

**ONLINE LEARNING - CHALLENGES FOR RURAL AREA STUDENTS  
DURING PANDEMIC****Vijay Mothukuri**

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**Abstract:**

*Instructive foundations across India have been shut since mid-March 2020 because of the episode of the COVID-19 pandemic. Schools and universities in country, far off areas of India are encountering remarkable difficulties because of the conclusion of foundations. The perceptions uncovered that around 60% of understudies apparently involved in cultivating during lockdown rather than online classes. Moreover, 45% of understudies never joined an internet based class during the whole meeting. One more issue looked by the provincial region understudies was use of gadgets and online virtual products for training. The general outcomes from this review uncovered that particularly in country regions COVID – 19 pandemic had impacted all the more antagonistically on homeroom participation, where individuals as of now would rather not give significance to instruction. The current article sorts out the difficulties looked by the rustic individuals in going to the classes on the web. To defeat snags from the internet based schooling government and private organizations have prepared the educators to use many free apparatuses that are accessible on the web. Many schools have put resources into long stretches of educator preparing to guarantee that the instructing and learning process is consistent.*

**Keywords:** Covid-19, Rural Areas, Challenges,

**Introduction**

The worldwide spread of the COVID-19 pandemic has impacted practically all countries of the world and has set off a variety of general wellbeing reactions. The pandemic constrained the conclusion of a wide range of associations across the world. Online training was remembered for the most punctual decade of this century in the Indian instruction framework as a technique for distance schooling. This technique for learning expects admittance to advanced gadgets alongside Internet network. Video conferencing, PDFs, instructive recordings, and sound section are the apparatuses, which are utilized in this strategy. Different applications like Zoom, Google Meet, Jio Meet, and so on are utilized for video conferencing. WhatsApp and Telegram are utilized for imparting concentrate on materials to the understudies.

During the lockdown, all class advancement assessments in schools of Telangana were suspended and understudies were elevated to higher class dependent on their term marks. The new meeting additionally began in April 2020 to stay away from scholastic deferral. The School and Mass Education Department of the Government of Telangana embraced a web-based method of guidance to continue the instructing learning process. This guidance turned into a puff to country understudies as they are adjusted with a traditional study hall arrangement, where an educator is genuinely present to direct understudies and screen their advancing straightforwardly. Web based learning is new to understudies in country regions.



Actual classes have been suspended in schools in India for over 1.5 years now. While a few understudies had the option to study internet, learning stayed difficult to reach for most. Two overviews — School Children's Online and Offline Learning (SCHOOL) and Annual Status of Education Report (ASER) — assessed the effect of the pandemic on learning results. In August 2021, just 8% of kids in country regions and 25% of kids in metropolitan regions examined online consistently. Indeed, even the individuals who were online thought that it is hard to follow the educational program and had availability issues. Thus, the % of youngsters who could peruse and perform estimations declined from pre-pandemic levels.

Simultaneously government has Telecasted redone instructive projects on TV (through T-SAT and Doordarshan stations) was sent off during the early long periods of school terminations. However, near 66% of the people who couldn't watch the projects detailed that they had no admittance to a TV set. Almost a 10th of the understudies were supporting their relatives with their normal exercises – a pattern that is extensively steady with the understudies' day by day schedule revealed in different areas. In like manner, a tantamount extent of understudies couldn't get to the TV classes because of non-favorable home environment.

In March 2021, led a review in provincial areas of Mahabubnagar regions to gauge the learning misfortune and comprehend current status of learning. Almost 18,000 youngsters between the age gathering of 3 to 16 were surveyed for their perusing and number-crunching abilities.

#### **LITERATURE REVIEW**

**Namita Kumari Das (2021)** Instructive foundations across India have been shut since mid-March 2020 because of the flare-up of the COVID-19 pandemic. Schools and universities in provincial, far off areas of India are encountering extraordinary difficulties because of the conclusion of foundations. Against this setting, the current paper investigated the difficulties of internet learning in rustic regions for all partners. This subjective examination was led on two understudies, two guardians, and two educators in provincial regions. The uniqueness of the review is that it broke down the difficulties of web based gaining according to the viewpoint of understudies, instructors, and guardians. It is found from the review that internet educating learning is trying because of various factors like absence of specialized devices, helpless organization availability, and power issues. Absence of past experience in web based educating is a significant weakness for educators. Parental education and understudy interest are different deterrents. Stress has been capable by guardians, understudies, and instructors because of the change from customary to internet learning.

