



Impact Of Online Teaching Platforms On Edification Of College Students During Covid-19 Pandemic –With Special Reference To Dehradun Region

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Abstract:

In last few years, with changing times we have seen advancement in education and online education has grown immensely in these epochs. Online learning in academics has gone far away from just being an experimental tool and has become a global tool connecting cross-borders as well. More than 75% colleges report that their institution offers online courses (Taylor, Parker, Lenhart and Moore, 2010). The popularity and use of online teaching platforms is growing 10 times faster than the conventional ones. 31% of the higher education students take at least one online course along with their academics (Allen and Seaman, 2010).

Covid-19 is the pandemic which brought pain and agony for the entire human race but it also brought some opportunities and one among them was 'Online Education'. As everyone was locked inside their homes during lockdown in Covid-19. So, online platforms came as efficacious mode for academicians wherein the teaching-learning process could easily take place for un-interrupted education of students.

This study has been conducted by the researchers in Dehradun region where educational institutions during the pandemic times switched from offline teaching mode to online teaching mode. This study is really interesting as researchers wanted to understand the impact of online teaching platforms on edification of college students during Covid-19 pandemic. Study also want to understand the struggle of institutions switching their mode from offline to online mode and effect of this pandemic in the lives of college students of Dehradun.

The primary data was collected through structured questionnaire and was circulated among a sample size of 150 wherein 27 forms were partially filled so, only 123 were considered in the study by researchers.

Keywords: Online Platforms, Covid-19 Pandemic, Students, Teaching-Learning Process, Educational Institutions.

Introduction:

Covid-19 pandemic, an unsolicited pandemic which shocked the entire human race across the globe. Every segment is suffering from waves of this deadly virus and every day is causing more problems for humans. None of the sectors remained untouched from this heat of Covid pandemic. COVID-19 cases have broken the records everyday causing more problems to the world and presenting many questions for local and global enterprises, import, export and specially education sector (Casero and Ripolles, 2020). Though Covid-19 wedged all the sectors but this pandemic have effected college students to a greater extent. The government and medical fraternity tried their best to find a permanent solution for this deadly virus. However, the vaccines have been made but still there are cases present in the country. Education is the most important necessity, yet owing to the pandemic students were finding it difficult to complete their studies. School and college cancellation in reaction to the pandemic impacted around 1.726 billion students around the world. According to the UNICEF data, over 134 countries had imposed national closure. 4 out of every 10 youth in Uttarakhand attends college (All India survey on Higher education). Though Covid-19 devastated human race but it also brought opportunities in the darkest times and Digital network and online service platforms was one such opportunity.

Covid-19 is one of humanity's most pressing concern, harming worldwide health after World War II (Currie et.al, 2020). As a result of the lack of operational services and the closure of educational institutions, the corona virus outbreak has had a substantial influence on the education system and structure. During the pandemic, e-learning tools were vital in assisting schools and universities in facilitating student learning while universities and schools were closed (Subedi et al., 2020). Learners with a fixed mindset had a hard time adapting and adjusting, but learners with a growth mind-set adapted easily to new situations. Students, parent, and educators around the world have felt the unanticipated rippling impact of the Covid-19 pandemic as colleges had been closed to deal with this global pandemic. While governments, frontline workers, and health officials do their utmost to contain the spread. Educational systems strive to provide high quality education to all students during these tough times. Many students experienced psychological and emotional hardship and have been unable to interact successfully (Petrie, 2020). Educators have designed instructional courses, training, and skill development programmes using online platforms like Microsoft Teams, Google Classroom, Canvas, Zoom etc. One crucial entity that this pandemic taught us, was how to use social media to its maximum potential.

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Impact of Covid-19 Virus on Education System:

Corona Virus, which originated in China and spread at an alarming rate throughout the world, claimed thousands of lives and harmed millions. The planet affected with the Corona Virus's Grim Death and people fear it more than death. The government had made a crucial and effective step by imposing lockdown. At the same time the majority of the world was investing massive sum of money in the education sector in order to provide quality education to the students. Educators throughout the world tried their best to provide quality education through numerous online channels. Despite difficulties faced by both educators and students, online learning, distant learning emerged as a remedy for this unprecedented worldwide pandemic. Various disciplines and age groups necessitate various ways to online learning(Doucet et al.,2020) Physically challenged students also benefited from online learning because it allows them to participate in learning in a virtual environment with limited movement(Basilaiia and Kvavadze,2020).

