



A Survey on Impact of Covid 19 on UG&PG Students

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Abstract

The lockdown due to Covid19 has largely affected the lives of students as they are suddenly forced to transform from traditional teaching to online teaching. In this backdrop, this primary study attempts to understand the impact of Covid19 on demographic details and readiness to adopt online classes of UG/PG students and to assess the economic perception and attitude of UG/PG students after the pandemics with the help of a questionnaire. The results of this study reveal that out of 205 respondents who participated in this survey, 44.4% of them were from Telangana, 37.1% are from Andhra Pradesh and the rest of the students are from other states. Almost 80% of the respondents represented from cities and metropolitan cities and the remaining are from towns and villages. The survey reveals that almost 44 % of the students were in the 20-22 years age group only. Most of the students expressed that they faced many difficulties due to a sudden shift to online classes like lack of interaction with teachers, infrastructural difficulties, and financial difficulties. Finally, this study concludes that most of the respondents have learned many lessons from Covid19.

Key Words: Covid19, Online Education, Impact, Students, Information Technology, Assignments, Examinations, Fee Payment, Parents, Guardians, Lessons

1.Introduction

The conventional Indian education system follows face-to-face teaching, even though the trend of audio-visual aids in classrooms was introduced a decade back. The pandemic situation forced the entire educational system to shift from the traditional classroom learning to computer-based learning. Now the online teaching-learning process has become more prevalent in India due to Covid 19 pandemic, thus it becomes particularly important to know its growth and to know whether it's helping the students achieve what they expect out of college. Already prominent universities in India are offering online classes to their students already. The lockdown due to the pandemics Covid 19 has largely affected the studies of students as they have missed the regular interaction with their teachers and classmates. But many institutes dealing with higher education in India are not well equipped with required information technology related devices and facilities. In view of such an infrastructural gap, some students might face the impact very badly on the sudden change in the teaching process, which might affect their entire academic year. Thus, the student community is forced to make bigger adjustments according to the changing environment in order to fulfil their academic pursuits. In this context, the Digital India vision of the government is emerging as a vital instrument for solving the present crisis of the student community due to Covid19.

2.Review of Literature

The style of teaching has been gradually changing over a period all over the world. But Covid19 forced the entire educational system comprising schools to universities to switch over the traditional classroom teaching to online teaching. Against this necessity, this study reviewed some of the important studies that are made all over the world since the spread of Corona virus in the year 2020.

Vivek Sharma & Jeet Dogra (2012) in their study explain that the present age is driven by digital technology and the entire globe is under the influence of the internet and the World Wide Web. The internet furnished both the education seeker as well as an education provider and laid them together under the virtual roof. Due to which the concept of the virtual classroom is already spread across the globe. So, in the modern era, the role of online technology in providing the education is vital and with its flexible nature the online educational technology has gained popularity. The online education is now more accessible to the less privileged groups in comparison to the centralized classroom education system. Some management degrees' and diploma programs are offered online and even the response rate is also encouraging for the providers of these online degrees. In this study, present situation of the contribution of internet and online mediums in the management education are explored. Then the study also try to understand the gap between traditional or classroom management educational system and the online release of management education.

Shatakshi Lall & Nardev Singh (2020) attempts in their study to understand the student's perspective, attitudes, and readiness about online classes being conducted at the university level. An observational and descriptive study was conducted with the help of a questionnaire. The primary data collection was carried out amongst 200 college students. It was found that the results that 74% of the students liked studying through online classes. While 49% of the students expressed that the study time becomes flexible, and they can study anytime they want. However 34% of the students stated that lack of co-curricular activity was the most common issue of online classes, most of the students were found satisfied with the content and process of online teaching but about 30% of the students stated that they prefer their lecture being delivered through a PPT with an audio recording. Finally, this study concluded that most of the students are in favour of online classes in their studies and expressed such classes must be continued with some interventions. Based on the results, the authors conclude that the Education Ministry must develop certain rules and guidelines wherein certain online activity sessions can be made an integral part of learning along with regular lecture sessions.

