



STUDENTS ATTITUDE TOWARDS ONLINE EDUCATION DURING COVID-19 : AN EMPIRICAL STUDY IN AUTONOMOUS ARTS AND SCIENCE COLLEGES IN COIMBATORE DISTRICT

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Abstract

Online class has become a required method of education everywhere. Its adoption is resulted from the rapid spread of Covid-19 in the all-over-world. This has caused and is still causing problems in individual health, but also to their education, either at the school or college level. Covid-19 impacted the conventional learning method of academic institutions across the India. In particular, the Coimbatore district is highly spread by Covid-19 and also the higher education among college and university students is highly affected. So, this study aimed to analyze the students' attitude towards online education during Covid-19 in autonomous arts and science colleges in Coimbatore district. The nature of this study was quantitative and descriptive research design. The researchers administered a self-developed questionnaire and sent to participants of this study through online by using google forms, etc. for collecting the demographic details and attitude towards online education during Covid-19 of students in Autonomous arts and science colleges, Coimbatore district. The researcher has utilized random sampling method to select the sample size of 165 students during the study period of April to June 2021. The collected sample data are entered in MS-Excel and investigated by using the statistical tools namely simple percentage analysis, mean score, ANOVA and Correlation analysis with the help of SPSS 22.0 software. In addition, this study has developed null hypotheses for examining the significant mean difference in impact of students attitude towards online education during Covid-19. The results indicated from study that there is a significant mean difference in impact of students attitude towards online education during Covid-19 with regard to age, monthly family income and degree studying of the selected students.

Keywords :*Students Attitude, Covid-19, Online Education, Coimbatore and Autonomous Arts and Science College.*

1. Introduction

COVID-19 has changed the lifestyles of people around the world, people are directed to keep their distance and limit travel as often as possible and these security measures apply to education as well. Due to this pandemic, Indian government has announced the lockdown and closure of educational institutions as a logical solution to enforce social distancing within communities. The nationwide lockdown has had a tremendous impact on the education system of the country, especially for students from rural areas. Since the Indian education system is dominated by classroom study, the present scenario has made the functioning of the educational institutions go very difficult. All educational activities like examinations, school admissions, entrance tests of various universities and competitive examinations, others, are being held during this period. As the days are passing by with no immediate solution to stop this outbreak, the closure of schools and universities is hugely affecting the learning across the country. The structure of the Indian education system i.e. learning methodology, teaching techniques & assessment methodologies, is quite affected, resulting in a shift to online education with most focus on virtual education.

Online learning can be defined as learning without using paper instructional material and the use of technology to teach. So, it is seen as opposite of classroom instruction, traditional teaching or face to



face teaching. Several terms are used to cover online learning such as e-learning, virtual learning, network, and web-based learning. The pandemic- induced lockdown forced colleges and schools to shut down their campuses and amid this a new reality; online teaching has emerged as a potent tool to support students' learning remotely. To continue the wheels of learning, institutions, worldwide, are switching to online mode of teaching and learning. A big concern amid COVID-19 pandemic and the ensuing lockdown is education, which is at standstill affecting learning of millions of students worldwide. In the absence of any medical treatment and vaccine, social distancing emerged as a potent mitigating factor. The practical usage of video conferencing platforms like ZOOM, Google Meet, etc. as well as learning management systems like Moodle, Blackboard etc. have been encouraged to support students' learning in all possible manner during lockdown.

2. Review of Literature

The researchers Elumalai et al. (2020) revealed that there was a positive relationship between the set of variables and the quality of e-learning in the higher education sector. Also, there was a significant difference in the perception of the students between gender, level of the course and quality of e-learning in the higher education sector during the COVID-19 pandemic. Result of Alawamleh et al. (2020) indicated that students still preferred classroom classes over online classes due to many problems they faced when taking online classes, viz., lack of motivation, understanding of the material, decrease in communication levels between the students and their instructors and their feeling of isolation caused by online classes. In addition, online learning indeed had a negative impact on communication and its effectiveness between instructors and students. In case of Jain and Agarwal (2020) observed that the assistance of power supply, digital skills of teachers and students, internet connectivity aid to explore digital learning, high and low technology solutions in this pandemic situation. Also, the results inferred that open-source digital learning solutions and learning management software should be adopted so that the teachers can teach online. According to Mohammed M. Obeidat (2020) assessed that the psychological state of students was ranked first and their level of interaction was ranked last regarding the influence online learning. Further, the advantages for online learning like time and effort saving, ease of communication, lecture follow-up and feedback and disadvantages such as lack of interaction, internet and electricity and motivation. Moreover, found that significant differences between Arts and Information Technology students' responses.