Challenges:

With so many platforms and online education resources available, both educators and learners experienced frequent difficulties while utilising or referring to online education or digital platforms. Inherently motivated learners were generally unaffected in their learning since they required little supervision and assistance, but learners who were weak faced challenges. The basic challenge was for the students who were not financially sound as they were not able to access or afford online platforms and another problem that students faced was of connectivity

This study is actually trying to cover all the aspects of challenges of online education that students and teachers faced mutually during the pandemic times. Online education was not at all easy and implementation was not at all easy. Implementation involved a lot of trial and error and there was lot of confusion between students, teachers and parents. But students were really scared of the situation. It was also felt by the students that online education could only be a substitute for offline classes but they can never replace role of teachers but students accommodated themselves in the situation.

Opportunities:

While the online world had its own set of obstacles, it also had a lot of advantages. Students who studied through online methods learn faster (Upto 50% faster), and their retention rates are greater (between 25 % to 60%). Online mode has given the knack to travel back and forth, learners could learn at their own pace and flexibility of schedule has given space for better learning and better outcomes. (Times of India report).

Despite being numerous challenges for educators, schools, institutes and the government in regards to online teaching , the covid-19 pandemic created several opportunities. For the first time ever, online platforms such as Google classroom, Zoom, Telegram, Messenger, Whatsapp, and We Chat were being studied and tested for teaching and learning.

Online platforms allowed students to study from home and saved their transportation time as well. Online education also allowed parents to care for their children while participating in their education. It allowed students to record lectures and listen to them as many times as they wanted.

Importance of Online Teaching Platforms during Covid:

Online education system played an important role in World's education system, but in Dehradun it grew in popularity during the pandemic since the colleges and universities were forced to close after March 2020. During the pandemic lockdown, online learning became the only source of knowledge for the students.

Online Education Is Adaptable:

Online education allows both the teacher and the student to establish their own learning speed, with the added benefit of being able to create a schedule that works for everyone.

It Enables Personalized Learning Experience:

Students can find a wide range of materials such as videos, images, and eBooks, and they can also use additional formats. And this additional content is accessible at any time and form, providing you with more dynamic and tailored education.

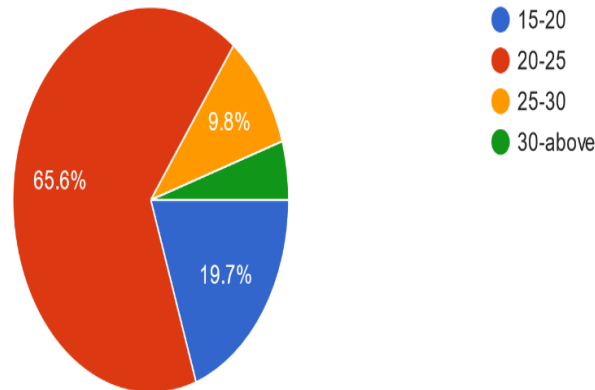
Research Methodology:

Researcher for understanding of the topic collected her data from both primary and secondary data. For primary data researcher used survey method and collected her responses from a structured questionnaire which was circulated through Google form. The data from secondary sources include periodicals, published annual reports of central bank, different websites & other reports. The secondary data was collected from newspapers, online websites, Google, previous written papers, magazines etc. Random Sampling method was used in the research. 150 respondents participated in the survey but only 100 responses were completely filled and 50 were partially filled. So, completely filled information has been used by the researcher in the study.

Data Analysis and Interpretation:

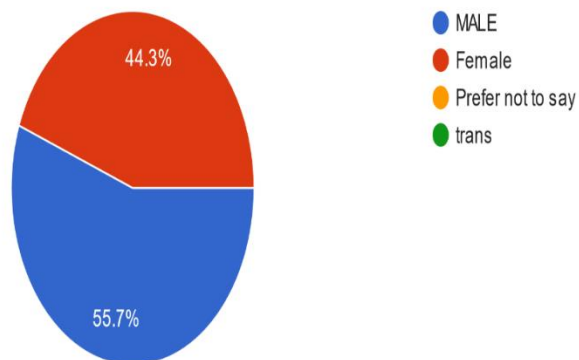
For understanding of the respondent age, gender and educational qualification was asked by the researcher and following are the responses.

