these resources for free.
 5. **Digital and Online Classes:** The department launched online classes for students across various grades through platforms like WhatsApp, Google Classroom, and YouTube. Teachers shared study materials, assignments, and video lessons to keep students engaged in their studies.
 6. **E-Library and Digital Resources:** The department made various digital resources, including e-books and PDFs of textbooks, available online. Students could access these materials to continue their studies from home.
 7. **Special Focus on Marginalized Students:** The government took steps to ensure that marginalized and economically disadvantaged students had access to these resources. Teachers were instructed to stay in touch with such students through phone calls and ensure they were able to keep up with their studies.
 8. **Training for Teachers:** The department organized online training sessions for teachers to help them adapt to digital teaching methods and effectively use online tools for instruction.
 9. **Parental Involvement:** Parents were encouraged to support their children's learning at home. The department provided guidance on how parents could assist their children with online education.
 10. **Online Competitions and Activities:** To keep students motivated, the department organized various online competitions, quizzes, and co-curricular activities. This helped maintain a sense of normalcy and engagement among students.

These initiatives aimed to minimize the educational disruption caused by the pandemic and ensure that learning continued for all students, despite the challenges posed by the lockdown.

Teachers, who are the backbone of any educational system, played a pivotal role in the success of these online teaching initiatives. Their ability to adapt to new technologies, design effective online lessons, and engage students in a virtual environment became crucial factors in the continuity of education during the pandemic. However, the shift from traditional classroom teaching to online platforms presented unique challenges, especially in government schools where resources and infrastructure are often limited.

This research paper aims to explore the contributions of teachers in different online teaching initiatives run by the Haryana School Education Department during the COVID-19 lockdown period. It seeks to understand the roles teachers played, the challenges they faced, and the strategies they employed to overcome these challenges. By examining these factors, the study provides insights into how teachers in government schools in Haryana adapted to the new

normal of online education and contributed to the educational outcomes during this critical period.

The findings of this research will not only highlight the efforts of teachers but also offer valuable lessons for future educational planning, particularly in enhancing the effectiveness of online teaching in government schools. As the world continues to navigate the post-pandemic era, understanding the contributions of teachers during such crises can inform policies and practices that ensure educational resilience and continuity in the face of future disruptions.

Objectives of the study

To study the contribution of teachers in different online teaching initiatives run by Haryana School Education Dept. in govt. schools during COVID-19 lockdown period.

Procedure and Design of the Study

In the execution of the present study, Descriptive Survey Method was employed.

Variables of the Study

Dependent Variable

Contribution of teachers in different online teaching initiatives.

Independent Variables

Gender-Male and Female

Locale of the School in which they are teaching-Rural and Urban

Teaching Experience-In complete Years

Designation-PRT/TGT/PGT/School Head Teaching subject of the teachers etc.

Population and Sampling

Population

In the present study principals, headmasters, teachers teaching classes 1 to 12 in Govt. schools of Haryana state formed the population.

Sampling

To meet the requirement of research design, convenience sampling was used in selecting the sample. Initially the Google form was sent to the teachers in different WhatsApp groups.

Tools Used

The data was collected with the help of a questionnaire, namely Teachers' Online Education Support Survey.

Collection of Data

The research questionnaire was converted in Google form and was administered to teachers teaching class 1-12 of Govt. schools of Haryana. The Google form of the questionnaire was sent to the subjects with the help of various WhatsApp groups formed for online education during COVID lockdown period. More than five hundred responses were obtained. Out of these received responses multiple and inappropriate responses were not taken for analysis and were dropped down. 449 responses were taken for analysis.

Statistical Analysis

Descriptive statistics were carried out to understand the distribution of participants. Simple percentage distribution

was estimated to assess the status of online education initiatives. All the analyses were performed and graphs were drawn using the Microsoft Excel.

Descriptive Analysis

In order to know the contribution of teachers in different online teaching initiatives run by Haryana School Education Dept. in govt. schools during COVID-19 lockdown period, responses from govt. school teachers were collected using a Google form. In the beginning a few questions were asked to know the demographic characteristics of the subjects. After knowing the demographic characteristics, question was asked to know the contribution of teachers in different online teaching initiatives run by Haryana School Education Dept. in govt. schools during COVID-19 lockdown period i.e. related with the objective. The teachers responded in multiple initiatives as they contributed in more than one

initiative at a time.

Research Question

You contributed in the following online teaching initiatives run by Haryana School Education Dept. in govt. schools during COVID-19 lockdown period.

1. Ghar Se Padho
2. AVSAR App
3. EduSAT
4. Diksha Portal

In response to the above question, the teachers provided names of different initiatives run by Haryana School Education Dept. in govt. schools during COVID-19 lockdown period:

The analysis of the data given in response to this question is given below.