Sakshi Agarwall & Jaya Shankar Kaushi (2020) exposed that Corona virus has not only impacted human life but also impacted medical education and residency training all over. With principles of social distancing, all face to face classes were suspended due to the ongoing Covid 19 pandemic. Since its implications on the students of medical education, an online teaching session was conducted every day. Feedback responses were obtained from 77 participants to understand their perceptions at the end of their lecture series. Of these, 87% of the students were post-graduate students. While 77 participants found the sessions to be relevant to their learning needs and clinical practice. They expressed that majority of the sessions were made to their level of learning and found the sessions to be motivating and enjoyable. All the participants (77) felt that each pediatric sub-specialty should start their classes for postgraduates, and that online classes should be made an integral part of the medical postgraduate curriculum. Participants responded that these online sessions broke monotonous routine, were a good use of time and the material was easy to access. Most common factors hampering learning were stated as limitation on the number of participants, time limitation of the sessions, and technical faults during the conduct of sessions but later these limitations have been addressed. This study conclude that online teaching is feasible, cheap and must be made a part of the postgraduate training in India beyond the existing lockdown.

Ashwini Kumar Sharma (2020) in his study exposed that after the Covid19, students have been forced to make bigger adjustments from class room learning to the changing scenario. Besides many of them may not be that well equipped with technology tools required for learning. This is the right time to experiment and use new tools to make education delivery expressive to students who can't attend regular classes in campuses. The use of technology in education is resulting in different concepts in the system, for example the move from teacher-centric education to student centric education. In the virtual classrooms and various online tools today allow us to make the engagement between the teacher and students as close to a real, in classroom type experience, as possible. Moreover, these tools can also make the teachers and parent meetings as well as staff/management meetings more time and cost saving while providing the necessary interactivity. Adequate infrastructure like internet connectivity, telecom infrastructure, affordability of online system, availability of laptop/desktop, software, educational tools,

online assessment tools, etc are very significant. But it is a fact that technology based education is more transparent and does not make difference in front vs back benchers or girls vs boys.

Giorgi Basilaia & David Kvavadze (2020) disclose that the situation in general education in Georgia has changed in the spring semester of 2020 with the rapid spread of COVID-19 cases worldwide. Georgia became one of 188 countries worldwide that has suspended the education process. In this backdrop, this paper evaluates the capacities of the country and its population to continue the education process at the schools in the online form of distance learning, study reviews the different available platforms and indicates the ones that were used by the support of the government, such as online portal, TV School and Microsoft teams for public schools and the substitutes like Zoom, Slack and Google Meet, Edu Page platform that can be used for online education and live communication and gives examples of their usage. Authors made a case study, where the Google Meet platform was implemented for online education in a private school with 950 students, exhibits the usage statistics generated by the system for the first week of the online education process. Results confirm that the rapid change to the online education was successful and gained experience lot of experience for the future. The lesson learned from the pandemic of 2020 will force a generation of new laws, regulations, platforms and solutions for future cases, when the countries, government and population will be more organized than today.

Wei Bao (2020) explains that the outbreak of the COVID-19 starting from the spring of 2020, caused Chinese universities to close the campuses and forced them to start online teaching. This study focuses on the case of Peking University's online education. Six specific instructional strategies are presented to summarize current online teaching practices for university teachers who might conduct online education in similar situations. The study concludes with five high-impact principles for online education viz., high relevance between online instructional design and student learning, effective delivery on online instructional information, adequate support provided by faculty and teaching assistants to students, high-quality participation to improve the breadth and depth of student's learning, and contingency plan to deal with unforeseen happenings of online education platforms.