AGE



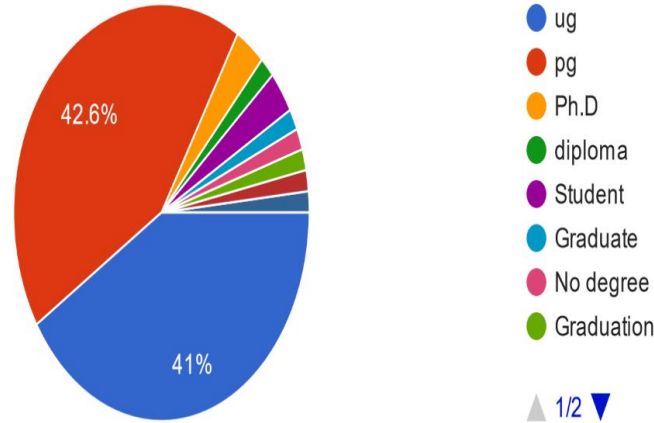
As per the above chart, age group aged 20-25 years was 65.6%, age group aged 15-20 was 19.7%, age-group aged 25-30 is 9.8% and above 30 is 4.9%.

GENDER



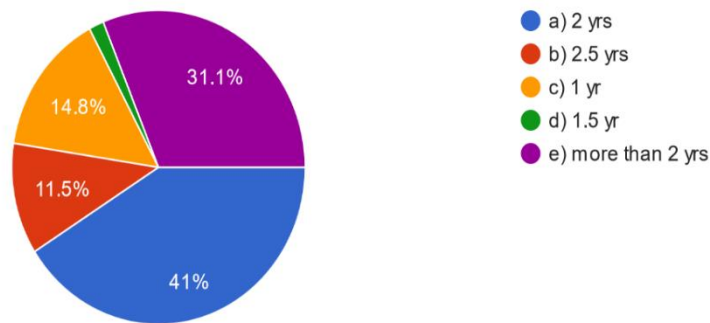
As per the above chart male is 55.7% and female is 44.3%

DEGREE



As per the above chart 42.6 % were post graduate students and 41% who responded in the survey.

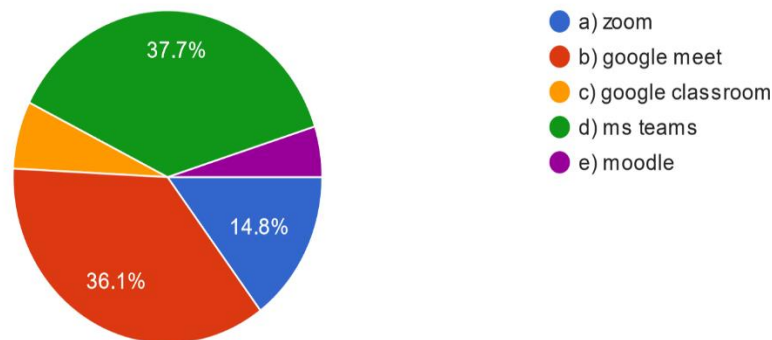
1. How long have you been using online learning platforms



For the data collection, the researcher raised the question, “How long have you been using online learning platforms?” This question was proposed to know whether this online learning thing became popular only during the pandemic lockdown or were the students familiar with it before too.

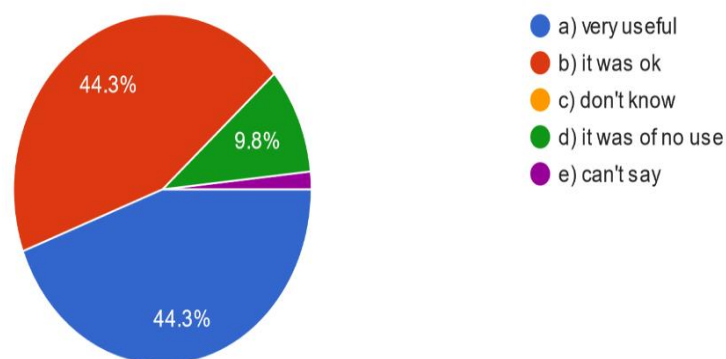
The collected responses were that 31.1% students have been using online platforms for teaching for more than 2 years, 41% students have been using online platform for 2 years, 14.8% have been using online platforms for 1 year and 11.5% students have been using it for 2.5 years.

