RESEARCH REVIEW JOURNALS
Volume-05
Issue-12
December-2020

ISSN: 2455-3085 (Online)
RESEARCH REVIEW International Journal of Multidisciplinary
www.rrjournals.com[Peer Reviewed Journal]
DOI: https://doi.org/10.31305/rrijm.2020.v05.i12.011

Covid-19 Pandemic and Its Impact on Online Education: An Analysis of the Attitude of College Students in Brahmaputra Valley of Upper Assam, India

Dr. Diganta Kumar Das

Assistant Professor, Department of Accountancy, Lakhimpur Commerce College, P.O. North Lakhimpur, Dist. Lakhimpur, Assam (India)

ARTICLE DETAILS

Article History
Published Online: 14 December 2020

Keywords
Covid-19 Pandemic, Online Education, Rural Assam and Student's Attitude.

***Corresponding Author**
Email: diganta.das1981[at]gmail.com

ABSTRACT

Covid-19 Pandemic affects the economic life of the households which results in change in education style of the students almost all parts of the World. Due to this pandemic, the education system is shifted from offline learning to the online learning. Though online education has some positive impacts but it does not reach the students living in the rural areas particularly in rural Assam. Lack of electricity, lack of laptops/mobile phones with internet connectivity, poor network in rural areas, people from BPL families etc. are some of the issues where online education will not reached the poor students in rural Assam. In this background a study has been carried to find the attitude and perception of the college students towards online education in rural flood affected areas of Assam. For the purpose of collecting the primary data, a random sampling method have used by the researcher for collecting the information from 300 degree students at Brahmaputra Valley of Assam. Accordingly, the economically backward and flood affected Lakhimpur district of Assam was purposively selected by the researcher for the present study. The study concludes that there was a positive impact of online education on college students during this Covid-19 Pandemic situation except on the students living in the rural areas who were economically poor background families in the district under study.

1. Introduction

Covid-19 Pandemic affects the economic life of the households which results in change in education style of the students almost all parts of the World. Due to this pandemic, the education system is shifted from offline learning to the online learning. Worldwide around 1.2 billion students in 186 countries are affected due to the closures of school in this pandemic situation(***Li & Lalani, 2020***). It is also seen that the closure of school, college and university will not only have a short-term impact continuous learning for more than 285 million young learners in India but also cause far-reaching economic and societal values ***(Choudhary, 2020)***.According to the report of UNESCO there are over 290 million students across 22 countries in the World will be adversely affected by the coronavirus pandemic. In India it will be about 32 crores of students in schools and colleges are affected as per their report (***Kasrekar & Wadhavane, 2020***). Suddenly the education system is shifted from offline learning to the online learning. Many in different parts of the globe are wondering about the adoption of online learning belief that it will continue at post-pandemic period and how it will impact the education system in the World (***Li & Lalani, 2020***).Dur to Coronavirus Pandemic and lockdown many of the low-income private and government school in many parts of the World including India have completely shut down for not having access to e-learning facilities except a few private schools ***(Choudhary, 2020)***.This gap is seen across countries because of income barriers within countries.This significant gap pertains to those from privileged and disadvantaged group of households.Study said that all 15-year-olds from a privileged background had a computer to work on, whereas some of those from disadvantaged backgrounds did not (***Li & Lalani, 2020***).On the other hand, the decision to temporarily close of Higher Educational Institutions (HEIs) was incited by the principle that largegatherings of persons create a serious risk to safeguarding public healthduring this pandemic situation. The HEIs along with all educational institutions tend to closetheir doors insituations where some form of detention or quarantine has beenlegislated(***UNESCO, 2020***).The educational institutions from schools to universities in India, now use the present adversity as a dedication in disguise and make digital education as a foremost part of the e-learning process for all learners (***Kasrekar&Wadhavane, 2020***).

The Coronavirus pandemic had disturbed not only the economy of a country but also the education system of that country. Among the adverse effects due to this pandemic, some positive impact has also been seen in the education sector during this period. Teaching-learning are shifted from face to face interaction to the digital mode of education. Students have gained their digital platform during this pandemic period. Few stakeholders and the academicians perceived this Coronavirus pandemic as opportunity but some perceive it as loss (***Sharda &Tuteja, 2020***). Though online education has some positive impacts but it does not reach the students living in the rural areas particularly in rural Assam. Lack of electricity, lack of laptops/mobile phones with internet connectivity, poor network in rural areas, people from BPL families etc. are some of the issues where online education will not reached the poor students in rural Assam. In this background a study has been carried to find the attitude of the college students towards online education in rural flood affected areas of Assam.

