



CHALLENGES FACED BY THE TEACHING DURING COVID-19 IN TEACHING

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ABSTRACT:

The serious situation that the world is facing is that a virus is spreading very fast in almost every country, which has infected millions and killed hundreds of thousands of people. All aspects of life are affected, with health, economy, travel, manufacturing, trade and education being no exception. Universities/Institutions cancelled face-to-face studies, cancelled studies abroad, forced students to leave hostels, and in some cases even asked off-campus students to vacate and move to online education. Meanwhile, scheduled conferences have been cancelled and almost every sports competition or practice has also been postponed. The coronavirus epidemic has strengthened the world's education system, as most schools in almost every country have closed their doors for extended periods of time to combat the spread of the virus. Millions of students around the world infected with the Covid-19 virus have been affected by the closure of schools, and health officials predicted the crisis would last for months. The uncertainty caused by the epidemic frustrates not only parents but also teachers who feel that the quality of the educational process will be guaranteed.



KEYWORDS: Covid-19 Pandemic, Teachers, Challenges, Online Education.

INTRODUCTION

In 2019, the coronavirus (COVID-19) epidemic hit almost every country in the world, closing schools. Despite all the precautions taken for the social distance, it was known whether closing schools would be effective as a measure to stop the outbreak of Covid-19. The researchers discovered an electronic database to review the social distance process to reduce the effectiveness of school system closures and reduce the spread of the virus. The authors found no data to support the effectiveness of school closures to control the spread of the virus. Historical data collected during the spread of SARS in Far Eastern countries did not show any effective contribution of school closures in controlling the epidemic. A similar situation occurred in 2009 when the World Health Organization declared the influenza virus an epidemic after raising the alert level from five to six. Health professionals around the world were looking for protocols to reduce the virus. One of the most commonly used non-medical interventions to combat the epidemic is to close schools. Every time a school is considered closed, officials try to weigh the economic and social risks of reducing the incidence of the virus and the risk of students not getting the education they need.

Learning is a lifelong and uninterrupted process in a person's life. Learning plays the most important role for teachers and students. The importance of learning is that it helps a person acquire

the necessary skills through learning and knowledge so that a person can achieve the desired goals in his life. Today the whole world is facing the Covid-19 epidemic and all sectors of the economy are suffering a lot. Under Unlock in India, the government allows certain sectors to operate but the education sector including schools institutions of higher learning are still closed. Covid-19 harms the lives of many people, hurts the economy of a country, hurts secondary and service industries, disrupts distribution channels, makes it difficult for farmers to sell their produce to end consumers, reduces the country's GDP, and increases unemployment. , Impact on the informal sector of the economy but with all the negativity, Covid-19 has brought new changes in the field of Indian education.

Covid-1 pandemic epidemic has brought many seekers and cones. This has completely changed the way Indian education works. The method of teaching classes has completely changed. Now teachers are teaching students from the comfort of their home using the internet. However, teachers face many challenges to achieve their teaching and learning goals. Organizing online classes is a big challenge for teachers who have been in the habit of teaching classes for many years.

METHODOLOGY:

The researcher created a structured close-end questionnaire. The researcher receives questionnaires from all 230 respondents filled out through Google Forms and collects information from respondents through telephone discussions / chats.

OBJECTIVES OF THE STUDY:

1. To Study Teachers Teaching Methodology Changed during Covid-19 Pandemic
2. To Study Teachers Satisfaction Level due to Online Teaching during Covid-19 Pandemic
3. To Study Various Challenges Faced by the Teachers During Covid-19 Pandemic

SAMPLE SELECTION:

The total sample size of the study was 230 teaching faculty members. Sample was collected from Lucknow, India. This includes teaching professors working in pre-primary schools, primary schools, secondary and higher secondary schools, private tutoring educators, colleges and universities.

