BOTTLE NECKS ENCOUNTERED BY FACULTIES IN ONLINE CLASSES IN PRACTICAL SUBJECTS UNDER THE DISCIPLINE OF COMMERCE AND MANAGEMENT WITH SPECIFIC REFERENCE TO BANGALORE CITY.

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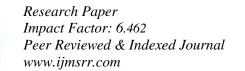
Abstract
Paradigm shift ushered in, in the education field in the form of online classes due to covid induced lockdown has urged the teaching fraternity to gear up themselves for the unexpected changes and changed roles and responsibilities in teaching. Lockdown has made them multi-tasking in the form of not only taking their regular classes but at the same time tried made them tech savvy to take online classes. Covid induced lockdown has by and large disrupted the daily routine of the faculties in the form of several bottlenecks in online classes, as most of them were not tech savvy enough to handle the online classes. Prima facie it was apparent that the faculties who handle only theory subjects didn't face much problems in taking online classes, but the faculties taking practical subjects in the discipline of commerce and management subjects had lot of bottlenecks in a magnanimous way in taking online classes and this research paper unearthed some of the bottlenecks faced by faculties who take practical subjects under the discipline of commerce and management and how far they are affected by virtue of it. The research was undertaken by collecting responses from 200 faculties cut across Bangalore city limits those who handle practical subjects under commerce and management streams under questionnaire method.

Key words: online classes, Covid induced lockdown, tech savvy faculties, bottlenecks in online classes

Introduction
Education in the ancient times was there in the form of the Gurukula system of education where in the student called "Vidyarathi" used to stay with the teacher" guru" at his ashram and used to get himself educated, and as the time surpassed the Gurukula system of education disappeared and student centric education was commenced due to the influence of British style of education. As far as Indian academic environment is concerned this student centric and syllabi centric education was in the form of , students and teachers used to gather at a common place and used to get the education with predefined syllabi and in a conventional class room environment with the chalk and talk method. In this conventional method of teaching and getting education there will be one to one communication and face to face contact between the student and the teacher. In the modern era due to the advancement in the technology and lack of proximity between the student and the faculty and other several obvious reasons, the internet based online education started ushering in where the faculties without having face to face contact with their students teach the students through internet-based platforms normally without using chalk and black/ white board. In this system of teaching the classes will be taken virtually, in other words they are intangible classes. Under such system of education as there is no face-to-face contact between the students and teachers, at times it is felt that conducting such classes and effective teaching is a herculean task. With reference to India the online classes is a new concept which is ushered in mainly by the Covid-19 pandemic. Even though online system of education is a boon to the students and the faculties during Covid-19 pandemic, it suffers from the serious limitation such as technical issues, no control over the students and many more allied difficulties in teaching the concepts. The effectiveness of such online classes can be ensured, if and only if the technical problems are completed resolved, and at the same

time the other hiccups in teaching through online plat form is properly addressed. By and large it is noticed at the superficial level that the common perception of the facilities is that the practical subjects which requires extensive board work cannot be taught effectively through the online platform, prima facie the practical subject teachers might face hiccups such as poor visibility of the board by the students, audio related problems and too much of preparations from their end such as preparation of PPTs, slides and many more. From the above bottlenecks it can be inferred that conducting online classes with specific reference to practical subjects is not an easy task for the faculties.

Objectives of the study
1. To assess the problems faced by faculties in online classes with specific reference to practical subjects
2. To assess the effectiveness of online classes with specific reference to practical subjects

Research Methodology
Data type: Primary
Tool of data collection: Structured Questionnaire
Sample size: 200 Respondents
Type of sample   Stratified Random Sampling

Review of Literature
1. "A study on the effectiveness of online teaching in pharmacy education from teacher and student perspectives during the COVID-19 pandemic" by Pharmacy Education DibyaSundar Panda, Mohammed Gamal, Ameeduzzafar Zafar - ISSN 1477-2701-- The majority of faculty and students were not in favour of exclusively online classes. The instantaneous decision by authorities to switch to online classes to prevent the spread of the COVID-19 virus, left no room for the teachers and students to have proper planning. Moreover, the transition to solely virtual learning posed technical challenges for both teachers and students.