2. Objectives of the Study

The main objectives of the present study are-

1. To study the level of attitude of college students towards online education;
2. To study the college student's attitude towards different modes of online learning; and
3. To study the different issues associated with the college students towards online learning.

3. Methodology

The Covid-19 pandemic effects all the stakeholders like teachers, administrators, guardians and the students adversely. Similarly, due to economic backwardness of the students living in the rural areas, most of the students were not able to cop up with the present digital learning techniques. As a backward region of Brahmaputra Valley of upper Assam, Lakhimpur district was selected by the researcher for the purpose of the present study. Both thesecondary and primary data were used for carried out the study. Secondary data were collected from different articles from online news, journals, magazines and by google search. For collecting the primary information, 300 degree students from North Lakhimpur Sub-Division were randomly selected. The sample students were equally selected from Degree 1st year, Degree 2nd year and Degree 3rd year classes. Information were collected by preparing a questionnaire through Google form and by conducting Telephonic Interview methods. For analyzing the data statistical tools like simple average method have been applied.

4. Results and Discussion

Respondents according to Gender:

Effort has been made by the researcher to find the gender of the respondents in the area under study. The relevant data in this regard has been presented in Table 1:

Table 1 Gender wise Distribution of Respondents

Sl. No.	Gender	Frequencies	Percentage
1	Male	160	53.33
2	Female	140	46.67
		300	***100.00***

Source: Field Survey

The observation of the study revealed that 53.33 percent respondents were male students and 46.67 percent were female students.

Respondents according to Classes Taught:

Another effort has been made by the researcher to find the respondents according to their class in the area under study. The relevant data has been presented in Table 2.

Table 2 Class wise Distribution of Respondents

Sl. No.	Class	Frequencies	Percentage
1	Degree 1st Year	100	33.33
2	Degree 2nd Year	100	33.33
3	Degree 3rd Year	100	33.34
		300	***100.00***

Source: Field Survey

It was observed from the study that an equal number of students i.e. 33.33 percent each represented the Degree 1st year, Degree 2nd year and Degree 3rd year under the study area. The Degree students were the combination of the B. A and B. Com learners. The selected respondents were from both the rural and semi-urban areas in the district under study.

Respondents according to Category:

Data related to the respondents according to their category was presented in Table 3.

Table 3 Category wise Distribution of Respondents

Sl. No.	Category	Frequencies	Percentage
1	Scheduled Tribe (ST)	70	23.33
2	Scheduled Caste (SC)	44	14.67
3	Other Backward Class (OBC)	84	28.00
4	Minority Class	60	20.00
5	General	42	14.00
		300	***100.00***

Source: Field Survey

From the above Table 3 it has been observed that majority of the respondents i.e. 28 percent were belonging to other backward class which was followed by Scheduled Tribe (23.33 percent), Minority Students (20 percent), Scheduled Caste (14.67 percent) and only 14 percent were observed that they were belongs to the general category. It was observed that the ST students were have a majority in the study area and they were belonging to the rural and flood affected areas in the district.

Respondents according to their Locality:

As far as the locality of the respondents were concerned the relevant data has been presented in Table 4 as below:

Table 4 Locality wise Distribution of Respondents

Sl. No.	Locality	Frequencies	Percentage
1	Semi-Urban	120	40.00
2	Rural	180	60.00
		300	***100.00***

Source: Field Survey

From the above Table 3 it has been observed that majority of the respondents i.e. 60 percent were live in the rural areas, while 40 percent were from semi-urban areas. The respondents belong to the rural areas were particularly from the flood affected areas in the district under study.

