" A Survey of the attitude of undergraduate level students of Purnea University towards online modes of teaching "

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1. INTRODUCTION :

Corona virus disease is an infectious disease caused by the SARS-COV-2 virus. COVID-19 also known as corona virus pandemic, is an ongoing global pandemic caused by severe acute respiratory syndrome. This viral disease was first identified in December 2019 in Wuhan, China. Keeping in view the severity of this pandemic, World Health Organization (WHO) declared the outbreak of a public Health Emergency of International concern on 30 January, 2020 and later as a pandemic on 11 March, 2020.

The pandemic has caused global, social, economic and educational disruption. It has led to the postponement or even cancelation of sporting, religious, Political, cultural and educational events. Schools, colleges and universities had been closed either on a nationwide or local basis in 161 countries, affecting approximately 98.6 percent of the world's student population.

The closure of educational institutions due to outbreak of COVID-19 led to an unprecedented impact on education. During the lockdown, teachers were instructed to teach through online learning platforms arguing that there is a need to adopt innovative teaching for continuing education and to overcome mental stress and anxieties during the lockdown. The outbreak of the pandemic results in the digital revolution in higher education system through online lectures, teleconferencing, digital open books, online examination, and interaction of virtual environments. A significant positive impact of COVID-19 also reported learning efficiency and performance by adopting online learning strategies. On the other hand it was found that online mode of teaching-learning process is often discriminatory for the poor and marginalized students. During lockdown period the closure of educational Institution hampered education system as well as the teaching-learning process. Understanding the teaching-learning process in this crisis period is imperative to design effective interventions for smooth running of teaching-learning process. (India Today, May 2020). The present study aims to identify the attitudes of Graduate level students towards online teaching-learning process, its advantages and limitations and problems related to study during this prolonged lockdown amidst COVID-19 pandemic. Human history

is observing a very strange time fighting an invisible enemy. The novel COVID-19 corona virus, now fastly spreading in various variants around the world. The COVID-19 pandemic has affected educational system worldwide, leading to the near-total closure of schools, colleges and universities. Most Governments around the globe have temporarily closed educational institutions in an attempt to contain the spread of the virus. According to UNICEF 106 countries implemented nationwide closure and 55 nations implemented local closure, impacting about 1.7 billion learners of different stage.

2. NEED AND SIGNIFICANCE OF THE STUDY :

Due to maintaining social distancing and 'stay home' orders or work from home', nobody is spared (in both sense in-home and out-side home). All activities are shuttered as it seems that entire nation is on a halt. Lockdown stopped regular classes in between a running semester (Jan-May) in a University in most cases, which led to rethinking and re-planning of courses and mode of teaching from offline to online. The UGC has also directed the universities to take admissions, to conduct examinations, to evaluate students, preparation of results, etc. through online mode. Everything shall be online instead of traditional modes of classroom teaching and face-to-face teacherpupil contacts. Almost all universities across the country have introduced a number of online platforms for online teaching like, Zoom, Google meet, Facebook and webinars etc. So, there was a need to conduct a study to assess the benefits, advantage and limitations of online teaching and to gauge attitude of the students towards such type of learning. Purnea University, Purnea in Bihar also adopted online teaching mode for the students of Graduate level in the colleges. PPTs by the teachers were made available on regular basis for benefits of the students. Classes through webinars were also made compulsory to cover the syllabus. All these factors prompted us to know the attitude of Graduate level students towards this novel mode of teaching.

3. REVIEW OF RELEVENT LITERATURE :

The closure of educational institutions due to outbreak of COVID-19 led to an unprecedented impact on education. During lockdown, UGC, the apex body for higher education in India, instructed universities to teach through online platforms & ultimately, teachers were instructed by the universities to deliver online lectures. Teleconferencing and other digital devices were suddenly emerged as effective tools for teaching in Higher education.

But online teaching comes with its own limitations, like availability of smart android phones, laptop, computers and good internet connectivity. However, poor audio-video quality, frequent load shedding, lack of Wi-Fi amenities in small towns identified as obstacles in online teaching and the students living in remote areas and those who are unable to afford such modern sophisticated gadgets found difficult to connect themselves with ongoing online lectures.

A number of studies conducted in this regard were proven evident that online teaching may be an effective way to teach the students while some other indicated that it has some limitations also. The accessibility of the Internet and flexibility of online classes have made online education an integral part of higher education. (Li & Irby, 2008; Luyt, 2013 & Lyons 2004). Learner's readiness to attend online courses is one of the major issues (Hung, Chou, Chen & Own, 2010). The self-motivated and self-directed learner can achieve more through online learning. (Kebritchi, Lipschuctz & Santiaque, 2017). The teachers interest and preparation for delivering lectures in online classes is indeed important issue for online teaching. Internet access also plays an inevitable important role in successful implementation of distance learning by educational institutions (Kebritchi et. Al., 2017 & Zubaidah, 2012). For Online courses in Higher education, Kebritchi, Lipschuctz & Santiaque, 2012 wrote in "Journal of Educational Technology systems 46(1): 4-29" that online education has changed all components of teaching and learning in Higher education. They conducted many empirical studies and identified three major categories : Issues related to online learners, (ii) Instructors and (iii) content development. Learner's issues included learner's expectations, readiness, identity and participation in online courses.