All the above studies have exposed on how the spread of Covid19 made the educational institutes to adopt sudden changes in teaching in general and specific studies at the university level and medical education. Against this framework, this present study attempts:

- 1) to understand the impact of Covid19 on demographic details and attitudes and readiness about online classes of UG/PG students and
- 2) to assess the economic perception and attitude of UG/PG students after the pandemics

3.Research Methodology

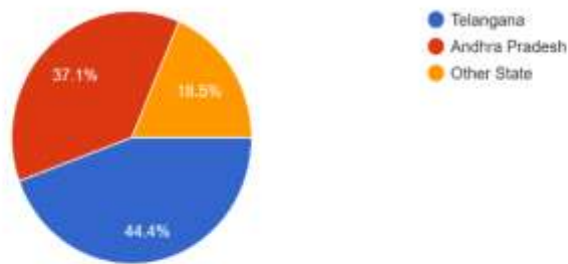
This study is based on primary data. The questionnaire which consists of 18 questions about the educational and economic background of the students has been designed and the survey has been conducted online. This study attempted to collect the data from 250 students, but only 205 students have participated in the study, thus the sample size is fixed at 205.

The raw data which was obtained through the survey has been collected and analysed using Google forms and excel. The survey has been conducted among the under graduation and post graduation students who are pursuing the first year degree, post graduation course, in the middle of the course and in the final stages of the course. Students pursuing their UG/PG courses in different states like Andhra Pradesh and Telangana (including the students of other states pursuing their studies in both Telegu states) & other states (Telegu speaking students pursuing their studies in other states) have been selected on a random basis as the respondents for this survey.

4.Data Analysis

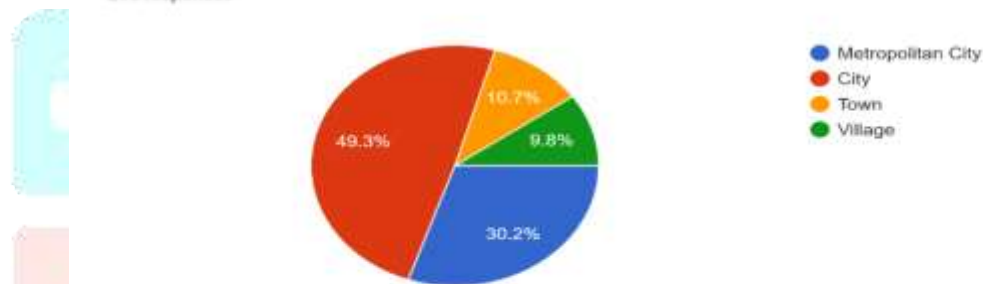
The primary data collected from the respondents has been analysed as follows to draw meaningful interpretations.

Figure 1. Native state of the student
205 responses



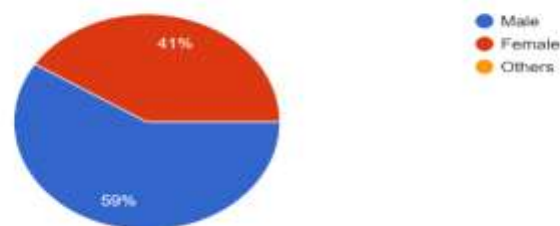
Out of 205 responses given by the students (Figure1), it is clear that 44.4% of the students were from Telangana, 37.1% were from Andhra Pradesh and rest of them (18.5%) represented from other states (Students of other states pursuing their higher education in Telugu states & the Telugu students pursuing their higher education in other states)

Figure 2. Details of residence
205 responses



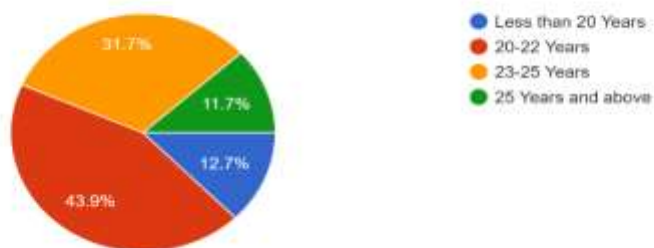
From Figure2, it is clear that 49.3% of the respondents were from cities and 30.7% of them were from metropolitan cities. But only 10.7% of them were from towns and the remaining 9.8% are from villages.

Figure 3. Gender
5 responses



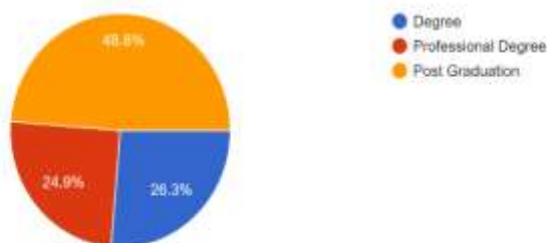
As shown in Figure 3, 59% of the students participated in the survey were male and the rest of the 41% of the were female.

