

Analytical Study On Issues And Challenges Of Rural Students For E-Learning During Covid

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ABSTRACT

Between January 2020 and December 2019, a new strain of the Corona virus, COVID-19, causes an outbreak in Wuhan City, China. It rapidly across the globe in a few of months. Throughout this period, the government placed the nation under varying degrees of lockdown. The effects of lockdown on universities, schools, and standardized testing were devastating. They missed the start of the school year and had to make up the time. The state of Maharashtra has chosen to adopt a statewide online academic calendar. As a result, during the shutdown, all students in the rural Nandurbar district of the Indian state of Maharashtra may have unexpected challenges while trying to study online. This research paper examines the challenges and opportunities associated with adopting blended learning in India's tribal and rural communities.

KEYWORDS COVID-19, E-Learning, Rural area, Challenges.

INTRODUCTION

After the COVID-19 epidemic caused widespread disruption to "normal" life, ICTs were used in a variety of ways, both independently and in conjunction with more conventional approaches, to enable for certain social and economic activities to resume. After the March 2020 COVID-19 pandemic outbreak, ICTs were crucial to international emergency responses (WHO 2020; FAO 2020). The fast worldwide shift to a schooling paradigm that heavily depends on the usage of ICTs has made ICTs for education (ICT4E) a hot subject in public and policy debate (United Nations 2020). Due to the rapid growth of COVID-19 throughout China in the first months of 2020 (MoE 2020e), the Ministry of Education in China decided to permanently postpone the reopening of schools after the Spring Festival break.

The schools in Assam that fall under the purview of the Secondary Education Board of Assam (SEBA) have begun a new school year. Both the CBSE and the SEBA have decided to delay or cancel their respective Class X board examinations. When students aren't sure how a test will be administered, their motivation wanes. The students have lost some of their optimism and confidence. That's a big problem for schools and academia. No one was ready for online learning: not the parents, not the teachers, and not the students. As a result of the second wave of COVID-19, the whole educational system is being badly affected. Instructional practices and assessment strategies were the first to feel the effects of these limitations on education. The closure has caused significant difficulties for students, educators, and parents. The way that education is delivered in its entirety has changed. Schools, especially those in

more remote areas, are increasingly adopting online education. As a result of economic and social strain, children are more likely to miss school and learn less than their peers. A few immediate measures are needed to ensure that teaching and learning can continue in classrooms. Open-source digital learning technologies and learning management systems should be adopted to allow educators to provide classes online. The Ministry of Human Resource Development (MHRD) has launched many online initiatives to improve secondary education, including as the DIKSHA platform, E-Pathshala, and the National Repository of Open Educational Resources (NROER). The same might be emphasized to make learning easier for children.

LITERATURE REVIEW

Marwa Mohamed Zalat et.al (2021) Historically, e-learning has been underutilized, especially in developing countries. Due to the global crisis posed by the COVID-19 epidemic, however, this source of information has become indispensable. Examine the factors that affect whether or not universities accept and employ e-learning as a teaching tool during the COVID-19 pandemic by surveying university medical professionals about their thoughts, feelings, and experiences with e-learning during the pandemic. Medical faculty from Egypt's Zagazig University were surveyed online using a validated Technology Adoption Model (TAM) questionnaire to learn more about their attitudes toward and experiences with e-learning. 77.1 percent of respondents said e-learning was helpful, 76.5 percent thought it was easy to use, and 80.9 percent thought it was acceptable. When asked about the major challenges to e-learning, 32 percent pointed to a lack of computers and laptops, 36 percent to subpar computer lab facilities, 40 percent to slow connections, and 32 percent to technical issues. This research elucidates the barriers to and influencing factors of e-learning's widespread adoption and success in higher education. Successful e-learning integration requires forward planning and an attitude that sees technology as an enabler of development and change.