**Jyoti Agrawal (2021)** An overview was directed to survey the effect of lockdown because of COVID-19 on internet based instruction of undergrad students of government universities Umarban, area Dhar (454449) Madhya Pradesh, India. An online just as disconnected study was led from 10 October 2020 to 15 March 2021 to gather the data. To break down the chance and consideration of understudies for online training, different online tests were led in which a primary survey interface utilizing 'Google structure' was shipped off understudies through WhatsApp. An aggregate of 265 understudies were taken for the review. The basic rate conveyance was utilized to evaluate the learning status of the review members. During the lockdown time frame, around 15.47% of students were associated with e-learning. The majority of the students were involved android portable for going to e-learning. The current

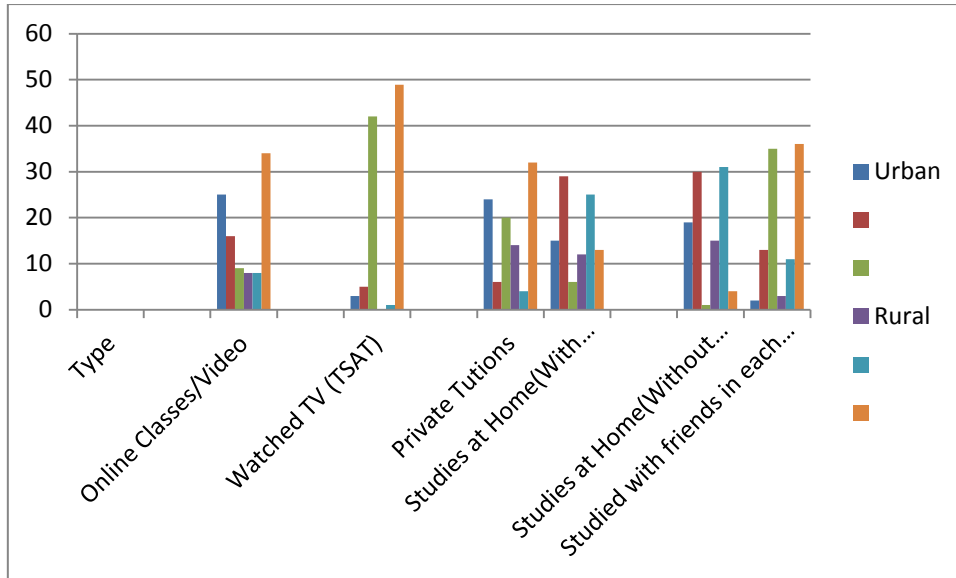
review uncovered that around 60% of understudies apparently involved in cultivating during lockdown rather than online classes. Likewise, 45% of understudies never joined a web-based class during the whole meeting. Further investigation showed that 13% of understudies don't have their own cell phone, almost 18% couldn't join because of helpless web availability, 21% of understudies confronted troublesome review climate at home and 3% of understudies have different reasons. This concentrate likewise showed a relative examination of the presence of understudies when the COVID 19 pandemic. As the proportion of essence of understudies in physical and virtual study halls was 2.32.

**Welser, H.T., Khan, M.L., & Dickard, M. (2019)** While all understudies enter school with differing levels of advanced abilities, those from country regions might confront additional difficulties on the grounds that their own abilities and those of their pre-school organizations might be immature. Without a few sort of mediation, advanced shortfalls can propagate further instructive burdens. We fostered an internet learning local area (OLC) in two segments of an early on school course and incorporated cooperative learning into understudies' week by week exercises. Relapse examination of study information (N = 373) shows three effects: admittance to social help is related with higher ability appraisal and enhancements in advanced abilities; rustic status is related with an unmistakable and huge drawback in computerized expertise evaluation; and that association in an OLC contributed considerably to upgrades in computerized abilities. We close with restrictions and contemplations for future examination.