Figure 4. Age of student
205 responses



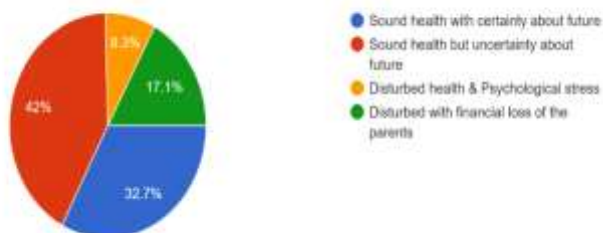
From the survey it is clear (Figure 4) that 43.9% of the students were in the 20-22 years age group and 31.7% represent 23-25 years age group. Moreover 12.7% of the students were in the category of less than 20 years age and 11.7% were in the age group of 25 years and above.

Figure 5. Educational status
205 responses



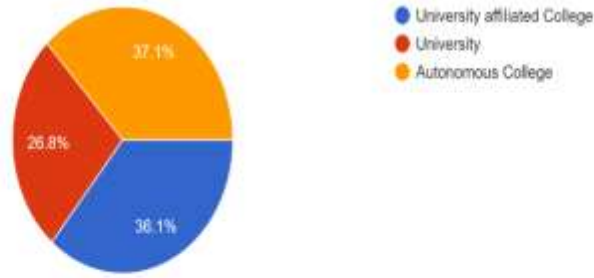
It is evident from Figure 5, that 48.8% of the respondents were pursuing Post Graduation including Diplomas, MBA&M.Com. While 26.3% of the students were pursuing their degree courses and the remaining 24.9% respondents were pursuing professional degrees like Engineering and Medicine.

Figure 6. Health status of the student during this Covid19 period
205 responses



From Figure 6 the health status of the students during this Covid19 period reveals that 42% of the students were in sound health but felt uncertainty about future. Interestingly 32.7% of the students opined that they are in sound health and expressed certainty about their future. but 17.1% of the students stated that they were disturbed with financial loss of the parents/guardians due to Covid19.

Figure 7. Educational Institution
205 responses



Out of 205 respondents of the survey as represented in Figure7, 37.1% of the students were studying in autonomous colleges and 36.1% students were pursuing from university affiliated colleges the rest of them were studying from universities.

Figure 8. Course Progress(level)
205 responses

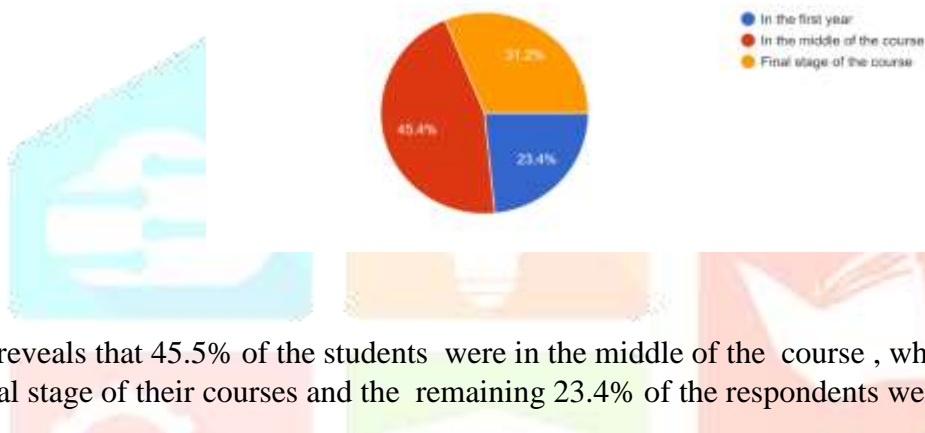
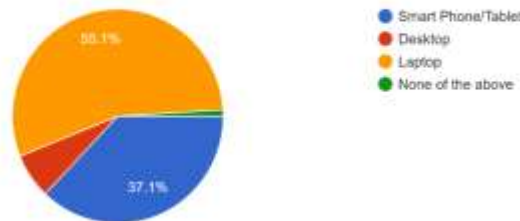