Respondents according to use of Online Tools for Learning:

An effort has been also been made by the researcher to find out the different tools and the perception of respondents on use of these online tools in the area under study. The relevant data in this regard has been presented in Table 5 below:

Table 5 Respondents according to use of Online Tools for Learning (Multiple Responses)

Sl. No.	Variables	Frequencies	Percentage
1	Able to use online tools	240	80.00
2	Have know about the tools	270	90.00
3	Have used online tools already	230	76.67
4	Not able to use online tools	60	20.00
5	Never hear about the online tools	30	10.00
6	Know but not enough scope to use it	50	16.67

Source: Field Survey

The analysis of the study has been found that majority of the respondents i.e. 90 percent were opined about knowledge of different online tools while 10 percent were never heard about the different online tools available for teaching-learning in the area under study. 80 percent of the respondents were able to use the online tools and 76.67 percent were already have used those online tools for learning. Unfortunately, 20 percent respondents have not able to use the online tools whereas 16.67 percent have not got the opportunity to use the online tools during the lockdown period. This was because of their low economic background of their households. It was a serious problem that has been observed during the course of the study.

Awareness Level of Students on Online Tools for Learning:

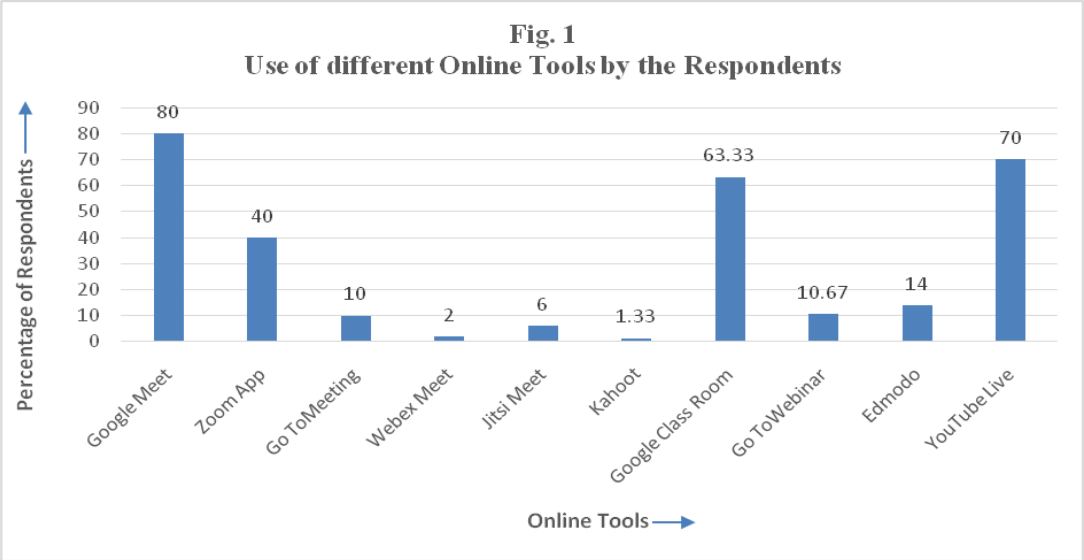
The researcher has also made an attempt to study the different tools that has been used by the respondents during the course of the study. The relevant data in this regard has been presented in Table 6 below:

Table 6 Awareness Level of Students on Online Tools for Learning (Multiple Responses)

Sl. No.	Online Tools	Frequencies	Percentage
1	Able to use Google Meet	240	80.00
2	Able to use Zoom App	120	40.00
3	Able to use Go ToMeeting	30	10.00
4	Able to use Webex Meet	06	2.00
5	Able to use Jitsi Meet	18	6.00
6	Able to use Kahoot	04	1.33
7	Able to use Google Class Room	190	63.33
8	Able to use Go ToWebinar	32	10.67
9	Able to use Edmodo	42	14.00
10	Able to use YouTube Live	210	70.00

Source: Field Survey

It was observed from the analysis of the study that Google Meet, Zoom App, Go To Meeting, Webex Meet, Jitsi Meet, Kahoot, Google Class Room, Go ToWebinar, Edmodo, YouTube Live were the major tools that has been used by the respondents.



Source: Field Survey

It was observed that 80 percent of the respondents were used the Google Meet for online education during the Covid-19 Pandemic situation in the area under study. It was followed by YouTube Live (70 percent), Google Class Room (63.33 percent), Zoom App (40 percent), Edmodo (14 percent), Go to Webinar (10.67 percent), Go To Meeting (10 percent), Jitsi Meet (6 percent), Webex Meet (2 percent) and Kahoot (1.33 percent). It was revealed that Google Meet, YouTube Live and Google Class room played an important role for online teaching-learning among the teachers and the students in the area under study.

