Original Research Article

Impact Of Online Learning On Students With Special Reference To Under-Graduate (Ug) Students Of Golaghat District, Assam

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ABSTRACT

The term "COVID 19" refers to the corona virus disease that first appeared in 2019 and was discovered in Wuhan, China, in December of that same year. This was a pandemic viral sickness that severely damaged the biosphere as well as the lives of all living things. It had an impact on people on all levels of devastation, including their bodily, mental, and psychological health as well as their social, economic, cultural, educational, and political lives. It also had a detrimental impact regardless of one's age, gender, socioeconomic status, etc. Every group in the human population had been affected by the COVID-19 pandemic, including the elderly, the young, the young at heart, and children. In this regard, the mental, physical, and psychological health of students was impaired by the impact of COVID-19, and the education of students was also negatively impacted. This research study aims to investigate the effects of online instructions on undergraduate students. Data were gathered using a primary approach, such as a questionnaire, and secondary data were also gathered from a variety of study-related sources, including articles, journals, books, census data, etc.. In light of the fact that online classes harm students' health, result in strengthen learners' departure from real biosphere, weaken learners' logical aptitude, and facilitate face-to-face interactive association, this study explains the detrimental effects of online education on undergraduate students.

Keywords: Online Learning, Impact, Under Graduate (UG) Students, Golaghat, Assam

INTRODUCTION

The COVID-19 pandemic situation's ramifications were being felt on a global scale. The unique corona virus outbreak caused an international standstill in all facets of life (Ramane, Devare & Kaparkar, 2021). Over a billion students were affected globally as a result of the COVID-19 outbreak, which continued to force many governments to close schools in an effort to contain the virus (Lau, Li & Lee, 2021).The great majority of enrolled students worldwide had undergone periodic school closures during the COVID-19 pandemic in an effort to promote social segregation and, as a result, slow the virus' spread. Over 90% of the students, from those in early years through higher education, had their education disrupted as nearly 200 countries closed their schools (Garbe, Ogurlu, Logan& Cook, 2020).As a result, several schools started to provide online education, which was accessed by using web-based technical tools. Children were expected to continue their formal education when the schools were closed by learning at home. Parents of children who participated in

online learning were more likely to be satisfied than those whose children did not have access to online learning possibilities to continue their learning because of the increased emphasis on academic accomplishment after beginning primary school (Lau, Li & Lee, 2021)

Online training emerged in the 20th century as corporate training whilst in the mid-1990's software developers changed the mode of online communication to instructional programs like Web-CT, Mallard, and Pioneer for students. As the technology advances the higher education institutes start using web-based learning in their curricula and developed complete online courses to facilitate on-campus and distance learning programs (Allen & Seaman, 2014).

According to Stewart, et.al (2010) online education was promoted by using postal systems that send written material to students and teachers. Majority of people took advantage of online education especially physically disabled, women who cannot participate as a regular student in institutions, the one who is engaged in jobs and those who live in remote areas. As Singh (2014) explained that today youth is described as tech-savvy and internet generation who has all to do with internet and web.

2. BACKGROUND OF THE STUDY

The style of instruction had shifted from a traditional standard system to a virtual and online framework as a result of educational facilities being closed in an effort to maintain social distance as a preventive and precautionary action against COVID-19. Web-based software called online learning systems was used to distribute, monitor, and manage courses online. The temporary solutions being developed for distant education ranged from Zoom and teacher podcasts to online classroom technologies like Google Classroom. The main goal was to provide students with knowledge so they could learn at their own pace and convenience. Effective learning required interaction between the instructor, the student, and the study material in addition to emotional and social support .In conventional school settings, parental involvement was a major contribution to students' academic success. Support from parents was shown to make a big difference in students' achievement in a virtual learning environment. However, as their children participated in online education while feeling greater instructional responsibility for their child's learning, parents must have taken on new and unfamiliar roles and obligations. As a result, parents frequently had a hard time figuring out what part they were supposed to play in their kids' online learning (Ogurlu & Cook, 2020).

3. STATEMENT OF THE PROBLEM

It's critical to understand how education affects both student's individual lives and the future of society. Utilizing all resources to raise and grow healthy students for whom society is responsible is essential to the welfare of a society. In order to protect and develop student's personalities and skills, society needs to ensure that children are aware of and exercising their rights in all contexts, particularly at home and at school. "Children must therefore understand their obligations and rights as citizens, which they can only do if they are familiar with the rights outlined in the united nations conventions on the rights of the child" (Bal & Yildiz, 2021).

4. OBJECTIVES OF THE STUDY

a) To examine the physical and mental health of students
b) To assess the relationship gap between teachers and students
c) To evaluate the deterioration of reading and writing skills due to online learning.