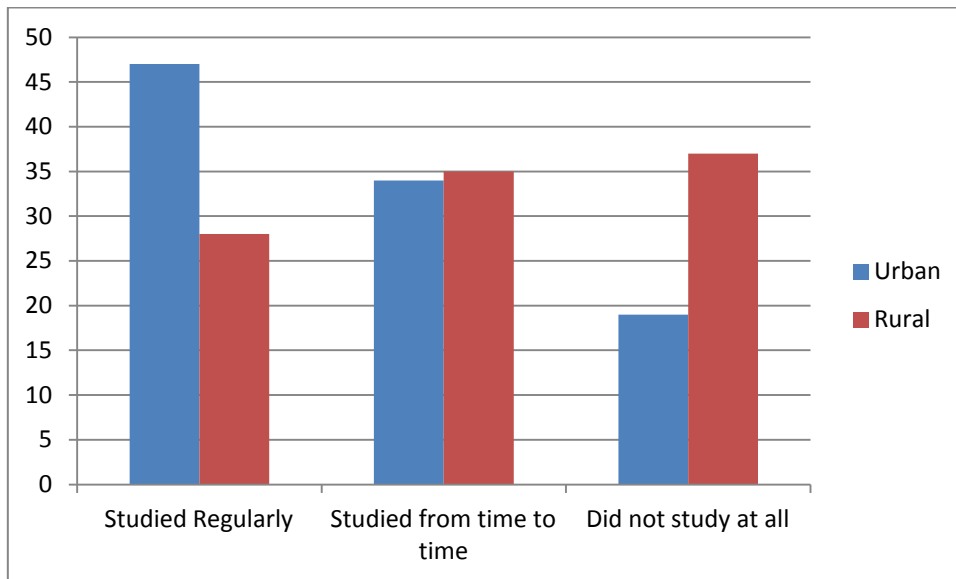
**Table: Students who were studying in different ways**

| Type                                       | Urban     |           |            | Rural     |            |            |
|--|-----------|-----------|------------|-----------|------------|------------|
|  | Regularly | Sometimes | Not At All | Regularly | Some times | Not At All |
| Online Classes/Video                       | 25        | 16        | 9          | 8         | 8          | 34         |
| Watched TV (TSAT)                          | 3         | 5         | 42         | 0.1       | 1          | 48.9       |
| Private Tutions                            | 24        | 6         | 20         | 14        | 4          | 32         |
| Studies at Home(With Family Support)       | 15        | 29        | 6          | 12        | 25         | 13         |
| Studies at Home(Without Family Support)    | 19        | 30        | 1          | 15        | 31         | 4          |
| Studied with friends in each other's house | 2         | 13        | 35         | 3         | 11         | 36         |

Above numbers represent in the percentages



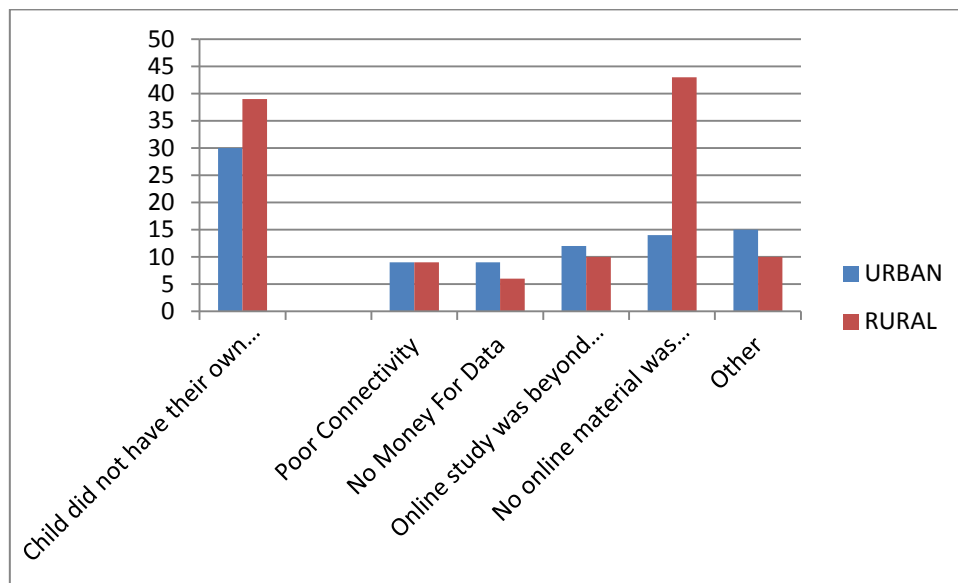
| % of children who         | Urban | Rural |
|---------------------------|-------|-------|
| Studied Regularly         | 47    | 28    |
| Studied from time to time | 34    | 35    |
| Did not study at all      | 19    | 37    |



Educating Children through television has not taken off despite regular educational broadcasts on Doordashan. Those who could afford private tuitions studied more regularly. The major problems for children who didn't study online regularly were the lack of online material or the unavailability of a device. As many as 43% of parents in rural areas said no online material was sent by the school, while 36% said their children did not have their own smartphone. Among those children who studied online, the majority of them said that they faced connectivity issues and found online classes difficult to follow.

