

reasons. Normally many people go for distance education due to employment or poor economic condition or they got married. Presently we hear many institutes and universities are offering online course. Now internet has changed the way things are done. Online, digital, ecommerce are the buzz words. Today, people belonging to all most all fields are talking about e-commerce. Grocery to consumer durables everything is bought and sold on online. Application of ICT has changed the way whole world is behaving. The service sector has revolutionized the way services are being delivered. Now we need not go to railway station to buy tickets, no need to stand in queue to transfer funds from bank account, we need not to wait for an agent to make insurance payment. Everything can be done on fingertips online. The application of ICT in to the education system has started and many institutes started offering online education. Now we can get the degree without going to the college or university. Instead they are coming to us where ever we are in the world. Only we need to ensure internet and ICT enabled devices such as computer, laptop, tablet or smart phone. But the question is whether this form of education is perfect substitute to classroom education? Is the quality of teaching online is as same as class room teaching? Dose faculties are prepared to teach online? What teachers feel about adopting the online teaching as substitute to offline or class room teaching? What are the issues and challenges teachers are facing while adopt online? This article tries to find answers to these questions.

### **Concept of Online Teaching:**

Online teaching is an alternative way of classroom teaching. But it not new to us was having an alternative to classroom teaching. Because since first Open University in India started in 1982; and the National Open University of India was established in 1985 (Snjay Mishra) distance education exists in India. Is online teaching is a new form of distance education? Answer is yes. Joshua Stern says ‘Online learning is the newest and most popular form of distance education today. The question arises what is online teaching and how it works. Wikipedia defines Online tutoring is the process of [tutoring](#) in an [online](#), virtual environment or networked environment in which [teachers](#) and learners are separated by time and space. The robdarrow.wordpress.com explains it in better manner it says regardless of the category; the elements of teaching and learning include the student, the teacher and the curriculum (content). Defining “blended learning” or “online learning” really involves four questions: What is the student doing and where is the student? What is the teacher doing and where is the teacher? What is the content? Where is the content? In online teaching and learning the student is usually on a computer reading or viewing the curriculum or completing assignments. The student is usually at home or in a computer lab as compared to sitting in a classroom with desks and a teacher in front of the room. The teacher is usually in some type of office setting which could be at a school or office or home. The content is usually not in print, but, often the digital textbook is still the base curriculum. The following tools (and there are many others) are utilized by an online teacher: email, instant messaging, online drop box, some type of course management system, online gradebook, online discussion boards, chat rooms, online video

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conferencing and the host of Web 2.0 tools such as blogs, wikis, videos and podcasts that can be used both as the curriculum and as student work.

### **Research Methodology:**

Research design of the study is exploratory as well as descriptive in nature. Exploratory, because it tries to identify different issues related to online teaching, which was done through personal discussion with the teachers. It is descriptive also, because it gives a snap shot of the attitude of teachers towards online teaching. Data was collected from 50 respondents selected from three different institutions of Kalaburagi city by using the judgment sampling method. A structured questionnaire was used as data collection instrument, which was developed through discussing a few teachers having exposure to online teaching. Data was analyzed by using Chi-square test and t-test depending upon the requirement.

### **Research Problem and Objectives:**

Many institutions and some universities are offering online courses and lot of online material is already created. Governments are also seriously thinking to create online reading materials and offer online course. UGC and MHRD are working in this direction and asking the interested faculties to come forward to create online course material. This made the researcher to know the teachers readiness to adopt online teaching. Hence this paper tries to know the opinion of teachers towards various aspects of online teaching in higher education in India. The major objectives are:

1. To know the challenges of online teaching in Higher education in India
2. To know the willingness of the teachers to adopt online teaching
3. To know the effectiveness and comfort level of online teaching compared to classroom teaching

**Data Analysis:**

Data collected through sample survey was analyzed to address the above mentioned objectives. The sequential analysis of the data is presented in the following sections.