Which online learning platform have you used



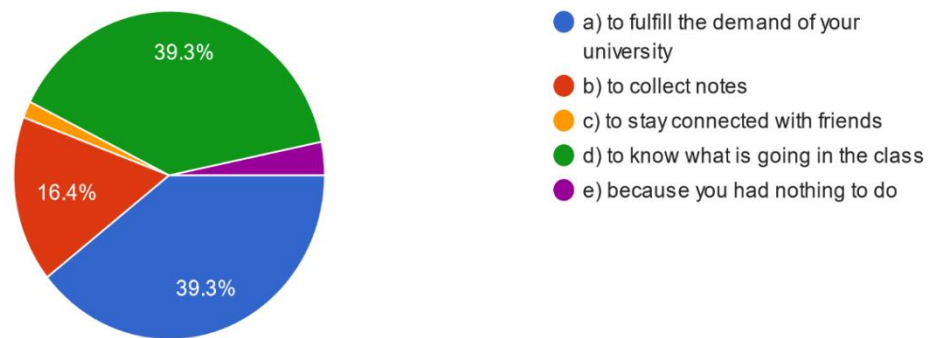
In order to get to know that which platform do the respondents prefer for online learning, the researcher raised a question, “Which online learning platform have you used ?” Maximum used online learning platform was MS teams which is 37.7%, the second most used platform was Google meet which is 36.1%, the third used platform was Zoom, which is 14.8% and the rest were Google classroom and Moodle.

how useful was it for you



In order to get to know that how much these platform was useful for the respondent for online learning, the researcher raised a question, “How useful was it for you?” The above pie chart shows the answer to the researcher’s question based on the usage of online learning platforms. According to 44.3% students the use of online learning platforms was ok for them, according to 44.3% students the online learning platforms were very useful for them, then according to 9.8% students the online learning was of no use to them

main purpose of attending online classes

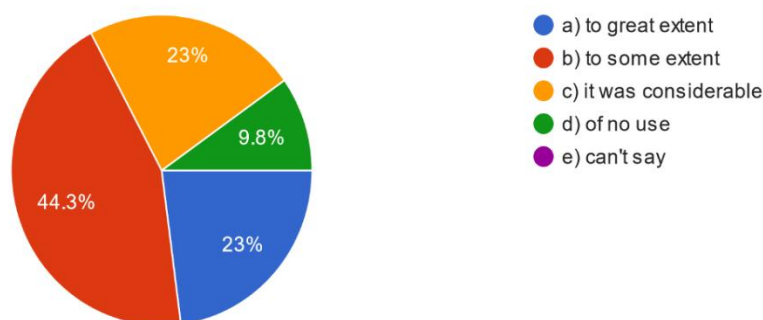


Before selecting the options for this question, the researcher had a conversation with few of her fellow classmates to know the mentality of students behind attending the online classes and to know what the possible options to this question could be. The responses the researcher get from her classmates were then kept as the options

Now according to the pie chart 39.3% students attended the classes to know what is going on inside the class. It means they were somewhere concerned about their syllabus. 39.3% students attended the classes to fulfil the demand that was put forward by their university. 16.4% students attended the online classes to collect the notes distributed by the faculty members. Hence, the no. of students who seriously wanted to study and the students who attended the classes only for the sake of university was same that is 39.3% and the rest percentage is of the students who had nothing to do and who wanted to stay connected with their friends through online mode.

To what extent online teaching was reliable

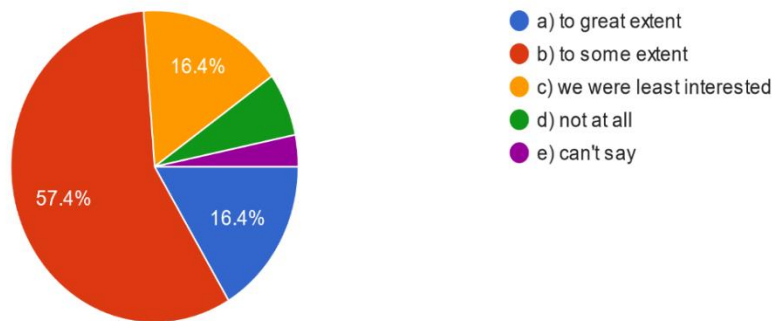
61 respon



After looking at the pie chart it is clear that from given options to choose the students choose only four options. The fifth option which can't say was not selected by any of them. If talking about the reliability of online classes 44.3% students choose to some extent, 23% choose to great extent, 23% choose it was considerable, which can be elaborated as, the topics or information that was being delivered inside the class was of some use to them. According to 9.8% students' online education was of no use to them.

To what extent online classes were useful in engaging students

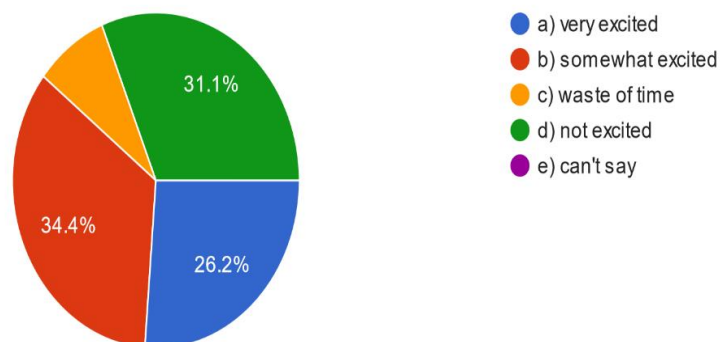
61 respon:



According to 57.4% students the classes were engaging to some extent, 16.4% students choose option (c) which means that the students themselves were least interested in the classes, 16.4% students the classes were engaging to a greater extent.

How excited you were for the online classes

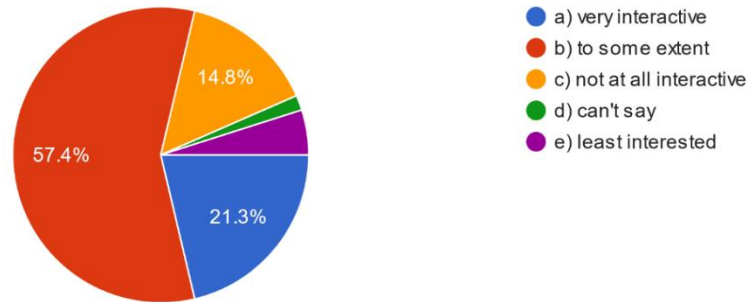
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From this question the researcher tried to find out the excitement showed by the students for their classes. According to 34.4% students they were somewhat excited for the classes, not fully, 31.1% students the students were not excited for the classes, and the percentage of students who were very much excited about the class was 26.2%.

How interactive you were inside the class

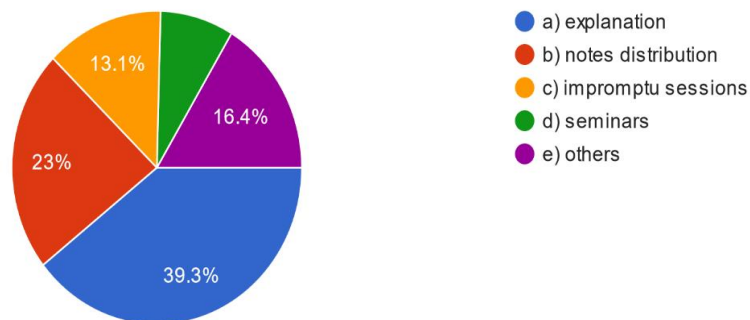
61 response



According to 57.4% students, they were somewhat interactive in the class, 21.3% students say that they were very much interactive inside the class, 14.8% students the students were not at all interactive inside the class. Now the reason why students were not interactive also have many possible reasons, which is not a part of our discussion.