The researchers Muhammad Adnan and Kainat Anwar (2020) measured that students faced few difficulties like lack of interaction with the instructor, response time and absence of traditional classroom socialization apart from technical and monetary issues. Besides, the lack of on-campus socialization had caused difficulties for students to do group projects in distance learning mode. Further, educational organizations need to improve their curriculum and design appropriate content for online lectures. From the study of EhabMalkawi et al. (2021) identified that the students' satisfaction level and attitudes towards eLearning and virtual classes were strong in general with varying degrees between items. Also, there was a statistically significant difference in students' satisfaction level and attitudes towards eLearning and virtual classes for the independent variable of educational level. In case of HusnaHafizaRazami and Roslina Ibrahim (2021) inferred that satisfaction of the respondents was generally neutral to positive. Further, the most common were connected with social interaction, concentration and motivation in learning among the challenges encountered by them. The results proved that mean of perceived challenges was found to be significantly different depending on the respondents' prior e-learning experience and area of residence. The result from Mukesh Rawal (2021) confirmed that the positive impact on education system like develop the use of soft copy of learning material, Improvement in collaborative work, enhanced digital literacy, etc. where negative impact on education



system like Educational activity hampered, Unpreparedness of teachers and students, Digital gadgets, etc. This study found that COVID-19 had impacted immensely the education sector of India.

3. Statement of the Problem

The COVID-19 has resulted in colleges shut all across the world. Globally, over 1.2 billion students are out of the classroom. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. Unfortunately, many colleges weren't prepared for moving classes online. In this situation, the burden is put on teachers to adapt themselves and their students to a new way of learning. With Covid-19 pandemic, it has become clearer that education system is susceptible to external dangers. This digital transformation of instructional delivery came with several logistical challenges and attitudinal modifications among the students like pandemic-related anxiety will have negative effects on student academic performance, academic performance of students might be affected by racial, economic and resource differences and the larger parts of professors were not effectively ready to deliver high-quality instruction remotely. At this juncture of the backyard discussion, the researcher has focussed this research to examine the student's attitude on online education system who is studying in Autonomous Arts and Science Colleges, Coimbatore city.

4. Objectives of the Study

1. To analyse the students' attitude towards effectiveness of online education in Coimbatore.
2. To evaluate the impact of students' attitude with the selected metric factors.

1. Hypotheses of the Study

1. There is no significant mean difference in impact of students attitude towards online education during Covid-19 with regard to selected variables.
2. There is a positive association on impact of students attitude towards online education during Covid-19 among the selected variables.

2. Research Design and Technique

This section covers research design and techniques applied for examining the study objectives. Thus, the researcher has selected descriptive research design and questionnaire survey method. A self-developed questionnaire has been developed and distributed among the students to collect demographic profile and their impact of attitude towards online education during Covid-19. Their opinion related this online education have been collected through study instrument with the help of random sampling method. The researcher has identified the sample size of 165 students of autonomous arts and science colleges, Coimbatore city. The required sample data for this study are collected by using 5-points Likert's scaling method for ease of analysis purpose. The study had covered period of two months. The sample data are analyzed through SPSS software by the way of approaching statistical tools such as simple percentage analysis, mean score, ANOVA and Correlation analysis while the null hypotheses are developed for examining the mean difference in impact of students attitude towards online education during Covid-19. The results are discussed in the following tables.

3. Results and Discussion

This section has explored the analysis of this study and the obtained result from the respective analyses. The outcomes are tabulated and presented through graphical formation. This section shows that the



demographic profile of the selected students of autonomous arts and science colleges including gender, age, monthly family income, type of college, nature of college, department studying and year of studying and the impact of students attitude towards online education during Covid-19 in the study area. The details of analyses of the study are furnished in the following tables.

Section 1: Demographic Profile of the Respondents

The following table shows the demographic profile of the respondents.

Table 1: Demographic Profile and impact of students attitude towards online education during Covid-19

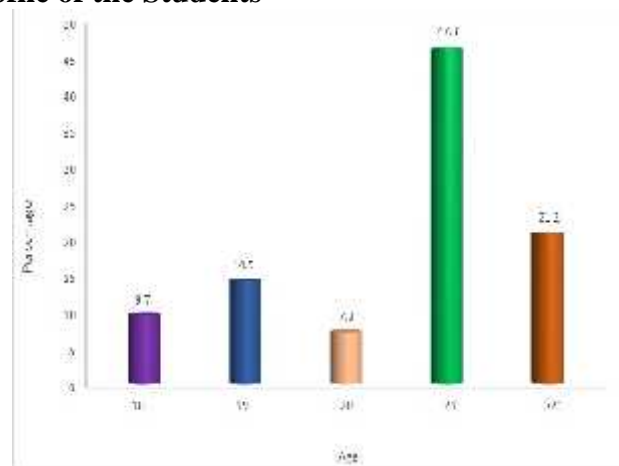
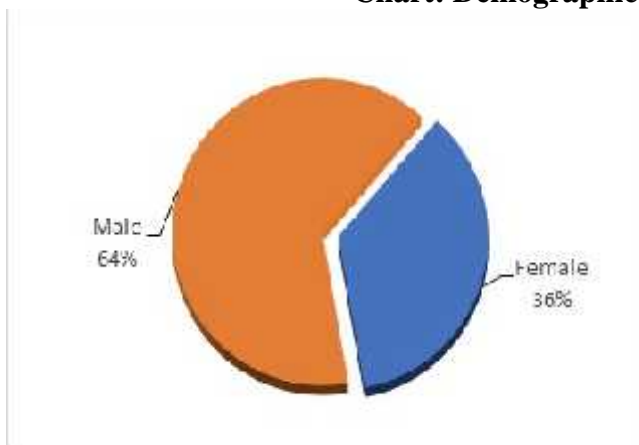
S.No.	Variables	No. of Respondents	Percentage	Mean Score
	Gender			
1	Male	106	64.2	3.79
2	Female	59	35.8	3.62
	Total	165	100.0	
	Age			
1	18	16	9.7	3.86
2	19	24	14.5	3.68
3	20	12	7.3	3.91
4	21	78	47.3	3.95
5	>21	35	21.2	3.56
	Total	165	100.0	
	Monthly Family Income			
1	≤ Rs.20000	43	26.1	3.69
2	Rs.20001-30000	66	40.0	3.61
3	Above Rs.30000	56	33.9	3.85
	Total	165	100.0	
	Type of the College			
1	Govt. College	53	32.1	3.68
2	Self-Financing	112	67.9	3.84
	Total	165	100.0	
	Nature of College			
1	Gents	46	27.9	3.81
2	Women	36	21.8	3.84
3	Co-education	83	50.3	3.64
	Total	165	100.0	
	Department Studying			
1	Arts	113	68.5	3.67
2	Science	52	31.5	3.85
	Total	165	100.0	
	Degree Studying			
1	UG	54	32.7	3.76
2	PG	80	48.5	3.84
3	M.Phil./Ph.D.	31	18.8	3.39