Kennedy Mwila et.al (2021) The global spread of coronavirus 2019 (COVID-19) has had a significant negative effect on the educational sector. Therefore, schools have begun using e-learning programs. The utilization of online courses in higher education remains a priority for governments in both the developed and the developing world. Most organizations are exploring new information and communication technology (ICT) applications. However, students in more rural areas continue to have difficulties with ICT. The purpose of this research was to examine the challenges that distance education presents for pharmacy students in Zambia. Ten (10) pharmacy students from the University of Zambia were chosen at random to take part in a qualitative case study. Manying, Sinda, Nalolo, Chipili, and Mbala from the North-Western Province, the Eastern Province, the Western Province, and the Luapula Province, respectively, provided participants for the study. Semistructured interviews were used to collect data from the participants. The data was analyzed using a framework approach. Ten (10) individuals were selected from each of Zambia's five (5) provinces using sociodemographic information. E-learning tools, device efficiency, student performance, internet connection, and home electrification were the six quantitative and qualitative subjects generated. According to the primary data, the most common tool was a smartphone, which made it challenging for students to actively engage in e-learning. Poor internet

connection, non-electrification of households, power outages, and costs associated with internet usage greatly hindered students' access to online learning. This might have a negative effect on their participation and performance in school. The spread of the virus COVID-19 has limited the availability of online education for students studying pharmacy in Zambia's rural areas. Rural pharmacy students' academic performance and extracurricular participation suffered as a result of the challenges they faced. As a consequence, the rights of the mostly elderly rural students to an equitable education were jeopardized.

Shivangi Dhawan (2020) Traditional classroom lectures are the only method of instruction used by India's K-12 and higher education institutions at the present moment. Despite the widespread use of blended learning, many schools still rely on inefficient methods. Shockwaves were felt all across the globe when the fatal Covid-19 illness, caused by the SARS-CoV-2 Corona virus, rapidly spread. Pandemic status has been issued by the World Health Organization. Because of this issue, educators throughout the globe were compelled to rapidly embrace online education. After initially resisting the need to alter their pedagogical approach, many universities have made the transition to online teaching and learning. The article analyzes the SWOC of numerous e-learning platforms during a crisis and explains why online education is important. How EdTech companies grew in the face of natural disasters and epidemics was also covered, as was advise for universities on how to handle the challenges of online education.

Qaisar Abbas et.al (2019) The study's goal was to investigate how well students do in college based on their level of digital literacy. In this mixed-method study, questionnaires and semi-structured interviews were used to collect information. Experts were consulted, pilot tests were conducted, and Cronbach's Alpha was calculated to guarantee the validity and reliability of the scales. Population was made up of those pursuing master's and doctoral degrees. A total of 800 pupils were selected at random from 10 different schools. Statistical analyses including means, variances, and correlations were performed. The results demonstrated that digital literacy significantly boosted students' communication and research skills as well as their self-confidence but had no appreciable impact on their grade point averages.

Piotr Leszczyński et.al (2018) The research set out to compare three distinct modes of online knowledge transmission with regards to both the pace at which students' knowledge increased over time and their overall level of satisfaction with distant learning. Students at the undergraduate level in the Emergency Medical Services major made up the majority of the survey's respondents. Course completion rates, contentment, and the pace at which participants' knowledge increased were all examined three times (at 7-, 30-, and 90-days post-course). Satisfaction levels were high across the board among those questioned. Course C showed a statistically significant advantage one month after the conclusion of courses, and its students also showed the best rates of knowledge increase in the second and third surveys.

METHODS

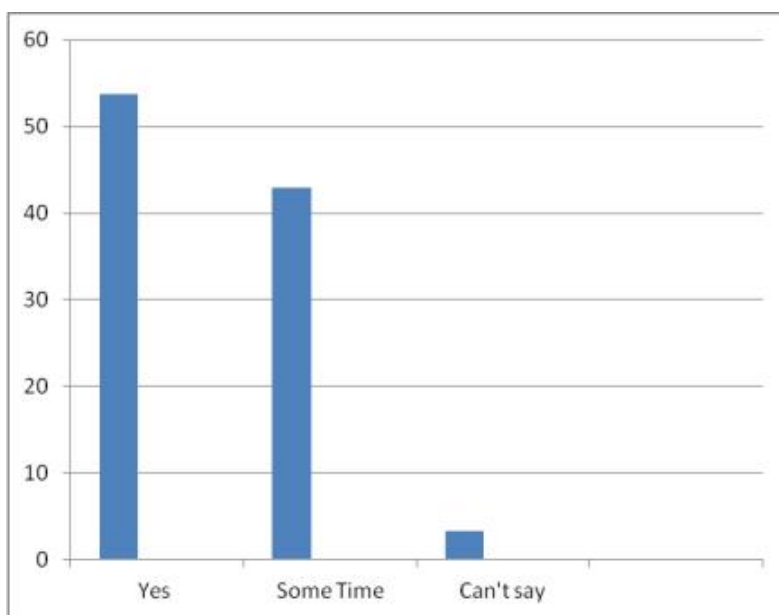
This investigation made use of an online survey and quantitative research methodology. This elucidated students' digital literacy and the obstacles they experience in online education. We surveyed 100 enrolled students online to learn more about their experiences. Everyone In