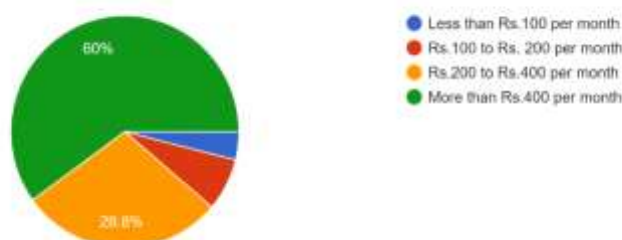
Figure 8 reveals that 45.5% of the students were in the middle of the course, whereas 31% of the respondents were in the final stage of their courses and the remaining 23.4% of the respondents were in the first year course only.

Figure 9. Owning IT Equipment
205 responses



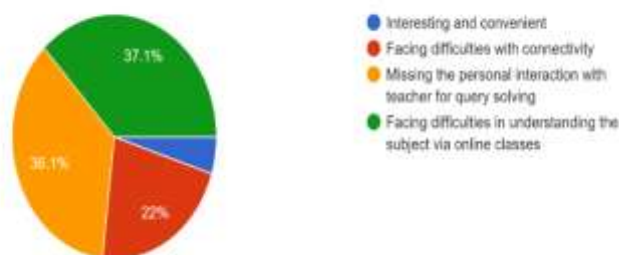
With regard to the owning of IT equipment as shown in Figure 9, 55.1% of the respondents have the laptops and 37.1% of them have smartphones/tablets. Very few of them owned desktops, however students without any device of information technology were in negligible number as per the survey.

Figure 10. Expenditure on BroadBand Connection/Data Card
205 responses



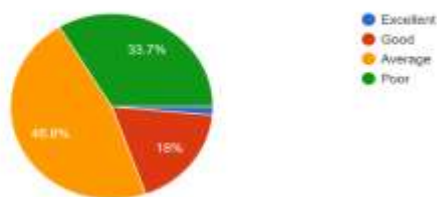
From Figure 10, it is evident that 60% of the respondents' expenditure was more than Rs.400 per month on broadband connection/data card but 28.8% of them were spending between Rs.200 to Rs.400 per month. However the rest of the students were in the categories of spending less than Rs 100 and between Rs.100 to Rs.200 per month on broadband connection or data card.

Figure 11. Experience with online classes
205 responses



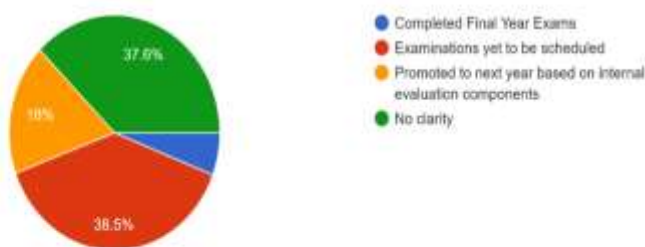
It can be inferred from Figure 11 that 37.1% of the respondents faced the difficulties in understanding the subject over online classes and 36.1% of the respondents said that they have missed the personal interaction with the teachers for query solving. But, 22% of the respondents revealed that they were facing the difficulty in getting the connectivity. Remaining 4.8% of them only stated that the online teaching was interesting and convenient.

Figure 12. Examinations/Assignments through online
205 responses



From Figure 12 it is evident that the examinations and assignments through online are just average to 46.8% of the respondents, while 33.7% of the students said that their experience was poor. Further, 18% of the students felt that their experience with the examinations and assignments through online was good, but exceptionally only 15% of the students opined that their experience was excellent.

Figure 13. Completion of the Course/Program
205 responses



From Figure 13, it is evident that the examinations were yet to be scheduled to 38.5% of the students and 37.6% of the students expressed that they have no clarity about the completion of the course/program since the regulatory bodies like UGC/AICTE/ICMR have to provide more clarity. However 18% of the respondents were promoted to next year based on internal evaluation components. Rest of the students who were studying in autonomous institutions and private/deemed universities have completed their final year examinations.