Respondents General Information:

Table 1.1 Gender wise Distribution of the Respondent

Sr. No.	Gender	No of Respondent	Percentage
1.	Male	132	57.40
2.	Female	98	42.60
Total		230	100

Source: Fieldwork

The above table 1.1 describes about the gender wise distribution of the respondent and it was observed that out of 230 respondents 132 (57.40%) of the respondents are male respondents and 98 (42.60%) of the respondents are female respondents

Table 1.2 Qualification wise Distribution of the Respondent

Sr. No.	Qualification	No of Respondent	Percentage
1.	Graduate	33	14.34
2.	Post Graduate	76	33.04
3.	Ph.D.	89	38.69
4.	Other	32	13.93
Total		230	100

Source: Fieldwork

The above table 1.2 describes about the gender wise distribution of the respondent and it was observed that out of 230 respondent 33 (14.34) of the respondents are completed their graduation, 76 (33.04%) of the respondents qualification is post – graduation, 89 (38.69%) of the respondents qualification is Ph.D. (Post-Doctoral) it means they are completed their post-graduation along with Ph.D. and remaining 32 (13.93%) of the respondents educational qualification is in other streams like, some of them are done their Diploma, and some of them are undergraduate.

Table 1.3 Experience wise Distribution of the Respondent

Sr. No.	Experience (Years)	No of Respondent	Percentage
1.	< 2	34	14.79
2.	2 - 10	94	40.86
3.	10 - 15	45	19.57
4.	15 - 20	40	17.39
5.	> 20	17	07.39
Total		230	100

Source: Fieldwork

The above table 1.2 Describes about the number of years wise distribution of the respondent and it was observed that out of 230 respondent 34 (14.79%) of the respondents are having less than 2 years of experience, 94 (40.86%) of the respondents are having between 2 – 10 years of experience in teaching, 45 (19.57%) of the respondents are having between 10 – 15 years of teaching experience, 45 (19.57%) of the respondents are having between 10 – 15 years of teaching experience, 40 (17.39%) of the respondents are having between 15 – 20 years of teaching experience and remaining 17 (7.39%) of the respondents are having greater than 20 years of experience in teaching.

Data Analysis and Interpretation:

Table 1.4 Conducted Online Classes before Covid-19 Pandemic

Sr. No.	Yes/No	No of Respondent	Percentage
1.	Yes	15	06.33
2.	No	215	93.47
Total		230	100

Source: Primary Data

Study and discussion is only about the curriculum between students and teachers in the classroom. This system has been prevalent for generations and it is a trusted classroom teaching that is more reliable, easier to shape students' artistic skills, and makes them more disciplined. But the covid-19 pandemic epidemic revolutionized the way traditional education was broken and online education was introduced. Therefore, the researcher wanted to know whether the respondents conducted online classes for their students due to the covid-19 pandemic epidemic or whether they were already teaching through online classes before the epidemic.

The above table 1.4 describes about the respondents are conducted online classes before covid-19 pandemic situation or not and it was observed that out of 230 respondents 215 (93.47%) are not conducted any online classes before pandemic situation of covid-19 and remaining only 15 (6.33%) of the respondents are conducted online classes, it is because they are working in private schools and tuitions and they are these facilities before pandemic situation of covid-19.

Table 1.5 Online Classes Conducted Due to covid-19 Pandemic

Sr. No.	Yes/No	No of Respondent	Percentage
1.	Yes	148	64.34
2.	No	82	35.66
Total		230	100

Source: Primary Data

The above table 1.5 describes about the either respondents are conducted online classes due to pandemic situation of covid-19 and it was observed that out of 230 respondents 148 (64.34%) of the respondents are conducted online classes in covid-19 pandemic situation and remaining 82 (35.66%) of the respondents are not conducted online classes due to pandemic situation of covid-19 situation.

Table 1.6 Reasons behind Not Conducting Online Classes

Sr. No.	Reason	No. of Respondent	Percentage
1.	Notification Not Received from Institution	32	39.02
2.	Lack of IT Knowledge	06	07.32
3.	Not ready to accept new changes	02	02.43
4.	Technical Problems	15	18.29
5.	Personally Engaged in Other Works	18	21.93
6.	Other Reason	09	10.99
Total		82	100.00

Source: Primary Data

The above table 1.6 is the reference of table 1.5 regarding not conducting online classes and it was observed reason behind not conducting online classes and it was observed that out of 82 (Who said not conducted online classes) respondent 32 (39.02%) of the respondent are given the reason that they didn't receive any notification from their institutions, 6 (7.32%) of the respondents are given reason of lack of IT knowledge behind not conducting online classes, 2 (2.43%) of the respondents are given the reason that due to they are not ready to accept new challenges to not conducting online classes, 15 (18.29%) of the respondent are given the reason of due to technical problem they are not conducting online classes, 18 (21.93%) of the respondents are given the reason that due to they are personally engaged in other work for not conducting online classes, and remaining only 9 (10.99%) of the respondents are given other reasons for not conducting online classes in pandemic situation of covid-19.