Respondents According to Behavioural Change due to Online Education :

An effort has been also been made by the researcher to find out the behavioural change due to online learning in the study area under study during the pandemic period and the relevant data in this regard has been presented in Table 7 as below:

Table 7 Respondents with Behavioural Change due to Online Education (Multiple Responses)

Sl. No.	Variables	Frequencies	Percentage
1	Improvement in digital learning	210	70.00
2	Improve knowledge of handling online learning	270	90.00
3	Improved in confidence to interact with others	170	56.67
4	Better control over different online teaching tools	270	90.00
5	Gain knowledge of different sources of e-learning	220	73.33
6	Able to sign digitally through Acrobat Reader DC	28	9.33
7	Improvement in English by attending Webinars	145	48.33
8	Knowledge of Digital Library, E-Pathshala, etc.	210	70.00
9	Enroll myself at Swayam and join certificate courses	10	3.33
10	No Scope for online education	30	10.00

Source: Field Survey

It was observed from the study that 90 percent of the respondents opined about improvement in handling the online tools and thereby learning through online mode. Respondents were also digitally sound as 70 percent were opined about their improvement in digital learning. An equal percentage of students were able to know about the features of Digital Library, E-Pathshala etc. in the area under study. 73.33 percent were able to enhance their knowledge of various sourced of e-learning and education while 9.33 percent were able to sign digitally by using the Acrobat Reader DC online. Students having 56.67 percent were improved in their confidence to interact with teacher and others at online platform. Of the students 48.33 percent were able to enhance speaking habits of English by attending numbers of e-conferences and webinars at state and national levels. These positive impacts encourage the students to make enrollment at Swayam to undergo certificate courses as per their choice. Inspite of these positive impacts 10 percent students were never have an ample scope to use the online tools and thereby deprived from the online classes living in the rural flood affected areas of north bank corner of the upper Assam.

Respondents according to Problems Associated towards Online Learning:

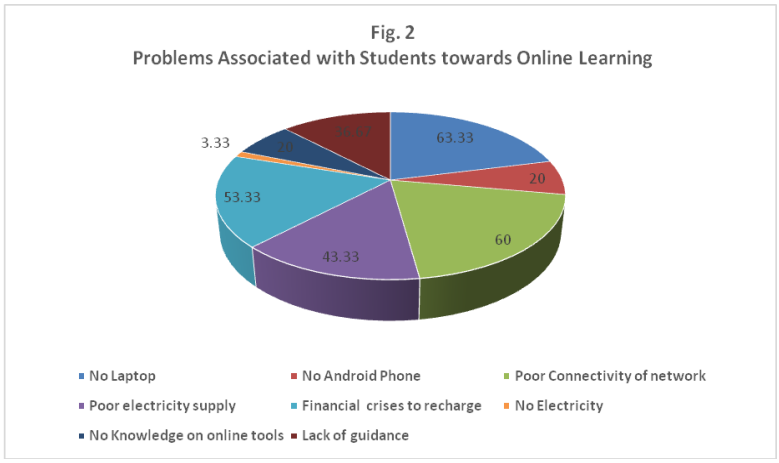
An effort has been also been made by the researcher to find out the different problems that has been associated with students towards online learning in the study area during the pandemic period and the relevant data in this regard has been presented in Table 8 and Fig. 2 as below:

Table 8 Problems Associated with Students towards Online Learning (Multiple Responses)

Sl. No.	Variables	Frequencies	Percentage
1	I have no Laptop	190	63.33
2	I have no Android Phone	60	20.00
3	Poor Connectivity of network	180	60.00
4	Poor electricity supply	130	43.33
5	Financial crises to recharge	160	53.33
6	No Electricity	10	3.33
7	No Knowledge on online tools	60	20.00
8	Lack of guidance	110	36.67

Source: Field Survey

Fig. 2
Problems Associated with Students towards Online Learning



Source: Field Survey

It was observed from the study that 63.33 percent of the respondents opined about not having laptops for learning the online classes taught by their respective teachers. 60 percent opined about poor connectivity of network at their locality for getting the benefit of online education. 53.33 percent of the respondents have faced the problem of financial crises to recharge their device. The other problems that has been faced by the respondents in the area under study were poor electricity supply (43.33 percent), lack of guidance (36.67 percent), no android phones and No Knowledge on online tools (20 percent each) and not having the electricity supply (3.33 percent). These were the problems which effects the rural poor students in the process of learning during the period of Covid-19 pandemic and as a result equal teaching-learning has not been reached the poor students particularly live in the flood effected rural areas of Assam.