5. SCOPE OF THE STUDY

The Study is only limited to the Undergraduate Students of Golaghat District. Among 14 government aided UG Colleges only 11 college's students participated in this study. Researcher select participants by the help of convenience sampling method.

6. LITERATURE REVIEW

Gopal, Singh & Aggarwal (2021) aimed at 'Impact of online classes on the satisfaction and performance of students during the pandemic period of covid-19' with objectives to recognize the factors touching student's satisfaction and performance concerning online classes during the pandemic period of COVID–19 and to start the connection between these variables. The authors of the current study assessed the various variables that were directly related to students' happiness and performance with online classes during COVID-19. Governments in each country forced all colleges and universities to operate online due to the global pandemic scenario. Since no one knows how long this pandemic will last, the educational approach was changed to an online format. Despite the fact that some of the instructors lacked IT skills, they restructured to deal with the unforeseen situation. The findings of the current study will help instructors improve online student performance and satisfaction.

Rahman (2021) studied 'students experience to derive effectiveness of covid -19 Lockdown induced emergency online learning: Evidences from Assam, India' with following some objectives as to measure the implementation instrument of covid-19 lockdown induced alternative online learning, its efficiency, from the perspective of scholar's experience and satisfaction. The most popular platform for online learning during COVID-19 lockdown, the tools used to implement online learning during COVID-19, such as lectures, PowerPoint modules, PDF/ Word files, audio recordings, video clips, projects, and quizzes, the length of online class appearances, the device used to attend online classes during COVID-19, the kind of internet gathering, and the satisfaction level of students with various aspects of online learning during COVID-19. The study's findings included an inadequate depiction of emergency online learning that was carried out overnight and how the pandemic's outcome has changed how teaching and learning are conducted.

Shobhna & Sunita (2014) studied 'Impact of E-Education on School Going Children' with hypothesis castoff as there is no significant association between impressions across age, there is no significant relationship amongst impacts across gender. This knowledge allows us to conclude that the effect of e-education may not vary with age. The effects of e-education were similar and beneficial for both males and girls. However, the effects of education may vary by gender; boys have a positive perception of e-education rather than a propensity for further education.

7. RESEARCH METHODOLOGY

In this research work, the following methods are to be followed:

a) Questionnaire Method: A Questionnaire will be made consisting of the series of question arranges in some definite order related with the topic which will be presented to the under graduate students of various colleges from Golaghat district to gather the data. For this research, a questionnaire will be made with both open ended and close ended questions and questionnaire will be sent by mail to the under graduate students of golaghat district.

b) Survey Method: A Survey will be conducted to describe the ground realities or current stateof-the-art of a situation, group of persons or institutions. For this research, a survey will be conducted through Mail Survey which involves mailing a self- administrable questionnaire to a sample of respondents.

8. PROBLEMS IN ONLINE LEARNING

i) Lack of Proper Internet Connectivity: It is a big problem faced during the online education process, specially in most of the rural areas, internet facility is so poor that it creates serious problems for running the online teaching learning process.

ii) Lack of Smart Phones/Computers among the Students: Students from poor economic backgrounds are suffering from this problem. Due to their poor economic condition, they are unable to buy a smartphone or a computer which is an urgent need for engaging in the online classes.

iii) Less Possibility of Practical Classes: Online education is not suitable for imparting the practical works like field study, laboratory practical, etc. That is why students are unable to acquire necessary practical skills required for completing the practical works.

iv) Social Isolation: In online education, students engage in their classes from different places like from their own home rather than the conventional classroom environment. It makes them socially isolated from each other.

v) Lack of Sufficient Feedback: In a conventional classroom, students can get immediate feedback from the teachers when they face any doubt regarding the subject matter taught. But in the process of online education, students' problems remain unsolved.

vi) Problems in Assessment: Assessment of the students' performance is a big issue in the online education system. Students have to complete the activities provided for assessment sitting at their home in which chances of cheating becomes more.

vii) Lack of Sufficient Knowledge on Use of ICT Based Tools: It is a common problem in online education. Lack of sufficient knowledge on use of ICT based tools hampers in smooth continuation of the online classes..

viii) Ignorance of the Students: Another problem regarding online education is that in some cases students ignore the online classes. It may be due to network problems or any other personal problems.

ix) Lack of Sufficient E-resources: Lack of sufficient E-resource is one of the major problems in online education. Again, very less amount of e-resources is found in regional languages. It makes lots of difficulties for the students studying different regional subjects or subjects in their regional language.