2. "Impact of coronavirus pandemic on the Indian education sector: perspectives of teachers on online teaching and assessments" by AmitJoshi, MudduVinay, PreetiBhaskar 2020, ISSN: 1741-5659 the author tells Under home environment settings, a lack of basic facilities, external distraction and family interruption during teaching and conducting assessments were major issues reported. Institutional support barriers such as the budget for purchasing advanced technologies, a lack of training, a lack of technical support and a lack of clarity and direction were also reported. Teachers also faced technical difficulties Teachers' personal problems including a lack of technical knowledge, negative attitude, course integration with technology and a lack of motivation are identified as the fourth category to damper their engagement in online teaching and assessments.

3. "A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District" by Abhinandan Kulal Anupama Nayak, 2020 author finds that teachers are facing difficulties in conducting online classes due to a lack of proper training and development for doing online classes. Technical issues are the major problem for the effectiveness of the online classes, author says that teachers have mixed opinions. The combined mean of negative perception (M53.3953) is more than the combined way of negative perception (3.2767) believe that "online class will increase unemployment or reduce the demand of teachers," "Online class failed to fill the emotional attachment between teacher and student," "Without providing proper

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infrastructure facility it is challenging to conduct online class "and they also opined that "It is challenging to conduct an online class for practical subjects."

4. **"Perception of teachers on online teaching in higher education during covid-19 lockdown**" by Dr.Babita Dubey, Dr.Shivendra Singh 2020 teachers of any type of institution whether government or private have positive perception towards online teaching during covid-19 lockdown. Teachers of every age is taking it as good step during lockdown. Only difference we found when perception was compared with the designation. Teachers believe that though, the online teaching is increasing teachers' technical knowledge and helpful in knowledge diversification, still online teaching increases the working hours of teachers as there is no time limit as in classroom teaching.

5. "The impact of online learning during COVID-19: students' and teachers' perspective" 2020 by DeepikaNambiar, author says that teacher and student are Frustrated with class structure and design may translate into a poor learning outcome for students. Improving the quality of online classes with the help of various service providers, along with support from different colleges and universities can help in making online mode of education more effective and easily acceptable all over India Establishing a structured and user-friendly environment for online mode of education, one that is accessible for all without putting financial burden on students and teachers should be the main criteria in the minds of college and university management while promoting online education Also, the need for providing adequate technological training to teachers about method of conducting online classes should be prioritized as it is found to be a pre-requisite for successful online class implementation.

6. "Online Teaching and Learning of Higher Education in India duringCOVID-19 Emergency Lockdown" 2020 by GirishaLakshmanNaik, Malteshkumar Deshpande, D C Shivananda, C P Ajey, G C Manjunath Patel, as author perception is for practical/laboratory classes it's very difficult to know the complete insight of process for both students and faculties. The difficulty can be overcome by conducting laboratory/practical teaching via online platforms preferably using Virtual lab setup developed by various Indian Institute of Technology (IIT's) for Engineering courses.

7. "An Exploratory Study of The Effects of Online Course Efficiency Perceptions On Student Evaluation of Teaching (SET) Measures" by hoomanestelami, Fordham University, USA, 2016, Modern research on distance education has had a limited understanding of student perceptions of such efficiencies. Improved understanding of how online courses are viewed in terms of their relative efficiency compared to face-to-face courses is critical to uncovering pedagogically sound paths of growth for distance education.

8. "The Impact of Online Learning: Student's Views" by NopaYusnilitaUniversity of Baturaja, 2020, Teacher should always prepare themselves for the changing ways of teaching. They need to be creative and find the effective method in teaching their students. Online learning brought out effect for students' achievement. A lot of the students are attracted because of it flexible, although they need pay for the cost to use the internet.