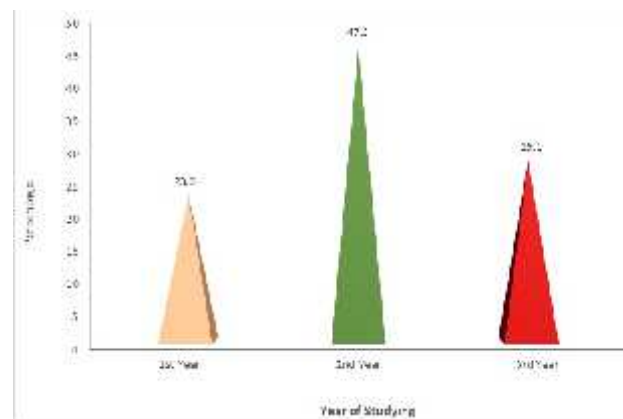
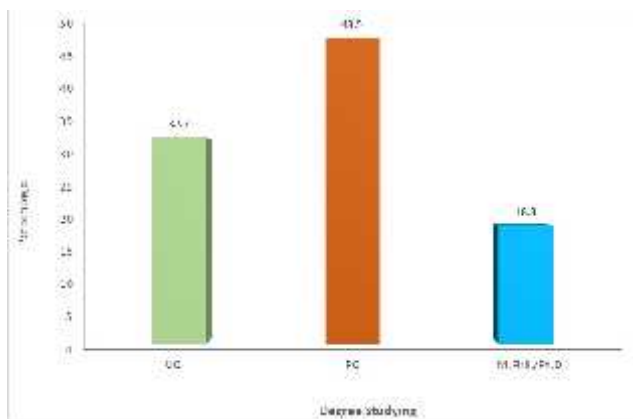
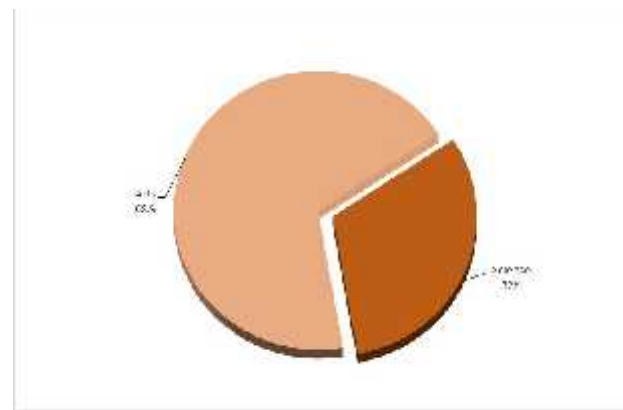
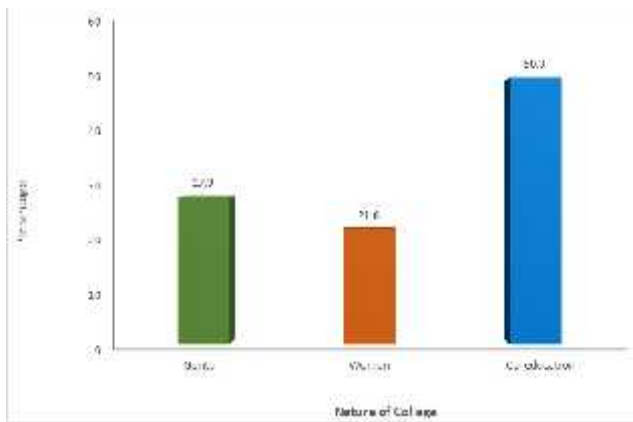
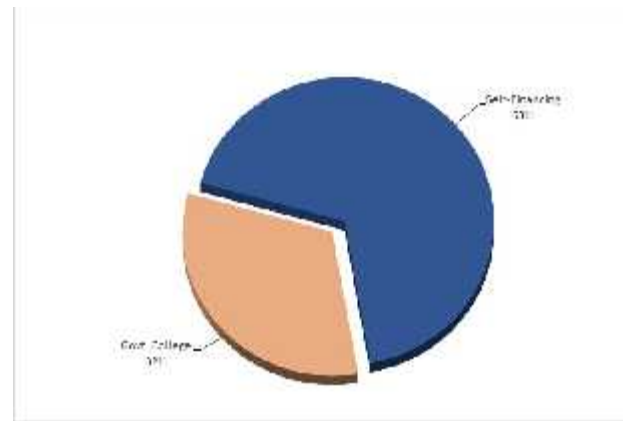
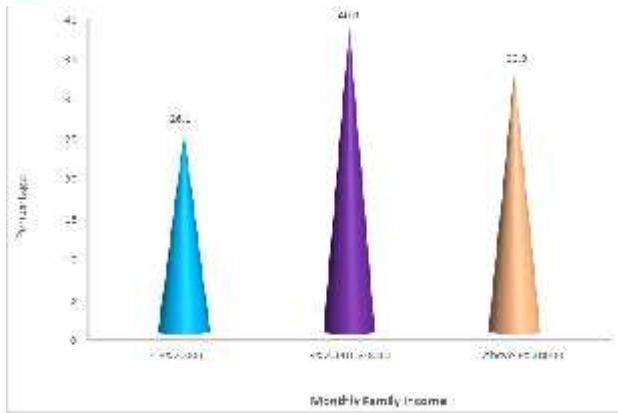


S.No.	Variables	No. of Respondents	Percentage	Mean Score
	Total	165	100.0	
	Year of Studying			
1	1 st Year	39	23.6	3.80
2	2 nd Year	78	47.3	3.75
3	3 rd Year	48	29.1	3.64
	Total	165	100.0	

- The above table indicated that 64.2% of students are male and 35.8% of students are female.
- The analysis revealed that 9.7% of students are 18 years of old, 14.5% of students belong to 19 years, 7.3% of students are belong to 20 years of age, 47.3% of students as 21 years and 21.2% of students came into above 21 years of age.
- The analysis observed that 26.1% of students have ≤ Rs.20000 as monthly family income, 40.0% of students are belong to Rs.20001-30000 and 33.9% of students have above Rs.30000.
- It is confirmed that 32.1% of students are studying in government colleges and 67.9% of students are studying in self-financing colleges in the study area.
- The analysis identified that 27.9% of students are studying in gents colleges, 21.8% of the students are learning in women colleges and 50.3% of students are studying in co-education.
- It is inferred that 68.5% of students are studying in arts colleges and 31.5% of students are studying in science colleges.
- The analysis obtained that 32.7% of students are studying UG, 48.5% of the students are learning PG and 18.8% of students are studying M.Phil. or Ph.D.
- It is divulged that 23.6% of students are studying in 1st year, 47.3% of the students are 2nd year students and 29.1% of students are 3rd year students.

Chart: Demographic Profile of the Students





Impact of students' attitude towards online education during Covid-19

The following table discusses about the impact of students' attitude towards online education during Covid-19. For this study objective, a questionnaire has been framed by using 5 points Likert's scaling method for collecting the responses of the autonomous arts and science colleges students about their impact of attitude towards online education during Covid-19. The mean score and SD are furnished in the following table.



Table 2: Impact of students’ attitude towards online education during Covid-19

No.	Statement	Mean	SD
1	Acquiring online education skills is necessary for every student	3.92	1.06
2	Online education and virtual classes motivate me to think creatively and be independent	3.80	1.21
3	I enjoy online education and virtual classes	3.90	1.11
4	I prefer using online education and virtual classes in normal circumstances	3.33	1.42
5	Money spent on online education and virtual classrooms is being wasted	3.73	1.24
6	Online education and virtual classes increase my anxiety, tension, and fear over my grades	3.56	1.33
7	I need training programs to help me efficiently use online education platform and virtual classes	3.87	1.21
8	I am worried about online exams	3.74	1.22

From the above table, the students are acquiring online education skills as necessary for every student with the mean score and standard deviation of 3.92 and 1.06 and they are enjoying towards online education and virtual classes with the mean score and standard deviation of 3.90 and 1.11 respectively among the preferred impact of attitude among autonomous arts and science colleges students.

Relationship between Gender and Impact of student’s attitude towards online education during Covid-19

H₀ : There is no significant mean difference in impact of students attitude towards online education during Covid-19 with regard to gender.

Table 3: Gender and Impact of student’s attitude towards online education during Covid-19

	Sum of Squares	df	Mean Square	F	‘p’ value
Between Groups	1.087	1	1.087	3.694	0.056 ^{NS}
Within Groups	47.954	163	0.294		
Total	49.040	164			

Note: NS - Not Significant

It is indicated from the analysis that the null hypothesis is accepted since the ‘p’ value is greater than 0.05. Hence, there is no significant mean difference in impact of student’s attitude towards online education during Covid-19with regard to gender.

Relationship between Age and Impact of students attitude towards online education during Covid-19

H₀ :There is no significant mean difference in impact of students attitude towards online education during Covid-19 with regard to age.



Table 3: Age and Impact of student’s attitude towards online education during Covid-19

	Sum of Squares	df	Mean Square	F	‘p’ value
Between Groups	2.946	4	0.737	2.557	0.041**
Within Groups	46.094	160	0.288		
Total	49.040	164			

Note: ** - Significant at 5% level

It is assessed from the table that the null hypothesis is rejected since the ‘p’ value is lesser than 0.05. So, there is a significant mean difference in impact of student’s attitude towards online education during Covid-19 with regard to age.

Relationship between Monthly Family Income and Impact of students attitude towards online education during Covid-19

H₀ : There is no significant mean difference in impact of students attitude towards online education during Covid-19 with regard to monthly family income.

Table 3: Monthly Family Income and Impact of student’s attitude towards online education during Covid-19

	Sum of Squares	df	Mean Square	F	‘p’ value
Between Groups	1.825	2	0.913	3.131	0.046**
Within Groups	47.215	162	0.291		
Total	49.040	164			

Note: ** - Significant at 5% level

It is observed from the analysis that the null hypothesis is rejected due to the ‘p’ value is lesser than 0.05. Therefore, there is a significant mean difference in impact of students attitude towards online education during Covid-19 with regard to monthly family income.