Table 1: The contribution of teachers in different online education initiatives/programmes run by school education dept. Haryana during COVID-19 Lockdown Period

Demographic Variables		Ghar Se Padho		AVSAR App		EduSat		DIKSHA Portal	
		Number	%	Number	%	Number	%	Number	%
Gender of Teacher	Female (216)	199	90.86	209	96.76	136	62.96	76	35.18
	Male (233)	207	88.84	223	95.71	154	66.09	102	43.78
Locale of School	Rural (389)	350	89.97	349	89.72	249	64.01	149	38.30
	Urban (60)	56	93.33	57	95.00	41	68.33	29	48.33
Age of Teacher	40 Yrs. or Less (161)	153	95.03	156	96.89	115	71.43	68	42.24
	More than 40 Yrs. (288)	253	87.85	250	86.81	175	60.76	110	38.19
Teaching Exp.	15 Yrs. or Less (261)	243	93.10	249	95.40	189	72.41	70	26.82
	More than 15 Yrs. (188)	163	86.70	157	83.51	101	53.72	108	57.44

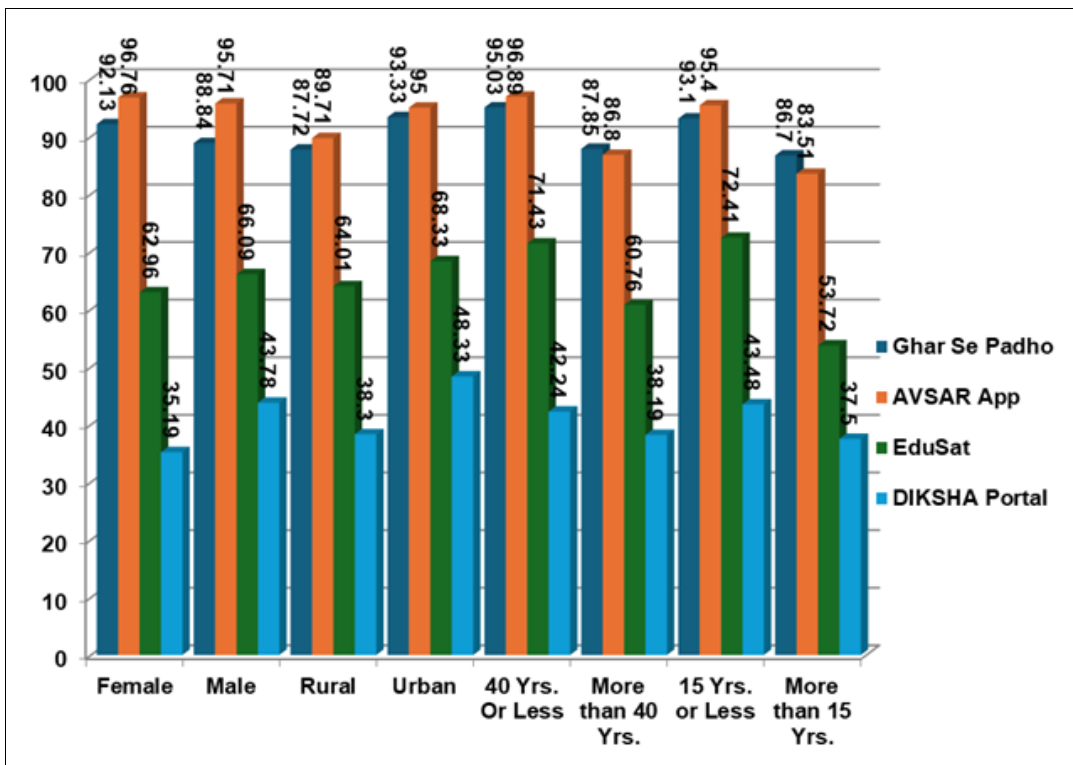


Fig 1: The Contribution of teachers in different online education initiatives/programmes run by school education dept. Haryana during COVID-19 Lockdown Period

Table shows that on the basis of Gender, out of 216 female teachers 90.86% (199) contributed in Ghar Se Padho initiative, 96.75% (209) contributed in AVSAR App initiative, 62.96% (136) female teachers contributed in EduSAT initiative and 35.18% (76) female teachers

contributed in DIKSHA Portal initiative in some way or the other.

Out of 233 male teachers 88.84% (207) contributed in Ghar Se Padho initiative, 95.71% (223) contributed in AVSAR App initiative, 66.09% (154) male teachers contributed in

EduSAT initiative and 43.78% (102) male teachers contributed in DIKSHA Portal initiative in some way or the other.

On the basis of Locale of School, out of 389 teachers working in schools situated in rural areas, 89.97% (350) contributed in Ghar Se Padho initiative, 89.72% (349) contributed in AVSAR App initiative, 64.01% (249) teachers contributed in EduSAT initiative and 38.30% (149) teachers contributed in DIKSHA Portal initiative in some way or the other.