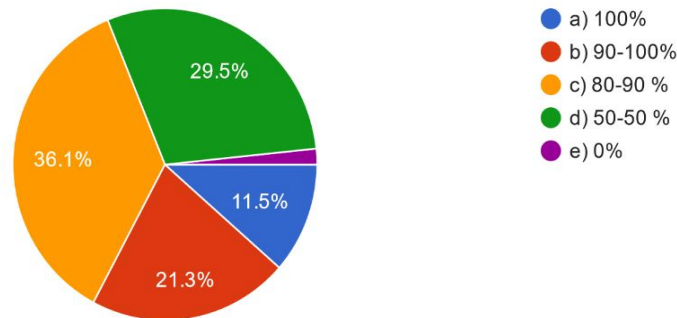
which was the most engaging activity in you class

61 response



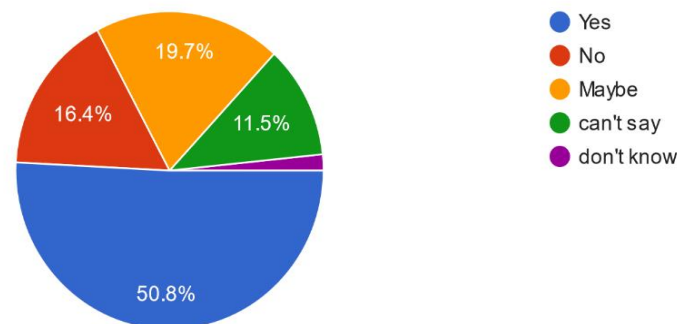
The previous question asked by the researcher about how interactive the students were inside the class the researcher wanted to know about the activity the students find most engaging. The responses of the respondents were 39.3% students think that the explanation part was the most engaging activity, 23% students find notes distribution the most engaging part, 16.4% students think that other activities were better. Now because the researcher has not mentioned about the other activities so we will not talk much about them and 13.1% students the impromptu sessions were the best part about the class.

how much effort did you put



In order to know the engaging activities and the interaction done by the students the researcher raised a question that how much effort did they put for online learning and the responses were that 36% students the efforts put by them were between 80-90%, 29.5% student says they put 90-100% effort for the class, 21.3% student says that the efforts put by them were between 90-100% and 11.5% student says they put their 100% effort for their online classes

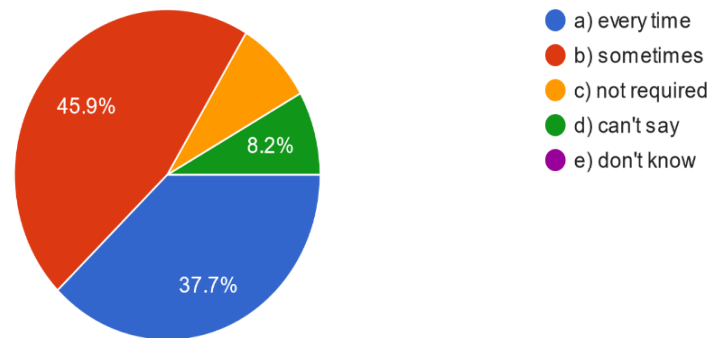
are you satisfied by the efforts you put forward



In order to understand the satisfaction level of the respondent, the researcher raised this question and the responses were that 50% students have answered yes to this question which means whatever efforts they put they are happy with that, 19.7% students choose maybe which means they are not sure whether they are satisfied by the efforts they put in their online classes, 16.4% students they are not at all satisfied by their efforts means they lacked somewhere and 11.5% students can't say anything about the efforts they put in their online classes.

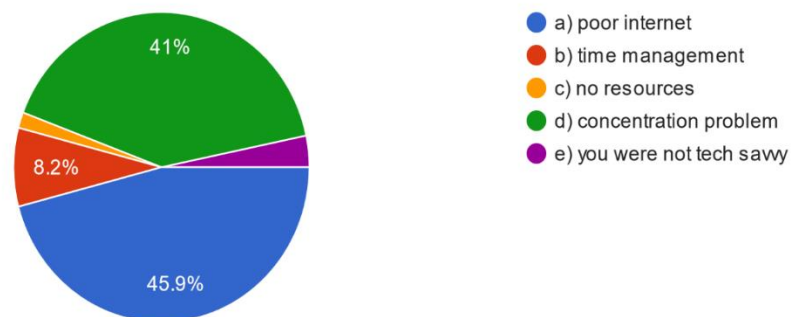
how often do you require the technology for online classes, except mobile phones (laptop, tablet, computer)