As we seen in above table 82 respondents are not conducted online classes in pandemic situation of covid-19 but after lockdown opened now these respondents are started to conduct online classes, due to notifications are received from their institutions and etc....

Challenges Faced to Conduct Online Classes:

Table 1.7 Difficulties to Reach Student in Remote Area

Sr. No.	Statement	No of Respondent	SA	A	NAND	D	SD	Total
1.	Difficulties to reach	Respondent	124	49	15	18	24	230
2.		Percentage	53.91	21.30	06.52	07.82	10.43	100.00

SA: Strongly Agree, A: Agree, NAND: Neither Agree Nor Disagree, D: Disagree, SD: Strongly Disagree

Source: Primary Data

The above table 1.7 describes about the respondents are faced difficulties to reach the student in remote area and it was observed that out of 230 respondent 124 (53.91%) of the respondents are

strongly agree that they faced difficulties to reach the student in remote area, 49 (21.30%) of the respondents are agree that they are faced difficulties to reach students in remote area, 15 (6.52%) of the respondents are not agree nor disagree to faced difficulties to reach students in remote area, 18 (7.82%) of the respondents are disagree that they faced difficulties in reaching student in remote area, and remaining 24 (10.43%) of the students are strongly disagree that they faced difficulties to reach student in remote area.

75.21% of respondents had difficulty teaching students in remote areas. Poor connectivity, lack of strong internet access, lack of electricity and lack of computers are the main difficulties for teachers to reach students in remote areas online. 6.52% of respondents were neutral. 18.25% of respondents found no difficulty in reaching out to students in remote areas. He believed that even in remote areas, students could learn effectively through online classes.

Table 1.8 Difficulties to Motivate the Student

Sr. No.	Statement	No of Respondent	SA	A	NAND	D	SD	Total
1.	Motivate the	Respondent	118	52	15	31	14	230
2.	Student	Percentage	51.30	22.60	06.52	13.49	06.09	100.00

SA: Strongly Agree, A: Agree, NAND: Neither Agree Nor Disagree, D: Disagree, SD: Strongly Disagree

An inspired person always gives the best on their performance. They are always loyal and committed to their work or responsibilities. Without motivation, it is difficult for students to cope with the academic field as their interest has waned and they have not been able to perform well in exams. Therefore, the researcher asked the respondents whether it is difficult to motivate students while teaching them online classes.

The above table 1.8 describes about the difficulties faced by the respondent to motivate the students and it was observed that out of 230 respondent 118 (51.30%) of the respondents are strongly agree that they are facing difficulties to motivate the students, 52 (22.60%) of the respondents are agree that they are facing difficulties to motivate the student to attend online classes, 15 (6.52%) of the respondents are neither agree nor disagree to motivate the student to attend the online classes, 31 (13.49%) of the respondents are disagree to facing difficulties to motivate the student for attending online classes and remaining 14 (6.09%) of the respondents are strongly disagree that they are facing difficulties to motivate the student in attending online classes.

73.90% of respondents believed that it is difficult to motivate students in an online teaching class because there is minimal opportunity to interact face to face with students it is difficult to know their personal behaviour and understand students 'problems. 6.52% of respondents were neutral. According to 19.58% of respondents in the online class, it was not difficult to motivate students. According to him, creating a pleasant environment, talking openly with students while teaching online classes and building interactions with students not only motivate them but also boosts their confidence to handle the situation.

Table 1.9 Difficulties to Tracking Student Progress

Sr. No.	Statement	No of Respondent	SA	A	NAND	D	SD	Total
1.	Tracking student	Respondent	86	99	17	18	10	230
2.	Progress	Percentage	37.91	43.04	07.34	07.82	04.34	100.00

SA: Strongly Agree, A: Agree, NAND: Neither Agree Nor Disagree, D: Disagree, SD: Strongly Disagree
Primary Data

In an online learning environment, it is important to help students connect with curriculum materials that provide them with plenty of learning opportunities. Especially when students are

learning remotely; Teachers need to recognize the importance and problems of students. Student progress can be tracked through student attendance, periodic examinations and mock interviews.