5. Suggestions

Based on the observations and findings of the study the following suggestions were given forward by the researcher:

1. Proper guidance to students should be provided by the teachers so that they will be able to use the online tools for learning.
2. There should be a creation of fund by the colleges for the poor students during this Covid-19 Pandemic which definitely provide some financial relief to those needy students for online learning.
3. Government should take initiatives for those students living in the rural areas not having any device to take part in online learning.

6. Conclusion

The lockdown due to Covid-19 Pandemic creates the culture of work from home all around the World. Different online tools such as Zoom App, Google Meet, Go To Webinar etc. connected the employees as well as the students in a one platform to interact during this pandemic situation. But as regards to educational institution is concerned, only those institutions in urban areas can provide those facilities. The system has not reached the learners living in the rural areas. Different studies in different parts of the World said that learning is a continuous and ever-evolving process. The educational institutions in India, from schools to universities, can use this present adversity as a blessing to take the digital education a major part of the learning process for all learners in the future (***Kasrekar & Wadhavane, 2020***).Thus, the analysis of the present study concludes that there was a positive impact of online education on college students during this Covid-19 Pandemic situation except on the students living in the rural areas who were economically poor background families in the district under study.

References

[1]. Chaudhuri &Sonawane, 2014, “A Study on Awareness of E-Banking Services in College Students of Bhusawal City”, *International Journal of Innovative Research & Development*, vol.3, no. 1, January, pp. 219-224.

[2]. Choudhary Richa. 2020, “COVID-19 Pandemic: Impact and strategies for education sector in India” *ETGovernment, Economic Times, Government News 16 April 2020*, retrieved fromhttps://government.economictimes.indiatimes.com/news/education/covid-19-pandemic-impact and-strategies-for-education-sector-in-india/75173099

[3]. Kasrekar Deepali and WadhavaneG.Tapaswi. 2020, “Impact of COVID-19 on Education System in India”, *latestlaws.com*, retrieved fromhttps://www.latestlaws.com/articles/impact-of-covid-19-on-education-system-in-india/

[4]. Konwar I. Haniqui. 2017, “A Study on Attitude of College Students towards E-learning with Special Reference to North Lakhimpur of Lakhimpur District, Assam”, *International Journal of Information Science and Education.* ISSN 2231-1262 Volume 4, Number 1, pp. 1-9 retrieved from https://www.ripublication.com/ijise_info/ijisev4n1_01.pdf

[5]. Li Cathy & Lalani Farah. 2020, “The COVID-19 pandemic has changed education forever. This is how”, *World Economic Forum*, April, retrieved from https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/

[6]. Mohammad, O. 2012, “Factors Affecting Adoption of Electronic Banking: An Analysis of the Perspectives of Banks' Customers”, International Journal of Business and Social Science Vol. 3 No. 17; September 2012, pp. 294-309 retrieved from http://www.ijbssnet.com/journals/Vol_3_No_17_September_2012/33.pdf

[7]. Reddy &karim. 2014, “A Study on Students Perception towards Quality of Banking Services”, *IOSR Journal of Business and Management (IOSR JBM)* e-ISSN: 2278-487X, p-ISSN: 2319-7668. Volume 16, Issue 8. Ver. I (Aug. 2014), PP 37-41 retrieved from http://www.iosrjournals.org/iosr-jbm/papers/Vol16-issue8/Version-1/E016813741.pdf.

[8]. Sharda Parul&TutejaSimrat. 2020, “Factors affecting the Online learning during pandemic in India w.r.t to college students”, *AEGAEUM Journal*, Vol;. 8, Issue. 7, ISSN NO: 0776-3808, Retrieved fromhttp://aegaeum.com/gallery/agm.j-3427.01-f.pdf

[9]. UNESCO, 2020, “COVID-19 and higher education:Today and tomorrow-Impact analysis, policy responses and recommendations”, *IESALC*, April, 2020, retrieved fromhttp://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdf