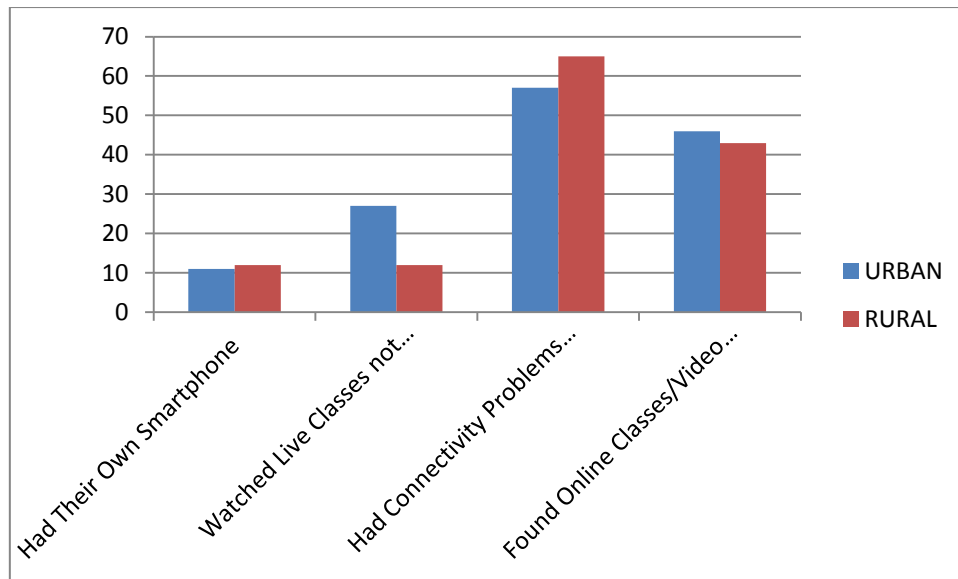
| Main reasons why children did not study online in households that had a | URBAN | RURAL |
|---|-------|-------|
|   |       |       |

|   |    |    |
|---|----|----|
| smart phone                                     |    |    |
| Child did not have their own Smartphone         | 30 | 39 |
| Poor Connectivity                               | 9  | 9  |
| No Money For Data                               | 9  | 6  |
| Online study was beyond chlds understanding     | 12 | 10 |
| No online material was being sent by the school | 14 | 43 |
| Other   | 15 | 10 |



**Experience among children who studied online**

| % of children who studied online and           | URBAN | RURAL |
|--|-------|-------|
| Had Their Own Smartphone                       | 11    | 12    |
| Watched Live Classes not just Videos           | 27    | 12    |
| Had Connectivity Problems (often/Sometimes)    | 57    | 65    |
| Found Online Classes/Video Difficult ot follow | 46    | 43    |



There was loss of learning, predominantly for kids joined up with government schools, as schools shut and dependence on internet learning expanded. As per the assessment by the portion of Class 5 understudies selected government schools who could peruse Class 2-level texts descended from 47.6% in 2018 to 32.8% in 2020. Essentially, the portion of such understudies who may well do conclusion diminish from 52.5% in a similar period.

**Conclusion**

Online classes have turned into an option in contrast to normal classes the situation being what it is of the current pandemic. Cell phones, PCs, web and innovation administrations should be considered as a need and not an extravagance. A few devices like social presence during the web-based course, asking understudy's very own data, empowering cooperation trade between understudies, supporting video correspondences might assist with expanding their advantage and approach in virtual classes. Understudies from metropolitan schools could better when contrasted and the provincial region understudies. With the Covid-19 putting an end on study hall learning meetings, internet learning has cleared a better approach to hold business as usual for understudies and educators. It is encouraging to see that metropolitan instructive foundations, yet the state-run schools in country regions have likewise gone computerized and turned to online classes to deflect scholarly misfortunes. Albeit, few out of every odd town and town in India is infrastructurally evolved to support online instruction, it is rousing to see numerous rustic schools and universities adjusting totally to e-getting the hang of during these occasions.

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