The above table 1.9 describes about the respondents are facing difficulties to tracking students' progress due to online classes and it was observed that out of 230 respondents 86 (37.91%) of the respondents are facing difficulties in tracking student progress due to online classes, 99 (43.04%) of the respondents are agree that they are facing difficulties in tracking students' progress due to online classes, 17 (7.34%) of the respondents are neither agree nor disagree in facing difficulties to track students' progress due to online education, 18 (7.82%) of the respondents are disagree to facing difficulties to track students' progress due to online classes, and remaining 10 (4.34%) of the respondents are strongly disagree to facing difficulties to track students' progress due to online classes.

It is a universal truth that every student is unique with their learning ability and some students need special attention. The majority of 80.95% of respondents found it challenging to track students' progress in online teaching. 7.34% of respondents were neutral and 12.16% of respondents believed that it was easy to track student progress with the help of various software and applications.

Table 1.10 Difficulties in Electricity and Internet

Sr. No.	Statement	No of Respondent	SA	A	NAND	D	SD	Total
1.	Electricity and Internet	Respondent	74	89	20	27	20	230
2.		Percentage	32.17	38.69	08.69	11.73	08.69	100.00

SA: Strongly Agree, A: Agree, NAND: Neither Agree Nor Disagree, D: Disagree, SD: Strongly Disagree

The online class cannot think without strong access to electricity and internet connectivity. In rural areas, power is often cut off and there is no set time for availability. High internet connectivity, Wi-Fi and broadband connections that facilitate high speed internet are not installed as it is not a daily necessity for people in rural areas, while some people cannot afford it due to its high cost.

The above table 1.10 describes about the difficulties faced by the respondent in electricity and internet connection for conduction online classes and it was observed that out of 230 respondents 74 (32.17%) respondents are facing difficulties in electricity and internet connection for conducting online classes, 89 (38.69%) of the respondents are facing difficulties in electricity and internet connection for conducting online classes, 20 (8.69%) of the respondent are neither agree nor disagree to facing difficulties in electricity and internet connection for conducting online classes, 27 (11.73%) of the respondents are disagree to facing difficulties in electricity and internet connection for conducting online classes, and remaining 20 (8.69%) of the respondents are strongly disagree to facing difficulties in electricity and internet connection for conducting online classes.

70.86% of respondents had problems with electricity and internet connectivity while teaching online classes. Sudden power outages, lack of clarity of voice during online classes affects not only learning but also their interest. 20.42% of respondents found no problem with electricity and internet and 8.69% respondents were neutral.

Table 1.11 Difficulties in Lack of Software/Technical Knowledge

Sr. No.	Statement	No of Respondent	SA	A	NAND	D	SD	Total
1.	Lack of Knowledge	Respondent	102	76	12	22	18	230
2.		Percentage	44.34	33.07	05.21	09.56	07.82	100.00

SA: Strongly Agree, A: Agree, NAND: Neither Agree Nor Disagree, D: Disagree, SD: Strongly Disagree

Teachers and students should be able to easily handle computers and software during online classes. Without proper knowledge of software they cannot access online learning or record visual and audio. The software also requires certain requirements - hard disk operating space, updated windows,

the latest graphics on the computer, and more. Without the right knowledge, taking online classes is a quiet harassment for both teachers and students.

The above table 1.11 describes about the respondents are facing difficulties in lack of software/technical knowledge for conducting online classes and it was observed that out of 230 respondents 102 (44.34%) of the respondents are strongly agree that they are facing difficulties in lack of software/technical knowledge for conducting online classes, 76 (33.07%) of the respondents are agree that they are facing difficulties in lack of software/technical knowledge for conducting online classes, 12 (5.21%) of the respondents are neither agree nor disagree in facing difficulties in lack of software/technical knowledge for conducting online classes, 22 (9.56%) of the respondents are disagree in facing difficulties in lack of software/technical knowledge and remaining 18 (7.82%) of the respondents are strongly disagree in facing difficulties in lack of software/technical knowledge for conducting online classes.

It was found that a majority of 77.41% of respondents agreed that lack of technical and software knowledge is the biggest challenge when conducting online classes. If both the teacher and the student do not have proper technical knowledge, it becomes difficult for them to teach and adopt new methods of learning. 5.21% of respondents were neutral in this regard while only 17.38% of respondents disagreed that lack of technical and software knowledge causes problems in online learning.

Table 1.12 Difficulties in Teaching Mathematical Subjects through Online

Sr. No.	Statement	No of Respondent	SA	A	NAND	D	SD	Total
1.	Mathematical	Respondent	82	70	19	22	37	230
2.	Subject	Percentage	35.65	30.43	08.26	09.57	16.09	100.00

SA: Strongly Agree, A: Agree, NAND: Neither Agree Nor Disagree, D: Disagree, SD: Strongly Disagree

Mathematical subjects are taught on the blackboard / whiteboard while teaching in the classroom. In the blackboard / whiteboard, teachers can write their formulas and methods of explaining them to the students. Students can respond quickly to teachers if they have any doubts about formulas and equations. Therefore, the researcher asked the respondents how difficult it is to teach numerical subjects through online mode.

The above table 1.12 describes about the respondents are facing difficulties in teaching mathematical subjects through online teaching and it was observed that out of 230 respondent 82 (35.65%) of the respondents are strongly agree that they are facing difficulties in teaching mathematical subjects through online classes, 70 (30.43%) of the respondents are agree that they are facing difficulties in teaching mathematical subject through online classes, 19 (8.26%) of the respondents are neither agree nor disagree in facing difficulties in teaching mathematical subject through online classes, 22 (9.57%) of the respondents are disagree in facing difficulties in teaching mathematical subject through online classes and remaining 37 (16.09%) of the respondents are strongly disagree in facing difficulties in teaching mathematics subjects through online classes.

66.08% of respondents found it difficult to teach numerical subjects in an online class. He believed that teaching on the blackboard in class was an easy way to explain to students. 8.26% of respondents were neutral in this regard while 25.66% of respondents had no problem teaching numerical subjects in the online class.

Table 1.13 Difficulties in Monitoring Students Disciplines

Sr. No.	Statement	No of Respondent	SA	A	NAND	D	SD	Total
1.	Monitoring student	Respondent	76	89	17	22	26	230
2.		Percentage	33.04	38.69	07.39	09.58	11.30	100.00

SA: Strongly Agree, A: Agree, NAND: Neither Agree Nor Disagree, D: Disagree, SD: Strongly Disagree

The goal of teaching is to ensure that every student develops quality education, skills and talents. In classroom teaching - the teacher ensures that discipline is properly maintained, rules are enforced and students are in a safe learning environment. But in the case of online classes, teachers cannot have physical control over learners. So with all this in mind, the researcher asked the respondents whether observing discipline during online teaching is their next challenge.

The above table 1.13 describes about the respondents are facing difficulties to monitoring students discipline through online classes and it was observed that out of 230 respondent 76 (33.04%) of the students are strongly agree that they are facing difficulties to monitoring students difficulties through online classes, 89 (38.69%) of the students are agree that they facing difficulties in monitoring students disciplines due to online classes, 17 (7.39%) of the respondents are neither agree not disagree in facing difficulties in monitoring students disciplines, 22 (9.58%) of the respondents are disagree that they are facing difficulties in monitoring students disciplines due to online classes, and remaining 26 (11.30%) of the respondents are strongly disagree in facing difficulties in monitoring students disciplines due to online classes.

It was found that 71.73% of the respondents agreed that observing discipline while taking online classes is their next challenge. He believed that in online teaching, teachers could not monitor students' discipline because each student's behaviour was different. While 7.39% of respondents were neutral in this regard, 20.88% of respondents said it is not difficult to monitor student discipline in an online classroom. Teachers should have class rules and regulations to maintain the discipline of students properly. It is also important for the teacher to explain these rules to the students at the beginning of the online classes.

Table 1.14 Satisfaction Level with Online Teaching

Sr. No.	Statement	No of Respondent	HS	S	NSND	D	SD	Total
1.	Satisfaction	Respondent	56	49	32	65	28	230
2.		Percentage	24.34	21.30	13.91	28.26	12.19	100.00

HS: Highly Satisfied, S: Satisfied, NSND: Neither Satisfied Nor Dissatisfied, D: Dissatisfied, SD: Strongly Dissatisfied

With the advent of covid-1 pandemic, the teaching method has completely changed from classroom teaching to online teaching. It is a very important aspect to know whether the teachers are satisfied with the new teaching method or methodology, and whether the resources are available for teaching. Therefore, the researcher asked the respondents whether they are satisfied with teaching online.

The above table 1.14 describes about the satisfaction level of the respondent due to online teaching and it was observed that out of 230 respondent 56 (24.34%) of the respondents are highly satisfied with the online teaching, 49 (21.30%) of the respondents are satisfied with the online teaching, 32 (13.91%) of the respondents are neither satisfied nor dissatisfied due to online teaching, 65 (28.26%) of the respondents are dissatisfied due to online teaching and remaining 28 (12.19%) of the respondent are strongly dissatisfied due to online teaching.

It was found that 45.64% of the respondents are satisfied with the online learning method. They have experienced the flexibility of time and can now teach from anywhere. They applied new teaching tools more effectively in the preparation and presentation of their teaching materials. 13.91% of respondents were neutral regarding the satisfaction of online teaching. 40.45% were dissatisfied with the responsive online learning method. He believed that teaching classes online was more difficult than teaching classes.

FINDINGS OF THE STUDY:

1. It is observed that to pandemic situation of covid-19 and it was observed that out of 230 respondents 148 (64.34%) of the respondents are conducted online classes in covid-19 pandemic situation and remaining 82 (35.66%) of the respondents are not conducted online classes.
2. It is observed that 75.21% of respondents had difficulty teaching students in remote areas. Poor connectivity, lack of strong internet access, lack of electricity and lack of computers are the main difficulties for teachers to reach students in remote areas online.
3. It is found that 32 (39.02%) of the respondent are given the reason that they didn't receive any notification from their institutions, 6 (7.32%) of the respondents are given reason of lack of IT knowledge behind not conducting online classes, 2 (2.43%) of the respondents are given the reason that due to they are not ready to accept new challenges to not conducting online classes, 15 (18.29%) of the respondent are given the reason of due to technical problem they are not conducting online classes, 18 (21.93%) of the respondents are given the reason that due to they are personally engaged in other work for not conducting online classes, and remaining only 9 (10.99%) of the respondents are given other reasons for not conducting online classes in pandemic situation of covid-19.
4. It is found that 75.21% of respondents had difficulty teaching students in remote areas. Poor connectivity, lack of strong internet access, lack of electricity and lack of computers are the main difficulties for teachers to reach students in remote areas online.
5. It is found that 73.90% of respondents believed that it is difficult to motivate students in an online teaching class because there is minimal opportunity to interact face to face with students it is difficult to know their personal behaviour and understand students' problems.
6. It is found that the majority of 80.95% of respondents found it challenging to track students' progress in online teaching.
7. It is found that 70.86% of respondents had problems with electricity and internet connectivity while teaching online classes. Sudden power outages, lack of clarity of voice during online classes affects not only learning but also their interest.
8. It is found that It was found that a majority of 77.41% of respondents agreed that lack of technical and software knowledge is the biggest challenge when conducting online classes. If both the teacher and the student do not have proper technical knowledge, it becomes difficult for them to teach and adopt new methods of learning.
9. It is found that 66.08% of respondents found it difficult to teach numerical subjects in an online class. He believed that teaching on the blackboard in class was an easy way to explain to students.
10. It was found that 71.73% of the respondents agreed that observing discipline while taking online classes is their next challenge. He believed that in online teaching, teachers could not monitor students' discipline because each student's behaviour was different.
11. Regarding the satisfaction level of the respondent it was found that 45.64% of the respondents are satisfied with the online learning method. They have experienced the flexibility of time and can now teach from anywhere. They applied new teaching tools more effectively in the preparation and presentation of their teaching materials.

CONCLUSION:

This covid-19 pandemic epidemic brings a new evolution in the Indian education system. Within three to four months of the lockdown, the entire education system is poised to shift from classroom learning to online teaching. This epidemic has given teachers the opportunity to use information technology in their teaching methods. Teachers have to overcome many challenges while adopting new methods of teaching and learning. Running online classes is a big challenge in itself for some teachers as they have been in the habit of teaching classes for many years. The most important challenge for teachers in online teaching is to reach / teach students in remote areas as there is no strong internet availability, no constant power supply, no source of income for parents who cannot afford laptops or Android mobiles. For their children teaching numerical subjects like math, financial accounting, cost

accounting, etc. or teaching numerical problems online is more difficult and sometimes boring than teaching classes. In the online teaching method -teachers find it difficult to motivate students and they have to face the problem of keeping records of students' progress especially in higher education institutions where the number of students is large. In order to motivate online learners - the learning environment needs to be designed in an attractive way and teachers need to focus on critical learning based on knowledge. Even after facing all the challenges in online learning, teachers are motivated to make the best use of all resources for learning new technologies and for effective teaching. In this time of covid-19 pandemic epidemic - it is very important for both teachers and students to stay fit, physically fit and bring positive thoughts to their minds.

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