Figure 14. Job/Placement offer
205 responses

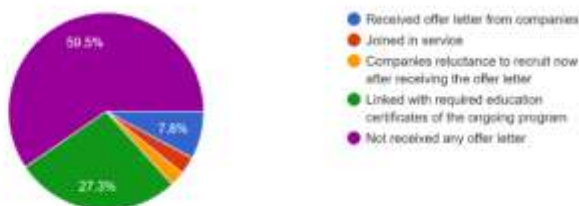
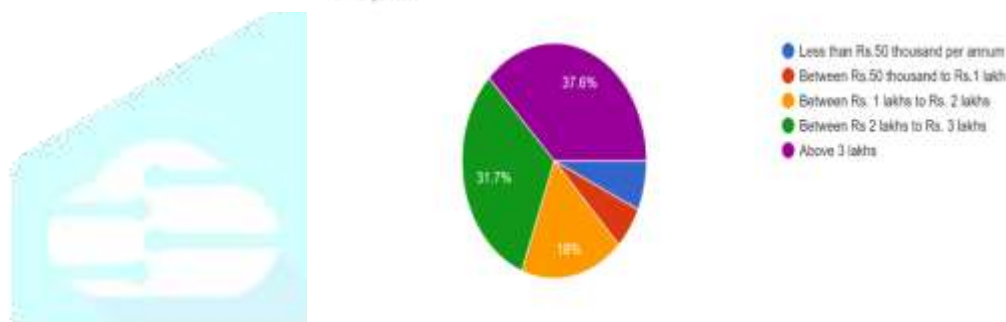


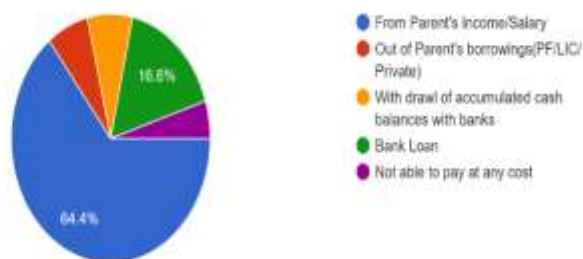
Figure 14 represents that 59.5% of the respondents have not received any offer letters from the companies and 27.3% of them have expressed that their job/placement offer letters were linked with the degree certificates of the ongoing programs/courses. only 7.8% of the students have received the offer letters from companies. Among the rest it is clear that some of the students have already joined in service and some of them expressed that though they have received the offer letters from the companies, now the companies were reluctant to recruit them due to the impact of Covid19.

Figure 15. Fee Payment per annum
205 responses



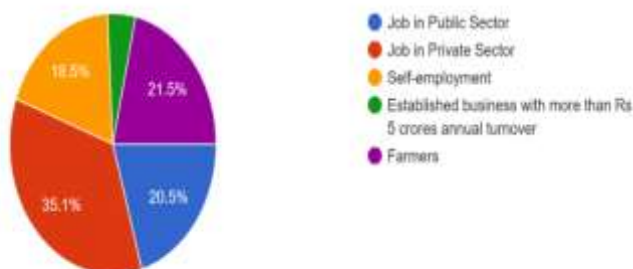
The survey reveals that 37.6% of the respondents as shown in Figure 15 stated that they have to pay Rs.3 lakhs for annum as fee and 31.7% have to pay between Rs.2 lakhs to Rs.3 lakhs per annum. Whereas 18% of the respondents revealed that they have to pay the fee between Rs.1lakh to 2 lakhs per annum. Rest of them have to pay between Rs.50 thousand to Rs.1 lakh and less than Rs.50 thousand per annum towards their studies.

Figure 16. Source of Fee Payment for your studies
205 responses



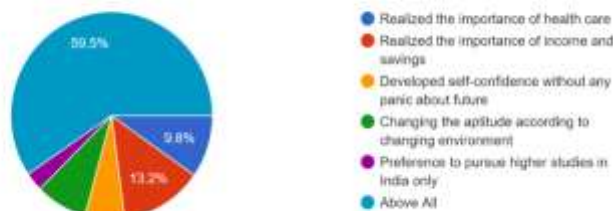
Regarding the source of fee payment for studies as displayed in Figure 16, 64.5% of the respondents said that they have to pay the fee from their parents/guardians income/salary whereas 16.6% of the respondents said that they have taken bank loan for their studies.

