

Impact, Position, Prospects and Challenges of Online Education in Teachers Professional Development in Karnali Province, Nepal

Kamal Bahadur Singh¹ and B.P. Yadav¹

¹Singhania University, Rajasthan, India

Abstract

In the province of Karnali in Nepal, there are a number of potential and problems for distance learning and online schooling. We conducted an extensive examination of the relevant literature, and as a result, we were able to identify critical elements that would improve online education in the Karnali area of Nepal. There are a number of challenges that are preventing the expansion of the industry, including inadequate digital infrastructure, trust issues, and the terminology that is utilized in online education. Nepal's Karnali region has seen a surge in the number of people using the internet in recent years, prompting the country's education system to investigate potential new avenues for growth.

Keywords: *online education; face to face education; challenges and opportunities; digital infrastructure*

Introduction

The expansion of technological capabilities has resulted in significant shifts in almost all aspects of human existence. The method of learning has also been changed by the introduction of technology. Over the course of the last decade, there has been a significant shift toward the face-to-face mode of instruction. Even while traditional classroom instruction is still regarded to be the gold standard, more and more professionals in management and engineering are open to the idea of taking their classes online. Some of the reasons for the meteoric rise of online education include the fact that it can be accessed instantly, anytime, online, is self-directed, and can be done while travelling.

MOOCs, which stand for Massive Open Online Courses, are the primary factor behind the amazing expansion of online education. The term massive open online courses (MOOCs) refers to web-based classes that are available to everyone and everyone who has access to the internet. Since its inception in 2008, massive open online courses (MOOCs) have seen tremendous growth in terms of their popularity.

Too far, more than 800 different colleges from across the globe have presented at least one massive open online course (MOOC). As of the end of 2017, there were 83 million students who had signed up for massive open online courses (MOOCs), as stated in a study by Class Central. Coursera, edX, Xuetang X, Udacity, and Future Learn are the top five most popular massive open online courses (MOOC) providers according to registered users.

Because of its potential to increase education quality and reach, the government of Nepal is sponsoring online education in the province of Karnali. This assistance is being provided as part of the Digital project. Swayam, which stands for Study Webs of Active –Learning for Young Aspiring Minds, is a programme that was recently launched by the government of India in collaboration with the Ministry of Human Resource Development. This programme is intended to accomplish the three primary goals of education policy, which are access, equity, and quality. The primary goals of this initiative are to make high-quality educational materials accessible to all individuals, even those who are financially unable to do so. Pupils who are

not yet familiar with the ongoing digital revolution and who are not yet able to participate in the mainstream of the information economy are the target audience for the Swayam programme, which aims to give instruction to such students.

Online Education Saves Money and Time

Because online education is delivered through the internet, it is simple to access from almost any location at any time. You are able to access the information at any time of day, whether it early in the morning or late at night, at home, in the cafeteria, or while riding the train. Because the information is often already loaded, you will be able to download the lectures and videos and see them at your own pace and whenever it is convenient for you. The cost of an education received online is far lower than the cost of an education received in person. In addition, there is a significant reduction in the cost of both lodging and travel. Because the whole publication can be accessed online, purchasing the physical volumes is not necessary.

Ease of Doing Courses for Working Professionals

Because they are unable to quit their employment to seek higher education on campus, working professionals have a wonderful potential to benefit from online education. They have access to a wide range of classes via online education, which gives them more alternatives to consider while looking for new employment opportunities. This is further confirmed by a research that was compiled by Google and KPMG. The report claims that the most lucrative segment of the online education market is reskilling and online certification. A further online platform known as upgrad provides employment in the field of big data analysis in addition to hosting online classes on big data topics.

Challenges in Online Education

In the province of Karnali in Nepal, those participating in online education encounter a great deal of opposition. The following are examples of some of these obstacles that need to be conquered:

Limited Social interaction

Online education may be accessible from the comfort of one's own home or any other location that may be convenient; but, there is very little opportunity for direct contact with the instructor or with other students taking the course. In many classes, particularly those in which students choose their own pace, there is a marked absence of class discussion. E-mail, chat rooms, and online discussion groups are where the vast majority of the conversation takes place. There is no climate on campus that would promote more social engagement. Therefore, you are unable to build any social contacts, which is detrimental to the progress of your profession.