9. SUGGESTIVE MEASURES FOR OVERCOMING THE PROBLEMS OF ONLINE LEARNING

i) Improvement of Internet Connectivity: For the improvement of internet connectivity, the government should take necessary steps. If possible, free internet services should be provided for the economically poor students. Sufficient number of mobile network towers should be established in every location.

ii) Provision of Free Tools: Due to the lack of smartphones and other essential tools for attending the online classes, students are unable to attend their online classes. Free smartphones can be provided to the economically poor and needy students.

iii) Accessibility of the Study Materials: Study materials should be easily accessible to both privilege and underprivileged students. All the study materials should be made available at any particular website in various regional languages according to the need and demand of the students.

iv) Motivation of the Students: E-Quiz, online competition on music, dance, essay writing etc. can be organized for motivating and increasing interest of the students towards online learning. This type of creative activity can help students reduce anxiety and tension in this pandemic situation.

v) Organization of Training Programmes for Teachers: Teachers should be trained to use various means of E-Learning. In this regard different workshops or training programmes can be organized for improving the knowledge required for using online learning resources.

vi) Cooperation between Teachers and the Students: For the effectiveness of the online teaching learning process, good cooperation should be maintained between the students and the teachers. Teachers should be free to discuss different topics with the students as well as to enhance their mental strength during this pandemic situation.

10. DATA ANALYSIS AND INTERPRETATION
10.1 Colleges from where Students Participated in the Study
The questionnaire was sent the respondents through e-mail, social media like whatsapp, telegram, facebook etc. So it would be difficult to calculate the exact number of students to whom the questionnaire in Google form reached, as questionnaire was sent through the various social media groups. Here we can only consider the exact number of respondents. Responses were received from total 141 students of the various colleges of Golaghat district. The list of colleges from where the questionnaire got responses is given below in Table 1.

Sl. No	Name of the College	Available Courses
1	Dergaon Kamal Duarah (DKD) College	B.A, B.Sc, B.Com, M.Sc in Physics , Chemistry, M.A in Assamese, Economics
2	Debraj Roy (DR) College	B.A, B.Sc, M.A in Economics, M.Sc in Life-science
3	Golaghat Commerce College (GCC)	B.A, B.Com
4	Jogananda Deva Satradhikar Goswami (JDSG) College	B.A, B.Com
5	Sarupathar College	B.A.,B.Com., M.A. in Assamese
6	Kamargaon College	B.A
7	Joya Gogoi College, Khumtai	B.A, B.Sc
8	Hemo Prabha Borbora (HPB) Girls College	B.A
9	Furkating College	B.A., B.Voc
10	Marangi College (Degree)	B.A
11	Chandra Nath Bezbaruah (CNB) College, Bokakhat	B.Sc

Table: Colleges from where Students Participated in the Study

10.2 Online Learning Created issues of Eye sight / Eye vision

Yes	No	Total Respondents
113 (80.1)	28(19.8)	141 (100%)

Table 2: Online Learning Created issue of Eye sight/ Eye vision

It was found from the above table that the majority of students or respondents, i.e., 80.1 percent, were found to have any sort of eye sight or eye vision issues while learning online. Based on the findings, it is reasonable to conclude that using mobile phones, personal computers, and other devices to conduct online classes impair students' vision.

10.3 Taking Online Classes in wrong posture as one of the commonest reasons to back pain

Taking online classes in wrong posture as one of the commonest reasons to back pain	No. of Respondents	Percentage
High issues	61	43%
Medium issues	59	41.8%
Low issues	21	14.8%
No issues	0	0
Total	**141**	**100%**

Table 3: Taking Online Classes in wrong posture as one of the commonest reasons to back pain

It can be said from the above table that the majority of students/respondents i.e 43% , were having high issues and 41.8% were having medium issues and were found to have a recent rise in back pain from taking online classes in the wrong sitting posture. It shows that in the area of Golaghat , the students were found to have suffered from back pain while taking online classes in the wrong posture.

10.4 Health issues while using headphones during online classes

Health issues while using headphones during online classes	No of Respondents	Percentage
High issues	57	40.4%
Medium issues	0	0%
Low issues	84	59.5%
No issues	0	0%
Total	141	100%

Table 4: Health issues while using headphones during online classes

The above table reveals that, the maximum number of respondents i.e. 59.5% reported that they were having low health issues while using headphones during online classes, whereas the equivalent ratio of respondents i.e 40.4% were found to have health issues while using headphones during online classes. It can be concluded from the above results that students in the area of Golaghat district were found to have health issues while doing online classes, whether they used headphones or not.