9. "The impact of online learning on students' course outcomes: Evidence from a large community and technical college system" by Di Xu *, Shanna Smith Jaggars 2013,

inspite of negative results of his study, he acknowledges that online learning is an important strategy to improve course access and flexibility in higher education, with benefits from both the student perspective and the institutional perspective, an institutional perspective, online modalities allow colleges to offer additional courses or course sections to their students, increasing student access to required courses. Creating more in-depth, systematic, and proactive supports for online faculty and students may not be an inexpensive endeavor.

10. "Study of the Impact of Online Education on Student's learning at University Level in Pakistan" by HumairaAkhter, Dr. MunazzaMahmood the researcher conducts a survey study of 90 respondents. The larger part of the learners strongly agreed that from the online instruction they come to know about PC education and got fundamental abilities in utilizing the PC like the utilization of Microsoft Word, Excel and PowerPoint. They likewise got the expertise of Web looking on the grounds that online instruction relies upon the PC. Students finish their work on the PC and connect with the instructor through chat, video gatherings and so on. The study helps in online instruction on the grounds that in online training students' study on their own pace which creates inspiration among students and they feel more zealous towards their learning.

11. "Online Education and Its Effective Practice: A Research Review ", by Anna Sun and Xiufang Chen Rowan University, Glassboro, NJ, USA, 2019, The researcher found that one of the primary challenges in online education is to develop a sense of community in the online environment. To establish such a community, several studies we reviewed pointed out the significance of promoting social presence, interaction, and collaboration. The rapid advancement of technology and how it has greatly impacted on online education. It is almost certain that technology will continue to excel, and it is also almost certain that online teaching and learning will be greatly influenced by and changed along with it. The best practices and strategies for greater effectiveness in online teaching, including eight pedagogical practices designed to achieve that objective and what constitutes a well-organized online course.

12. "The Results of Online Teaching: A Case Study" by Mehdi Sagheb-TehraniMinot State University USA, 2009,E-learning allows students and instructors work together on a course around the clock. Online learning permits educators and students to exchange ideas and information, work together on projects, around the clock, from anywhere in the world online learning in the higher education environment as sup-ported by research findings. The online learning environment is just another learning environment, in some ways similar and in some ways different than traditional class-rooms. As we develop the environment, we adjust our teaching methods. This is true for online learning.
In the author's point of view, there is no doubt that we should use online learning in higher education

Statement of the Problem
Online classes is new concept to Indian educational platform, and naturally there would be associated problems in connection with the online classes such as, Institutional support barriers such as the budget for purchasing advanced technologies, lack of training, lack of technical support and a lack of clarity and direction and technical difficulties. Teachers' dearth of knowledge about technical knowledge/ upgradation, resistances to change will all contribute towards non fulfillment of the purpose of online classes and that is the reason why the success of online classes is always debatable and subsequently researchable.

Scope of the study

In online classes there is no much problem faced to teach theory subjects, because , where faculties can display Power point and images about the topics, but when it comes to practical subjects faculties have many problem which is encountered by the Practical subject teachers such as solving a mathematical problem using the mathematical equations step by step, displaying of working note, in the light of which the main answer is to be shown, and displaying of voluminous problems on the screen in one shot, poor audio audibility when the faculty is in proximity with the board, the complaints about poor visibility of the board by the students. That apart the practical subject faculties will also encounter the hiccups such as shortage of time in complication of the syllabus and many more. The study shall encompass the problems relating to the online classes by the practical subject teachers only, for the purpose of study the relevant data was collected from practical subject faculties only commerce and management fraternity. The subjects that were chosen was financial management, financial and corporate accounts, management and cost accounts, income tax, quantitative analysis for business decisions and business statistics.