Questionable credibility of degrees

Even though the business world has begun to acknowledge degrees earned online, there is still a large number of questionable and unaccredited degrees available to be earned online. The number of con artists who sell fraudulent certificates that are not backed by any credentials is growing. These certificates are being offered. Not only do these frauds damage the integrity of the online diplomas, but they also undermine the confidence that potential employers have in online education programmes.

Motivation

There are certain pupils that need more motivation in order to show up to class. Students have the potential to put off their work while participating in self-paced online programmes. The percentage of students who quit their online classes is shockingly

high. To successfully do the tasks and submit them on time, you will need to motivate and discipline yourself independently. It is possible that you may struggle to succeed in an online programme if you have trouble working alone, maintaining organisation, and meeting deadlines.

Language of the Course

India is a nation with a number of different languages spoken by its inhabitants, the great majority of which lives in rural regions. The vast majority of the information provided by the online courses is presented in the English language. As a result, pupils who are unable to communicate in English have difficulties due to the abundance of material presented in that language. Therefore, it is the responsibility of computer experts, educators, administrators, language content authors, and content disseminators to come together in order to provide a workable framework and a standard solution for students who are only familiar with Indian languages.

Instruction and education conducted entirely online or remotely At least during that period of time, the quick changes that were enforced as a result of the COVID-19 epidemic made OTL a common style of delivery in higher education all over the globe. These changes will undoubtedly have an everlasting impact on higher education. OTL can be defined in a general sense as any mode of teaching and learning that is mediated by digital technologies to enable access to and interaction with a variety of learning materials (text, video, audio, etc.), as well as with instructors and other students who are also participating in the learning process. Learners are able to gain information and create meaning from the learning experiences and interactions, which, according to a number of writers, makes it more flexible than traditional face-to-face teaching and learning in terms of both time and place. Others believe that it is more difficult and time-consuming than the conventional in-person classes, and that it requires a mastery of the art of crafting

digital environments in which students are able to build knowledge, feel engaged and emotionally connected, and are given timely feedback and guidance.

Because of the emergency measures that were taken during the coronavirus epidemic, a new phrase was coined to describe the kind of instruction that was being provided during that time period". This mode of instruction was referred to as emergency remote teaching and learning. The provision of access to learning in the face of an emergency or crisis may be accomplished via the use of this alternative temporary form of educational delivery. In general, it refers to improvised, constrained, and impoverished instructional practises that have been developed in advance in order to immediately satisfy the demands of learners. In contrast to OTL, it is not the outcome of learning designs that have been meticulously developed, carried out, and assessed before being put into use.

Review of Literature

Simon (2012) studied the influence of online learning on the academy is having a revolutionary effect, despite the fact that the entire impact of online learning has not yet been evaluated. Considering the state of the higher education industry's finances, it is quite probable that educational institutions (as well as students) will continue to take use of the numerous advantages that come with online learning. Learning that takes place entirely online presents educational institutions with the opportunity to expand their student bodies and their income streams at a lower financial outlay than would be necessary to support traditional classroom instruction. In addition, because there is no requirement for students to be physically present in the classroom, online education has the potential to make education available to a significantly larger population, while also meeting the requirements of a society that operates at a rapid pace and on a global scale.

Dhawan (2020) studied the educational institutions (schools, colleges, and universities) are now exclusively based on traditional ways of learning. This means that they adhere to the traditional set up of face-to-face lectures in a classroom. Even while many academic institutions have already begun using blended learning, a significant number of those institutions continue to rely on outdated practices. The abrupt appearance of a fatal illness known as Covid-19, which was caused by a Corona Virus (SARS-CoV-2), sent shock waves across the whole globe. The World Health Organization recognised it as a pandemic and issued a statement to that effect. Because of this predicament, education systems all around the globe were put to the test, and teachers were immediately required to transition to teaching over the internet. There was no other choice for a great number of educational institutions but to completely transition to online teaching and learning, even if they had previously been resistant to changing their conventional method of instruction. In this time of economic uncertainty, the essay discusses the significance of e-learning and presents a Strengths, Weaknesses, Opportunities, and Challenges (SWOC) analysis of different types of online education. This article also shed some insight on the emergence of EdTech Start-ups during times of pandemic and natural disasters, and it contains advice for academic institutions of how to cope with issues related with online learning. (Lakshman Naik et al. 2021) studied Online Teaching and Learning of Higher Education in karnali province, nepal during COVID-19 Emergency Lockdown discovered this and the COVID-19 epidemic has brought to the attention of people all across the globe the fact that the current way of living is not sustainable. One of the many fields that need needs revolutionary reforms, which has become clearer, is the educational sector. Since the middle of March 2020, educational establishments and colleges in the Karnali region of Nepal have remained closed due to the rapid spread of COVID-19. Students, parents, and instructors have had their