**Table 1: Experience of Teaching Online**

	Frequency	Percent	Calculated Chi-square	Table value at .005 sig.
Yes	11	22.0	15.68	7.879
No	39	78.0		
Total	50	100.0		

Source: Data Collected by the Authors

Table 1 show the frequency of teachers' experience of online teaching. Out of 50 respondents 11 respondents had experience of teaching online but 39 respondents didn't have. The Chi-square analysis confirms the significant difference between these two categories of responses.

**Table 2: Interest in Teach Online**

	Frequency	Percent	Calculated Chi-square	Table value at .005 sig.
Yes	32	64.0	22.24	10.597
No	12	24.0		
Not now	6	12.0		
Total	50	100.0		

Source: Data Collected by the Authors

When the respondents were asked about their interest in teaching online 32 respondents were in favour and 12 were not, where as 6 were not ready to do it now. It shows that despite their lack of experience majority of the respondents was interested in online teaching. Table 2 above shows the result and also the Chi-square result.

**Table 3: Willingness to Support Online Teaching Initiative**

	Frequency	Percent	Calculated Chi-square	Table value at .005 sig.
Yes	36	72.0	9.68	7.879
No	14	28.0		
Total	50	100.0		

Source: Data Collected by the Authors

When respondents were asked about their willingness to support any online teaching initiative taken by their institution, majority with 36 out of 50 expressed their willingness to support. The result is supported by Chi-square test.

**Table 4: Preparedness to Teach Online**

	Frequency	Percent	Calculated Chi-square	Table value at .005 sig.
Yes	30	60.0	17.93	10.597
No	14	28.0		
Can't say	6	12.0		
Total	50	100.0		

Source: Data Collected by the Authors

Table 4 depicts the preparedness of respondents to teach online. Majority with 30 respondents was prepared to take online classes. The Chi-square test confirms the above result.

**Table 5: Descriptive Statistics**

Variables	Mean	Std. Deviation
Online Education is Going to be Next Big Thing in the Higher Education	3.68	.957
Online Education Replaces Classroom Teaching	1.98	.769
Online Education and Classroom education Coexists	4.00	.756
Online Teaching can be Equally Effective as Classroom Teaching	2.50	1.165
Online Teaching is More Comfortable than Classroom Teaching	2.22	.954
Online Teaching Needs Extra Efforts	3.80	1.050
Skills Required for Online Teaching are Different than Classroom Teaching	3.78	.764
All Subjects can be taught Online	2.12	.982

Note: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree Nor Disagree, 4=Agree, 5= Strongly Agree

**Table 6: One-Sample Test**

Variables	t-statistic	Sig.
Online Education is Going to be Next Big Thing in the Higher Education	5.024	.000
Online Education Replaces Classroom Teaching	-9.379	.000
Online Education and Classroom education Coexists	9.354	.000
Online Teaching can be Equally Effective as Classroom Teaching	-3.035	.004
Online Teaching is More Comfortable than Classroom Teaching	-5.782	.000
Online Teaching Needs Extra Efforts	5.389	.000
Skills Required for Online Teaching are Different than Classroom Teaching	7.222	.000
All Subjects can be taught Online	-6.335	.000

Note: Test Value = 3, N=50

Table 5 and 6 explain the teachers' opinion about the various aspects of online teaching. The mean of Online Education is going to be Next Big Thing in the Higher Education is 3.68 it implies that teachers agree that it is going to be. The mean value of Online Education Replaces Classroom Teaching is 1.98; it means respondents disagree with it. The mean value of Online Education and Classroom education Coexists is 4.00 it says respondents agree with the statement. The mean of Online Teaching can be Equally Effective as Classroom Teaching is 2.5 it means respondents disagree with the statement. The mean value of Online Teaching is More Comfortable than Classroom Teaching is 2.22; it shows that respondents disagree with the statement. The mean value of Online Teaching Needs Extra Efforts is 3.80, the respondents agree that online teaching needs extra efforts compare to classroom teaching. The mean value of the variable Skills Required for Online Teaching is Different than Classroom Teaching is 3.78, it means respondents agree that the set of skills required for online teaching are different. The mean value of All Subjects can be taught Online is 2.12, it says respondents disagree with the statement. It means all subjects can't be taught online. The table 6 shows that above discussed all variables outcomes are significant.