Data analysis and interpretation

Primarily in the initial stages of research, the opinion of the samples was sought in connection with their grievances that are being faced by them in virtual classes and as indicated by them it was short listed as: -

a) Bottlenecks in displaying mathematical equations and formulas
b) Bottlenecks in connection with showing step by step solution so that students could get convinced
c) Bottlenecks in writing the diagrams so that students could understand it properly
d) Bottlenecks in connection with about poor audibility by students when faculties are in close proximity with the board.
e) Bottlenecks in connection with Time management to cover a particular concept is a biggest challenge
f) Bottlenecks relating to insufficient time in delivering a particular concept.
g) Bottlenecks pertaining to preparation of working notes and then connecting to it the main answer
h) Bottlenecks in connection with completion of syllabus with in the time bound limits
i) Bottlenecks in connection with competent enough to solve the technical glitches that are encountered
j) Bottlenecks in connection with of displaying the lengthy problems on screen

1. As a practical subject faculty have you encountered any bottleneck in displaying the mathematical equations and formulas in the online classes

Problems in displaying mathematical equations and formulas in the online classes	
Yes	169
No	31

Data interpretation: From the above bar graph it can be interpreted that 84.5% of the respondent are of the opinion that there are having hiccups in showing the mathematical equations and formulas in the online classes and 15.5% of the respondent are of the opinion that there are not facing the problem of in showing the mathematical equations and formulas in the online classes. It means that majority of facilities are facing problem in displaying mathematical equations and formulas in the online classes.

2. As a practical subject faculty, have you encountered the problem of manifestation or showing the Solution step by step with the limited availability of the board space in online classes?

Problem in Manifestation of the Solution step by step with the limited availability of the board space in online classes.	
Yes	190
No	10

Data interpretation: From the above bar graph it can be inferred that 95% of the respondent are of the opinion that there are having hiccups in manifestation or showing the Solution step by step with the limited availability of the board space in online classes and 5% of the respondent are of the opinion that there are not facing manifestation or showing the Solution step by step with the limited availability of the board space in online classes. That means majority of facilities are facing problem in manifestation of solutions step by step with the limited availability of the board space in online classes.

3. As a practical subject faculty have you encountered any hiccups in writing the diagrams in the most approachable way in the online classes

Problems in Writing the diagrams in the most approachable way in the online classes	
Yes	130
No	70

Data interpretation: From the above bar graph it can be inferred that 65% of the respondent are of the opinion that there are having hiccups in writing the diagrams in the most approachable way in the online classes and 35% of the respondent are of the opinion that there are not facing hiccups in writing the diagrams in the most approachable way in the online classes.It indicates a majority of facilities are facing problem in writing the diagrams in the most approachable way in the online classes.

4. As a practical subject faculty has you any received any complaints from the students about poor audibility when you are in close proximity with the board.

Problems in connection with receiving any complaints from the students about poor audibility when faculty is in close proximity with the board	
Yes	136
No	64

Data Interpretation: From the above bar graph it can be inferred that 68% of the respondent are of the opinion that subject faculty have received complaints from the students about poor audibility when they are in close proximity with the board and 32% of the respondent are of the opinion that there are not facing any hiccups from practical subject faculty not received complaints from the students about poor audibility when they are in close proximity with the board. It means majority of facilities are facing problem in connection with receiving complaints from the students about poor audibility when faculty is in close proximity with the board.

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5. As a practical subject faculty do you feel that time management TO COVER A PARTICULAR CONCEPT is a biggest challenge in the online classes

Problems on Time management TO COVER A PARTICULAR CONCEPT is a biggest challenge in the online classes	
Yes	200
No	00

Data Interpretation: From the above bar graph it can be inferred that 100% of the respondent are of the opinion that as a practical subject faculty feel that time management to cover a particular concept is a biggest challenge in the online classes. That means 100% of facilities are facing problem on time management to cover a particular concept is a biggest challenge in the online classes.