Out of 60 teachers working in schools situated in urban areas, 93.33% (56) contributed in Ghar Se Padho initiative, 95.00% (57) contributed in AVSAR App initiative, 68.33% (41) teachers contributed in EduSAT initiative and 48.33% (29) teachers contributed in DIKSHA Portal initiative in some way or the other.

On the basis of Age of Teachers, out of 161 teachers having age 40 or less than 40 years, 95.03% (153) contributed in Ghar Se Padho initiative, 96.89% (156) contributed in AVSAR App initiative, 71.43% (115) teachers contributed in EduSAT initiative and 42.24% (68) teachers contributed in DIKSHA Portal initiative in some way or the other.

Out of 288 teachers having age more than 40 years, 87.85% (253) contributed in Ghar Se Padho initiative, 86.81% (250) contributed in AVSAR App initiative, 60.76% (175) teachers contributed in EduSAT initiative and 38.19% (110) teachers contributed in DIKSHA Portal initiative in some way or the other.

On the basis of Experience of Teachers, out of 261 teachers having experience up to 15 years, 93.10% (243) contributed in Ghar Se Padho initiative, 95.4% (249) contributed in AVSAR App initiative, 72.41% (189) teachers contributed in EduSAT initiative and 26.82% (70) teachers contributed in DIKSHA Portal initiative in some way or the other.

Out of 188 teachers having an experience of more than 15 years, 86.70% (163) contributed in Ghar Se Padho initiative, 83.51% (157) contributed in AVSAR App initiative, 53.72% (101) teachers contributed in EduSAT initiative and 57.44% (108) teachers contributed in DIKSHA Portal initiative in some way or the other.

Conclusion

The findings of this research highlight the significant role that teachers played in the success of various online teaching initiatives launched by the Haryana School Education Department during the COVID-19 lockdown. The high participation rates across different initiatives, such as "Ghar Se Padho," the AVSAR App, EDUSAT, and the DIKSHA Portal, underscore the adaptability and commitment of teachers in ensuring educational continuity during a challenging period.

Gender-wise analysis shows that both male and female teachers were highly engaged in these initiatives, with a slightly higher participation from female teachers in the AVSAR App and Ghar Se Padho programs. This indicates a robust involvement of teachers irrespective of gender, though female teachers showed a marginally higher inclination towards using certain platforms.

Locale-wise analysis reveals that teachers in both rural and urban areas contributed significantly to these online initiatives, with rural teachers showing substantial involvement in the Ghar Se Padho and AVSAR App initiatives. This suggests that despite the challenges associated with remote locations, teachers in rural areas

were proactive in adopting and implementing online teaching methods.

Age and experience analysis indicates that younger teachers and those with less than 15 years of experience were more active in engaging with these online platforms. This trend could reflect greater familiarity with digital tools among younger and less experienced teachers, highlighting the importance of continuous professional development for more experienced teachers to ensure they are equally equipped to handle digital teaching platforms.

Overall, this research underscores the pivotal role of teachers in adapting to new educational paradigms during the pandemic. Their widespread participation across various online initiatives demonstrates their dedication to maintaining educational standards despite the constraints of the lockdown. The insights gained from this study can inform future strategies to enhance the effectiveness of online education, ensuring that all teachers, regardless of gender, location, age, or experience, are empowered to contribute to educational resilience in times of crisis.

References

1. Department of School Education, Haryana. *Guidelines for the Ghar Se Padho initiative*. Haryana School Education Department; 2020. Retrieved from Haryana School Education Department website.
2. Department of School Education, Haryana. *Launch of the AVSAR App for remote learning*. Haryana School Education Department; c2020. Retrieved from Haryana School Education Department website.
3. Government of Haryana. *EDUSAT and its role in remote learning during the COVID-19 lockdown*. Haryana School Education Department; c2020. Retrieved from Haryana Government website.
4. Ministry of Education, Government of India. *DIKSHA: Digital Infrastructure for Knowledge Sharing*; c2020. Retrieved from DIKSHA Portal.
5. World Health Organization. *Impact of COVID-19 on global education systems*; c2020. Retrieved from WHO website.
6. UNESCO. *Education in a post-COVID world: Nine ideas for public action*. Paris, France: UNESCO; c2020. Retrieved from UNESCO website.
7. UNESCO. *Education: From Disruption to Recovery* [Internet]; c2021 Jul 30. Available from: <https://en.unesco.org/covid19/educationresponse>
8. UNESCO. *Adverse Consequences of School Closures* [Internet]; c2020 Jul 30. Available from: <https://en.unesco.org/covid19/educationresponse/consequences>
9. UNESCO. *COVID-19 Impact on Education: Global Monitoring of School Closures* [Internet]; c2021 Jul 30. Available from: <https://en.unesco.org/covid19/educationresponse#durati-on-schoolclosures>