lives disrupted as a preventative precaution due to the emergency lockdown. The educational sectors began offering lessons online so they could better prepare themselves for the catastrophe that was inevitably coming. The abrupt shift in the approach used to teaching and learning has presented both new obstacles and new possibilities. In the current inquiry, a survey-based investigation has been carried out to evaluate the efficiency of online teaching and learning technique in comparison to conventional teaching method. The purpose of this comparison is to determine which approach is more effective. A survey in the form of a questionnaire is being produced in order to gather data from students of various degrees, faculty members, and parents along with general publics. The poll received a total of 874 answers from individuals of varying demographics and backgrounds who took part in it. The examination of the replies obtained indicates that the time-honored practise of chalk and discussion is almost always superior than online sessions. According to the findings and examinations, the most significant barrier to the execution of online sessions is a deficiency in the availability of facilities, infrastructure, technological instruments, and internet connectivity. These ideas and recommendations are presented to enhance the existing ways of teaching online in order to reach a greater number of students and increase the overall quality of the teaching and learning experience. If colleges and universities open before vaccination, the measures that need to be taken by the institutions to prevent the fast spread of COVID-19 cases are much reduced in their level of difficulty.

Lucas and Nuno (2022) studied emergency remote teaching and learning does not represent the standard practice around the globe. Reports that have come from a variety of higher education institutions imply that there will be a rise in online and mixed forms of delivery, and they demonstrate that professors want to use these modes.

Kumari (2022) discovered that and Online education has the potential to completely alter the educational

landscape of the future if its implementation can be accomplished via the concerted efforts of business, academic institutions, and the government.

Conclusion

The lightning-fast pace of technological advancement has had a tremendous influence on the world of education. In the Karnali province of Nepal, there are a number of opportunities and challenges associated with online education. Some of these include internet penetration, the low cost of online education, the ease of doing course work, an initiative by the government, employer recognition, and bridging the gap. MOOCs, which stand for massive open online courses, are becoming more popular as a result of its ability to provide immediate, online, anywhere-accessible, self-driven, and mobile learning. Because of its potential to increase education quality and reach, the government of Nepal is sponsoring online education in the country. This assistance is part of the Digital Nepal project. Swayam, which stands for “Study Webs of Active –Learning for Young Aspiring Minds,” is a programme that the government of India and the Ministry of Human Resource Development have launched in order to provide education to students who are not yet aware of the digital revolution and are unable to join the mainstream of the knowledge economy. The purpose of this programme is to realise the three primary goals of the Education Policy, which are access, equality, and excellence in the educational system. The trend toward online education is reinforced by studies conducted by Google and KPMG. Not only does it help students save money and time, but it also makes it easier for working professionals to complete their coursework. People in Nepal who pursue an education online, however, must contend with a number of obstacles, including reduced opportunities for social contact and an absence of a traditional campus setting. Although getting a degree online is becoming more popular, there are still a significant number of fake and unaccredited degrees that may be obtained over the internet. Not only do the online certifications lose their credibility as a result of these frauds, but

so do the potential employers of those certificates.

Students are required to have self-discipline and determination in order to finish their tasks on time and submit them, and the medium of instruction is often English. It is the responsibility of computer experts, educators, administrators, language content developers, and content disseminators to provide learners who know only Indian languages with a workable framework and standard solution. As a result of the COVID-19 epidemic, online and remote teaching and learning has become an increasingly popular way of delivery. Learners are able to gain information and create meaning based on their learning experiences and interactions via the use of OTL, which is a method of teaching and learning that is facilitated by digital technology. In the event of a catastrophe or other unexpected event, emergency remote teaching and learning is a temporary alternative form of instruction that may be used to maintain access to educational opportunities.

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