61 respor



During the covid-19 pandemic there was lack of technology among many students. So, after the question raised by the researcher the response were 45.9% students replied that apart from mobile phones the need of other gadgets was sometimes, 37.7% students replied they need the gadgets and technology every time and 8.2% students can't say anything about this.

what problems have you faced during online classes

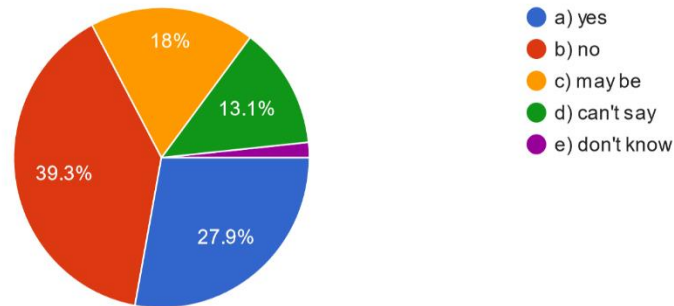


Among many problems listed by the researcher the students the response from the respondents were that maximum number of students faced poor connectivity or poor internet problems. The percentage of such students is 45.9%, 41% students faced

concentration problem. They lack concentration while online classes 8.2% students they were not able to manage time for their online classes.

does online learning improved your written and verbal communication skills

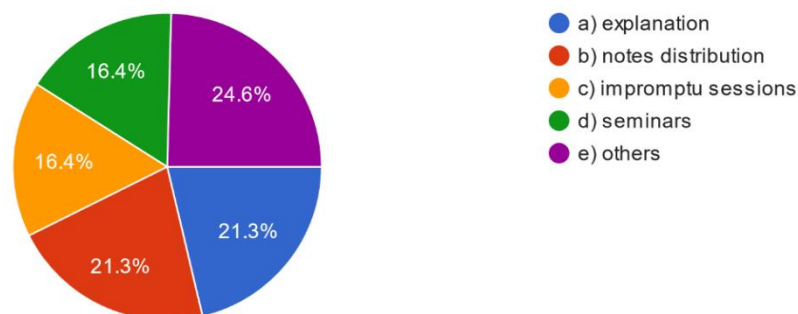
61 respon:



The researcher raised a question that does online learning improved the respondents written and verbal skills and the responses were 39.3% students replied that there was no increase in their verbal and communication skills, 27.9% student say yes there was improvement in their communication skills, 18% students are confused regarding the improvement in them and 13.1% students cannot say anything about the question raised by the researcher.

which activity you found least engaging

61 respor



As the pie chart shows that for 21.3% students' explanation was the least engaging activity during online classes 16.4% students seminars were the least engaging part 16.45 students' impromptu sessions were least engaging, 21.3% students notes distribution was the least engaging activity inside the online class, Maximum percentage i.e., 24.6% is for the other activities that take place inside the online class.

Findings and Conclusion:

- As per the study the researcher finds that maximum percentage of age group using online platform for learning was between 20-25.
- Talking about the gender percentage the maximum participation was from males in the survey.
- As per the research post graduate students enrolled themselves more in online platforms.
- It was also observed in the research that respondents were using online platforms for learning prior to pandemic. It means respondents were familiar with various online platforms before pandemic times.
- The most used online platform for learning was MS teams, because as per the respondents it was easy and convenient to use.
- After the research, researcher finds that online classes were average for the students.
- The reason behind students attending online classes were both university's criteria and because students wanted to know what was going inside the class.
- The reliability of online classes was only to some extent.
- Also, according to the research, researcher finds out that online classes were not that engaging for the students. The participation and interaction from students' part was also only to some extent.
- Students were satisfied with their performance in online platforms.
- Connectivity and poor network connection was the biggest challenge faced by the students during the online learning.
- The researcher also found that for maximum no. of students online learning did not help in improving their verbal and written communication skills.

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