Relationship between Type of the College and Impact of students attitude towards online education during Covid-19

H₀ : There is no significant mean difference in impact of students attitude towards online education during Covid-19 with regard to type of the college.

Table 3: Type of the College and Impact of students attitude towards online education during Covid-19

	Sum of Squares	df	Mean Square	F	‘p’ value
Between Groups	0.987	1	0.987	3.348	0.069 ^{NS}
Within Groups	48.053	163	0.295		
Total	49.040	164			

Note: NS–Not Significant

It is surmised from the table that the null hypothesis is accepted according to the ‘p’ value is greater than 0.05. So, there is no significant mean difference in impact of students attitude towards online education during Covid-19 with regard to type of the college.



Relationship between Nature of College and Impact of students attitude towards online education during Covid-19

H₀ : There is no significant mean difference in impact of students attitude towards online education during Covid-19 with regard to nature of college.

Table 3: Nature of the College and Impact of students attitude towards online education during Covid-19

	Sum of Squares	df	Mean Square	F	'p' value
Between Groups	1.491	2	0.746	2.541	0.082 ^{NS}
Within Groups	47.549	162	0.294		
Total	49.040	164			

Note: NS–Not Significant

It is cleared from the analysis that the null hypothesis is accepted since the 'p' value is greater than 0.05. Hence, there is no significant mean difference in impact of students attitude towards online education during Covid-19with regard to nature of college.

Relationship between department studying and Impact of students attitude towards online education during Covid-19

H₀ : There is no significant mean difference in impact of students attitude towards online education during Covid-19 with regard to department studying.

Table 3: Department Studying and Impact of student's attitude towards online education during Covid-19

	Sum of Squares	df	Mean Square	F	'p' value
Between Groups	1.075	1	1.075	3.655	0.058 ^{NS}
Within Groups	47.965	163	0.294		
Total	49.040	164			

Note: NS - Not Significant

It is confirmed from the analysis that the null hypothesis is accepted as the 'p' value is greater than 0.05. Thus, there is no significant mean difference in impact of students attitude towards online education during Covid-19with regard to department studying.

Relationship between degree studying and Impact of students attitude towards online education during Covid-19

H₀ : There is no significant mean difference in impact of students attitude towards online education during Covid-19 with regard to degree studying.

Table 3: Degree Studying and Impact of student's attitude towards online education during Covid-19

	Sum of Squares	df	Mean Square	F	'p' value
Between Groups	4.546	2	2.273	8.276	0.000*
Within Groups	44.494	162	0.275		
Total	49.040	164			

Note: * - Significant at 1% level



It is inferred from the table that the null hypothesis is rejected because the 'p' value is lesser than 0.05. Therefore, there is a significant mean difference in impact of students attitude towards online education during Covid-19 with regard to degree studying.

Relationship between year of studying and Impact of student's attitude towards online education during Covid-19

H₀ : There is no significant mean difference in impact of students attitude towards online education during Covid-19 with regard to year of studying.

Table 3: Year of Studying and Impact of student's attitude towards online education during Covid-19

	Sum of Squares	df	Mean Square	F	'p' value
Between Groups	0.652	2	0.326	1.092	0.338 ^{NS}
Within Groups	48.388	162	0.299		
Total	49.040	164			

Note: NS–Not Significant

It is determined from the table that the null hypothesis is accepted as the 'p' value is greater than 0.05. So, there is no significant mean difference in impact of student's attitude towards online education during Covid-19 with regard to year of studying.

Degree of Relationship between selected independent variables and Impact of student's attitude towards online education during Covid-19

The following analysis has discusses about the relationship between the selected independent variables and the dependent variable impact of students attitude towards online education during Covid-19 by using correlation analysis. For this study, the independent variables have been selected like age, monthly family income, degree studying and year of studying.

H₀ : There is a positive association on impact of students attitude towards online education during Covid-19 among the selected variables.

Table 9: Degree of Relationship between selected independent variables and impact of students attitude towards online education during Covid-19

No.	Independent Variables	'r' value	'p' value
1	Age	0.221	0.004*
2	Monthly Family Income	-0.074	0.347 ^{NS}
3	Degree Studying	0.195	0.012**
4	Year of Studying	0.110	0.158 ^{NS}

Note: * - Significant at 1% level; ** - Significant at 5% level; NS - Not Significant

It is examined that among the four variables, two factors like age and degree studying are having positive correlation with the impact of students attitude towards online education during Covid-19. On the other hand, the variables namely monthly family income and year of studying are not associated with the impact of students attitude towards online education during Covid-19. The analysis observed that whenever the age and degree studying increases their impact of students attitude towards online education during Covid-19 also positively increases.