10.5 Causes of difficult teacher student interactions during online classes

Causes of difficult teacher student interactions during online classes	No of Respondents	Percentage
Due to internet connectivity	49	34.7%
Due to absence of face-to-face communication	52	36.7%
Problem of insincerity and indiscipline	41	29.7%
Others	0	0
Total	**141**	**100%**

Table 5: Causes of difficult teacher student interactions during online class

The above table reveals that 34.7% respondents reported that teacher students interactions became harder due to poor or weak internet connections during online classes and 36.7% of respondents said that it was due to absence of face to face communication, while the rest of respondents i.e. only 29.7% replied that it was due to the absence of face to face communication.

10.6 Effect of online Learning on teaching-learning outcome

Effect of Online learning on teaching-learning outcome	No of Respondents	Percentage
Negatively affected the understanding level	36.8	36.8%
Negatively affected the focus and attention level	40.4	40.4%
Negatively affected the teacher- student bond	22.6	22.6%
Others	0	0%
Total	141	100%

Table 6: Effect of online learning on teaching –learning outcome.

It was found from the above table that when it was tried to see the effect of online learning on teaching-learning outcomes in the area of Golaghat district, 36.8 % of respondents said online teaching has negatively affected the understanding level and 40.4% % of respondents replied that online learning has negatively exaggerated the focus and attention level, while 22.6% of students replied that online teaching has also affected the teacher-student bond. It can be said from the above discussion that in the area of Golaghat district, the effect of online-learning on teaching and learning outcomes was found to be negative in all aspect of the teaching-learning process.

10.7 Problem faced by students for reading and writing during having online classes

Problem faced by students for reading and writing during having online classes	No of Respondents	Percentage
It causes the distraction to read the content from the books which are showing by teachers in online class and another is that students are reading from hardcopy of their own books.	51	36%
It affects the understanding level about the content while reading during online classes.	42	29.7%
It has a bad influence on writing the content by which writing became poor.	34	34%
None of the reasons	0	0%
Total	**141**	**100%**

Table 7: Problem faced by students for reading and writing during having online classes.

According to the above table, in Golaghat district the type of problems faced by respondents related to reading and writing during having online classes were in the majority i.e. 36% of respondents said it causes the distraction to read the content from the books which are showing by teachers in online class. 29.7 % of respondents said it affects the understanding level about the content while reading during online classes. The rest of respondent's i.e.34% said it has a bad influence on writing the content by which writing became poor.

10.8 Content from books (as softcopy and hardcopy) to be able to read in online class

Content from books (as softcopy and hardcopy) to be able to read in online class	No. of Respondents	Percentage
Less than 10 pages	136	96%
20-30 pages	5	4%
30-40 pages	0	0%
More than 40 pages	0%	0%
Total	**141**	**100%**

Table 8: Content from books (as softcopy and hardcopy) to be able to read in online class.

It can be said from the above table that in Golaghat district, the majority of the respondents i.e. 96% of respondents were able to read less than 10 pages of book content from books in softcopy and hardcopy where 4% of the respondents were found to be able to read 20-30 pages of book content in softcopy and hardcopy. It can be deduced from the above discussion that in the area Golaghat district maximum number of students read only less than 10 pages during online class.

11. FINDINGS
a) It was found from the study that online learning affect the physical and mental health of students. There are lots of health issues arise during online classes such as eye sight problem, back pain, ear-problem for using headphones.
b) It was found from the study that there are many reasons associated with relationship gap between teachers and students in online classes. Some reasons are- Poor internet connectivity, absence of face-to face communication, Problem of insincerity and indiscipline.
c) It was found from the study that deteriorate of reading and writing skills due to online learning among under- graduates students of Golaghat district. Majority of students said online learning causes the distraction to read the content from the books which are showing by teachers in online class. Some of respondents said it causes the distraction to read the content from the books which are showing by teachers in online class.
d) It was also found from the study that majority of under graduate students were able to read less than 10 pages of book content in online class.

12. CONCLUSION
With the computer and internet coming into existence in the late 20th century, the new course of online learning often termed as elearning had begun. Various methodologies and applications like MS Word, MS Excel, MS PowerPoint, etc. created a boon for online learning niche. The concept of e-learning had begun. With the due course of time, e-learning courses had become popular among businesses and trainers. Although it was not widely accepted all over the world. It has taken a pandemic for the population to accept and get acquainted with e-learning. E-learning is now less marginalized and gradual transition has taken place from IT to mainstream academics. As advancement continues to occur in technology, an increasing number of students are having access to the internet thereby making online education the future of learning. According to the topic "Impact of online studies on students," the aim of the study was to explore and describe the physical and mental health of students during online studies, the relationship gap between students and

teachers during online classes, and to evaluate the deterioration of reading and writing skills due to online learning. From the above discussion, it can be stated that online learning affected the studies of under graduate level students. Its effect was laid on the mental, physical, and psychological health of the students, and it was found to badly affect their studies and learning through the online mode of teaching.

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