Figure

17. Source of income to Parent/Guardian
205 responses

From Figure 17, it is clear that 35.1% of the respondents revealed that job in private sector was the source of income to their parents/guardians. Secondly 21.6% of the students expressed that their parents and guardians are getting their income from the public sector, 20.15% of the parents/guardians were farmers only. But 18.5% of the parents/guardians were getting income from self employment and only 4.4% of them have their own business with more than Rs. 5 crores as annual turnover.

Figure

18. Lessons from Covid19
205 responses

As shown in Figure 18, 59.5% of the respondents expressed that all the above said five points (Ist 5 out of 6) were the important lessons to them from Covid19 and 13.2% of them have realised the importance of income and savings with the . Out of 205 respondents, 9.8% of them have understood the importance of health care after the pandemics. While 5.8% of the students felt that they have developed self confidence without any panic after this Covid19 and 6.8% of them said that they were changing their attitude according to changing environment. Finally 4.9% of the respondents stated that they prefer to pursue higher studies in India only after this Covid19.

5. Summary Conclusions

From the entire analysis, the findings are briefed as follows. Out of 205 respondents who participated in this survey, 44.4% of them were from Telangana, 37.1% were from Andhra Pradesh and the rest of the students were from other states. Almost 80% of the respondents were from cities & metropolitan cities and the remaining were from towns and villages. From the survey, almost 44% of the students were in the 20-22 years age group only. It is evident from this study that 48.8% of the respondents were pursuing PG Diplomas, MBA, M.Com, and PG Medicine. While 26.3% of the students were pursuing their degree courses and the remaining 24.9% of respondents were pursuing professional degrees like Engineering and Medicine.

The health status of the students during this Covid19 period reveals that 42% of the students were in sound health but expressed uncertainty about the future. It is unfortunate to note that 17.1% of the students were disturbed with the financial loss to their parents due to this Covid19. It is found that 37.1% of the students were studying in autonomous colleges and 36.1% students are from university affiliated colleges. Only 26.8% of students are representing by universities. This study reveals that 45.5% of the students were in the middle of the course, 31% of the respondents

were in the final stage of the course. About the owning of IT equipment, 55.1% of the respondents have laptops and 37.1% of them have smartphones/tablets, and 60 % of the respondents were spending more on the internet connection.

It can be inferred that 37.1% of the respondents expressed that they faced difficulties in understanding the subject via online classes since they missed the opportunity of the personal interaction with the teacher for query solving, and in getting the internet connectivity. Besides, 46.8% of the respondents expressed that the examinations and assignments thru online were just average but 34% of them said that they are poor. Results reveal that for almost 75% of the students, the examinations were not yet scheduled and they have no clarity about the probable time to complete their courses, but 18% of them were promoted based on the internal evaluation. Students who are studying in autonomous institutions and private/deemed universities have completed their final year examinations. The survey represents that some of the final year students have not received any job/placement offer letters from the companies and some of their offer letters were linked with the educational certificates of the ongoing programs. The survey reveals that 37.6% of the students said that they have to pay Rs.3 lakhs and 31.7% of them have to pay between Rs.2 lakhs to Rs.3 lakhs as the fee per annum to their educational organizations. Regarding the source of fee payment for studies, 64.5% of the respondents said that they must pay the fee from their parents' income/salary only. Whereas 17% of the respondents said that they have taken bank loans to pursue their studies. The study revealed that the source of income to the parents/guardians of the respondents was mainly through the job in the private sector, therefore it has become uncertain after the pandemics. The study concludes that after the impact of Covid19, almost 60% of the respondents realized the importance of income and savings, health care, and self confidence to sustain. Besides, most of the respondents said that they have realized the need of changing their attitude according to changing environment and pursuing their higher studies in India only after this Covid19.

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