Instructor's issues included changing faculty roles, transitioning from face-to-face to online, time management and teaching styles. Content issues included the role of instructors in content development, integration of multi-media in content, role of instructional strategies in content development and considerations for content development. For redressal of these challenges in online education, Higher education institutions need to provide professional skills for instructors, training for learners and technical support for content development.

Because of the COVID-19 lockdown, educational institutions in India including our state are closed for student but, during this lockdown, the syllabus was Covered by conducting online classes. This helped teachers to cover the syllabus before the institutions reopen. Consequently, conducting even examinations online on due time to maintain the session and flow of study for students. In addition, students were engaged in studies during this lockdown, (Rizwan Alam, 2020) staying at home.

For this, a complete revolution in the way we learnt today how it has been brought under new technologies. Each student gets in contact with a worldclass education system which is not easy to impart by the traditional method with merely white chalks and a large blackboard. This new learning is more interesting, personalized and enjoyable. Digital learning has many advantages in itself like; digital learning has no physical boundaries, it has more learning engagement experience rather than the traditional learning, it is also costeffective and students get to learn in the confines of their comfort zone. However, digital learning is not without its limitations and challenges. Since face-to-face interaction is usually perceived as the best form of communication as compared to the rather impersonalized nature of remote learning. In the case of India, we still have a long way to go before digital learning is seen as mainstream education, because students living in urban area have facilities to opt for digital education but, however, rural area students do not have the required infrastructure nor are financially strong to avail the resources required for digital education. (Kasrekar, D. & Wadhavane, G., (May, 2020)).

COVID-19 has prompted experts to rethink the conventional mode of education. Digital education appears to be a viable solution to fill in the void for class room education for a period of more or less two years while minimizing the chances of any infection to students until classes resume.

However, the aforesaid details prompted us to conduct a survey to assess the attitude of students towards advantages and disadvantages of such type of teaching which is named as online teaching or virtual mode of teaching and its effectiveness on student's learning outcomes.

4. AIMS AND OBJECTIVES OF THE STUDY :

1. To study the attitudes of Graduate level students towards online teaching with regard to stream-wise difference.
2. To study the difference in attitudes of Graduate level students towards online teaching with regard to gender difference.

5. HYPOTHESIS :

1. There may be a significant difference between the attitude of male and female students towards online teaching mode.
2. There may be a significant difference between the attitude of students of different streams towards 'Online' mode of teaching.

6. <u>SAMPLING :</u>

The population comprised of 300 Graduate level male and female students of different streams of different colleges of Purnea University.

7. <u>TOOLS</u>

(a) To obtain attitude scores, this study was conducted through a Likerttype scale. A five-point scale developed by Likert Rensis .
　　i. Strongly agree ii. Agree iii. Neutral
　　iv. Disagree
　　v. Strongly disagree

8. <u>ACTUAL STUDY</u>

As we have mentioned earlier that this study was conducted to measure the difference in the attitudes of male & female students of Degree level of Purnea University towards 'Online' modes of teaching during lock down period caused by corona virus. For this 300 male and female students were choosen from 4 (four) different colleges of Purnea town through random selection basis. The group was comprised of 170 male and 130 female students. Further it may be also mentioned that the selection was made from all three (03) streams i.e. Arts, Science & Commerce. A similar questionnaire of Likert type scale was served to all the students of all the three streams. The data was analysed by statistical calculation and on the basis of Mean, results ware made which were something interesting and baffling.

9. (a) <u>RESULTS AND DISCUSSION :</u>

STREAM	MALE		FEMALE	
	No - 170	%	No - 130	%
Science	56	32.94 %	42	32.3 %
Arts	84	49.41 %	66	50.76 %
Commerce	30	17.64 %	22	16.92 %

9.(b) Attitude of Male/Female Students towards 'online' teaching :

Gender	Stream	Favour	Against
Male	Science	67.85 %	32.14 %
	Arts	45.23 %	54.76 %
	Commerce	60.50 %	39.78 %
Female	Science	76.19 %	23.80 %
	Arts	45.48 %	54.53 %
	Commerce	63.59 %	36.35 %

On the basis of available data, we compared male and female students towards attitude about 'online' teaching. Interestingly, we found that the students of both gender of science faculty showed their leaningness towards online teaching with a favorable view. It also may be mentioned that the students of High socio-economic status had a favorable view towards online teaching. Students who were equipped with android mobiles and laptop, kindal facilities expressed their will to continue this mode of teaching. But however, to some extent they expressed worriness about practical classes of science faculty. A constant power supply and availability of Net services were also be needed during online classes and the students demanded for it for smooth running of virtual classes. On the other hand, students of commerce faculty also had some different view towards online classes. Male students liked and wanted to continue this system further, while the girl students were not willing to continue. Similarly, the students of Arts faculty had a mixed response towards online teaching.

Summarizing, the above mentioned findings we can say that online system of teaching is more popular among students. While, on contrary some students opted for face-to- face teaching. They opined that actual classes were more effective because they could learn much more through teacher's gestures, style of teaching and expression of language. As a conclusion we can say that our Hypothesis got proved.

10. REFERENCES

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