4. Findings

1. It is found that most of the respondents are male students in the study area. Also, maximum level impact of attitude towards online education during Covid-19 has been perceived by male students.
2. It is found that most of the students are belong to 21 years of age. Further, high level impact of attitude towards online education during Covid-19 has been perceived by the students of 21 years old.
3. It is identified that majority of the students are belong to Rs.20001-30000 as their monthly family income. Moreover, high level impact of attitude towards online education during Covid-19 has been perceived by the students have above Rs.30000 as monthly family income.
4. It is found that most of the students are studying in self-financing colleges. Also, high level impact of attitude towards online education during Covid-19 has been perceived by the self-financing college students.
5. It is found that most of the students are studying in co-education colleges. Additionally, maximum level impact of attitude towards online education during Covid-19 has been perceived by the women college students.
6. It is found that majority of the students are studying in arts colleges. As well, maximum level impact of attitude towards online education during Covid-19 has been perceived by the science college students.
7. It is found that majority of the students are studying PG degree. Further, maximum level impact of attitude towards online education during Covid-19 has been perceived by the PG students.
8. It is stated that most of the students are studying 2nd year in the study area. Hence, high level impact of attitude towards online education during Covid-19 has been perceived by the 1st year students.
9. The mean score analysis indicated that the students are acquiring online education skills as necessary for every student and they are enjoying towards online education and virtual classes with the mean score 3.92 and 3.90 respectively.
10. The ANOVA revealed that there is no significant mean difference in impact of students attitude towards online education during Covid-19 with regard to gender.
11. It is found from ANOVA that there is a significant mean difference in impact of students attitude towards online education during Covid-19 with regard to age.
12. From ANOVA test, it is cleared that there is a significant mean difference in impact of students attitude towards online education during Covid-19 with regard to monthly family income.
13. Result from ANOVA assessed that there is no significant mean difference in impact of students attitude towards online education during Covid-19 with regard to type of the college.
14. It is surmised from ANOVA that there is no significant mean difference in impact of students attitude towards online education during Covid-19 with regard to nature of college.
15. The study from ANOVA showed that there is no significant mean difference in impact of students attitude towards online education during Covid-19 with regard to department studying.
16. It is examined from ANOVA that there is a significant mean difference in impact of students attitude towards online education during Covid-19 with regard to degree studying.
17. From the ANOVA, it is found that there is no significant mean difference in impact of students attitude towards online education during Covid-19 with regard to year of studying.
18. The Correlation analysis concluded that whenever the age and degree studying increases their impact of students attitude towards online education during Covid-19 also positively increases.



5. Suggestions

1. It is revealed from study that high level impact of attitude towards online education during Covid-19 has been perceived by the students of 21 years old. Hence, the institutions should create awareness about the online education among the young students of autonomous arts and Science College.
2. The findings observed that maximum level impact of attitude towards online education during Covid-19 has been perceived by the self-financing college students. So, the government should come forward to avail necessary facilities for conducting online education in selected autonomous government arts and science colleges.
3. From the study, it is observed that high level impact of attitude towards online education during Covid-19 has been perceived by the women college students. Therefore, institutions should motivate students by creating positive effect towards online education to participate and attain all the benefits of online classes provided by respective institutions during Covid-19.
4. It is showed that maximum level impact of attitude towards online education during Covid-19 has been perceived by the PG students. Hence, the institutions and faculties need to reflect on their adopted techniques and practices and should design it in such a way to match it with UG students' interest and preferred learning styles.

6. Conclusion

This study aimed to analyse the attitude towards online education during covid-19 among students of autonomous arts and science colleges in Coimbatore district. The COVID-19 pandemic disturbs many things including students' education, life style, learning process and also education culture. So, the institutions should identify appropriate ways to encourage the online education for continuing students' education and faculties should be able to manage classes through online. This study confirmed that the students are acquiring online education skills as necessary for every student and they are enjoying towards online education and virtual classes. So, the autonomous arts and science colleges should give quality study through online education and measures should be taken to moderate the effects of the pandemic on job offers, training programs, internship programs and research works among students during COVID-19 pandemic.

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