6. As a practical subject faculty have you encountered any hiccup in the preparation of working notes and then connecting to it the main answer in online classes

Problems on Preparation of working notes and then connecting to it the main answer in online classes	
Yes	187
No	13

Data interpretation: From the above bar graph it can be inferred that 93.5% of the respondents are of the opinion that as a practical subject faculty have encountered any hiccup in the preparation of working notes and then connecting to it the main answer in online classes and 6.5% of the respondent are of the opinion that there are not facing any hiccups from a practical subject faculty in the preparation of working notes and then connecting to it the main answer in online classes. That means majority of facilities are facing problem on preparation of working notes and then connecting to it the main answer in online classes.

7. As a practical subject faculty do you feel that you can complete the syllabus within the prescribed hours in online classes

Problems on Completing the syllabus within the prescribed hours in online classes	
Yes	25
No	175

Data interpretation: From the above bar graph it can be inferred that 12.5% of the respondent are of the opinion that practical subject faculty feel that they can complete the syllabus within the prescribed hours in online classes and 87.5% of the respondent are of the opinion that there are not facing any hiccups practical subject faculty feel that they cannot complete the syllabus within the prescribed hours in online classes. That means majority of facilities are of opinion there is no problem in completing the syllabus on time.

8.As a practical subject faculty do you feel that you are competent enough to solve the technical glitches that are encountered while teaching in online classes.

Problems on competent enough to solve the technical glitches that are encountered while teaching in online classes	
Yes	100
No	100

Data interpretation: From the above pie chart it can be interpreted that 50% of the respondent are of the opinion that practical subject faculty do you feel that they are competent enough to solve the technical glitches that are encountered while teaching in online classes and 50% of the respondent are of the opinion that there are not facing any hiccups practical subject faculty feel that they cannot do you feel that they are competent enough to solve the technical glitches that are encountered while teaching in online classes. So there is a fine balance between compliance and non compliance in handling technical glitches.

9. As a practical subject faculty has you encountered the problem of displaying the lengthy problems on screen in online classes.

Problem on displaying the lengthy problems on screen in online classes	
Yes	115
No	85

Data interpretation: From the above pie chart it can be inferred that 42.5% of the respondent are of the opinion that practical subject faculty have you encountered the problem of displaying the lengthy problems on screen in online classes and 57.5% of the respondent are of the opinion that there are not facing hiccups in displaying the lengthy problems on screen in online classes. That means majority of facilities are facing problem on displaying the lengthy problems on screen in online classes.

10. As a practical subject faculty DOES YOU FEEL that taking online classes for practical subjects is overall success holistically.

taking online classes for practical subjects is overall success	
Yes	60
No	140

Data interpretation: From the above pie chart it can be inferred that 30% of the respondent are of the opinion that practical subject faculty do feel that taking online classes for practical subjects is overall success holistically and 70% of the respondent are of the opinion that the practical subject faculty do not feel that taking online classes for practical subjects is overall success from all the angles. That means majority of faculties are of the opinion that overall success of online classes is a failure.

Findings
1. From the study it was found that majority of the faculties those who take practical subjects in Commerce and management are facing the problems in connection with showing the mathematical equations, showing the detailed step by step solutions, manifestation of diagrams, poor audit ability, time management, and preparation of working notes and the performance of these faculties in the online classes have shrunken owing to the above-mentioned reasons.
2. It was found that only handful of the faculties those who take practical subjects have not expressed any problem in the completion of the syllabus within the time bound limits
3. It was found that there is a fine balance between the number of faculties who agree that they will be able to or not able to handle the technical glitches that might crop up in the online classes.
4. It was found that a majority of the faculties those who take practical subjects are of the opinion the overall success of the online classes is doubtful and debatable and only less than one third of the samples feel that overall success of online classes is upto the mark.

Conclusion

From the findings it can be inferred that a majority of the faculties those who take practical subjects under commerce and management are facing one or the other bottlenecks which were shortlisted in the data analysis. From the research paper it can be inferred that the problems highlighted is acting as one of the major hurdle in the successful implementation of the online classes and the main reason to which may be attributed to lack of adequate training and induction program to the faculties towards taking the classes online due to a sudden covid induced lockdown.

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