**Findings and Suggestions:**

The above analysis brings out many findings about the teachers opinion about various aspects of online teaching. The majority of the respondents agree that online teaching going to be the next big thing. As many institutions have started adopting online teaching and countries like India where there is lot of gap is

there in the quality of education between rural urban areas. Online teaching will help to bridge the gap. Whereas majority respondents agree that online teaching can't replace the classroom teaching. It means online teaching can be adopted as value added rather than replacement of classroom teaching. It is proved that majority of the respondents said both going to coexist. Respondents feel that online teaching is not as effective as classroom teaching. They also said that classroom teaching is more comfortable than online teaching. When an open ended question was asked what the challenges of online teaching are, many respondents felt that lack of feedback, problem of students' involvement, lack of liveliness and inter-activeness, adoption of technology, lack of infrastructure required, quality of internet, students and teachers' ability to work with ICT, difficult for field oriented subjects, etc. Some of the problems be solved and quality can be improved. Very important thing we need to notice is majority of the respondents have not taught online. All the problems what they were saying were assumed and anticipated based on their perception than reality. Majority of the respondents agree that online teaching needs extra efforts and skills sets required are different for online teaching compared to class room teaching. For questions related to preparedness to teach online, interested to teach online and willingness to support online teaching majority respondents said yes. It shows that though majority of the respondents have not taught online but they are ready to equip themselves and go online. It means institutes can adopt online teaching in the areas where theoretical and conceptual teaching is predominant and practical and field work is not required. Because majority of the respondents said all subjects can't be taught online. For question related to challenges of online teaching respondents said it has lot of limitations particularly with subjects which are having field work and experiments like Geology and Geography.

**Major Conclusion:**

Though online teaching can't replace the traditional classroom teaching it is a value added option. The country like India where the gross enrollment ratio is very less in the higher education compared to developed countries and where there is lot of scarcity of qualified and competent teachers in the higher education, online teaching is good add on option. The respondents on being inquired revealed that majority did not have experience of online teaching and were not sure about the comfort level of online teaching but teachers are interested to teach online with their preparedness and are ready to support any initiative of the institution to launch online programs. Hence any institute want start online teaching should identify the programs which are suitable for online teaching and undertake the needed capacity building and skill development programmes for the teachers. As we are talking of online teaching in higher education students will be well are of technology and its use. If required they can be oriented to adopt. Presently many universities and institutions are offering distance, correspondence and postal education. Online education is better than these options and these universities and institutes can switch to online teaching. Because it provides better communication and interactive possibilities between teachers and students, tries to create virtual traditional classroom like environment than correspondence and postal education practice.

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## **Forecasting area and production of Chickpea(gram) in india with Arima technique**

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### **INTRODUCTION**

Agriculture in India is an important sector even after seven decades of independence though its contribution to GDP has declined but its contribution to employment and food security of the country still remains highly significant. Performance of the Indian economy depends on how the agricultural sector is progressing. Due to rich agro-climatic zones India is growing variety of crops. Among them food-grains occupy a dominant place in terms of area under the crop and production. Food grains comprises of cereals and pulses. Pulses occupy a unique place in the food basket of the people in India being the main source of protein. India ranks first in area and production of pulses in the world. Variety of pulses are grown in India to quote some important pulses Chickpea (gram), Pigeon pea (Arhar), Green gram, Black gram, lentil(Masur), etc. Chickpea is a very important pulse crop of India contributing to 30 per cent of the total pulse acreage and 40 per cent of the total pulse production in the country (Tiwari &Shivhare, 2016). India has the largest area under chickpea crop (71 per cent) and highest production (67 per cent) in the world. Chickpea is an important source of protein to majority of the Indians who are vegetarians and it is an important food to livestock. In view of the importance of the chickpea in