order to analyze the results and the debate, students voiced their opinions using a wide range of questions.

DATA ANALYSIS

We conducted an online poll to learn more about the difficulties students confront.

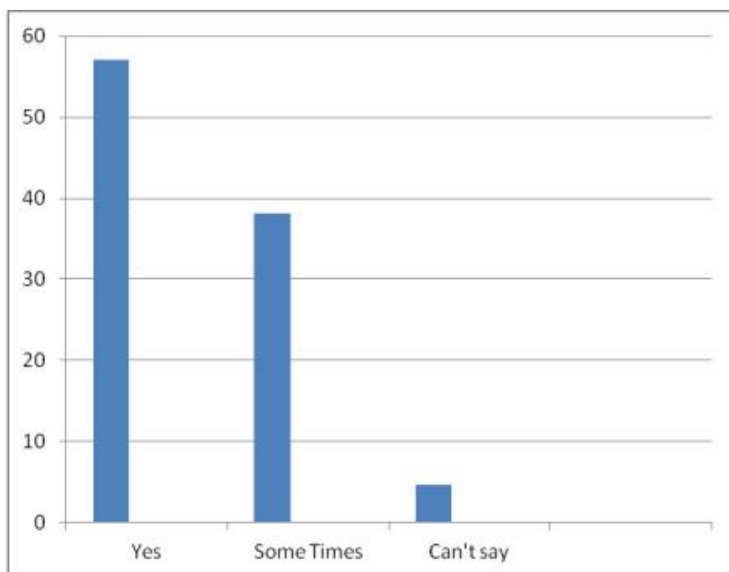
Is it hard for you to embrace online education?



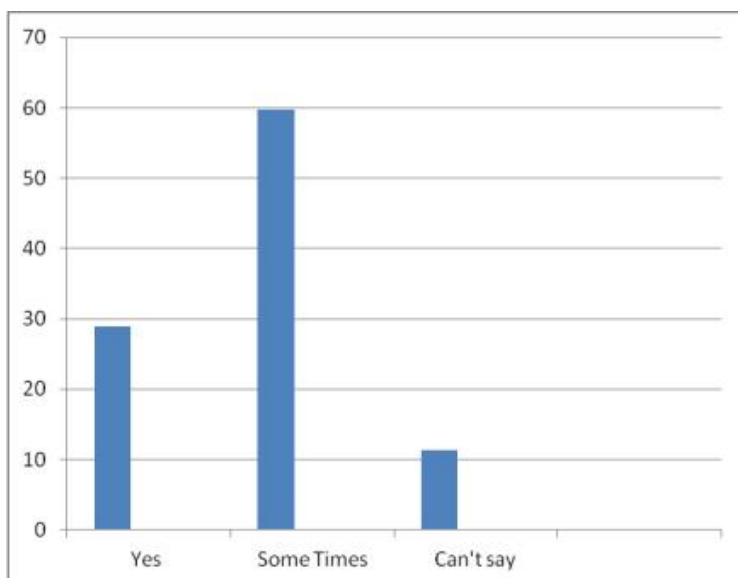
Our poll indicated that 53.8% of students found it challenging to adjust to the online learning environment after coming directly from a conventional classroom setting, whereas 42.9% found it challenging, and 3.3% were unsure.

Do you find poor internet connection during online session?

57.1% of pupils do not have access to a reliable internet connection necessary for online learning. In one survey, students reported a range of technical difficulties with online learning, with 38.2% saying they sometimes faced bad connection and downloading subject-wise content (such as video, pdf, etc.).



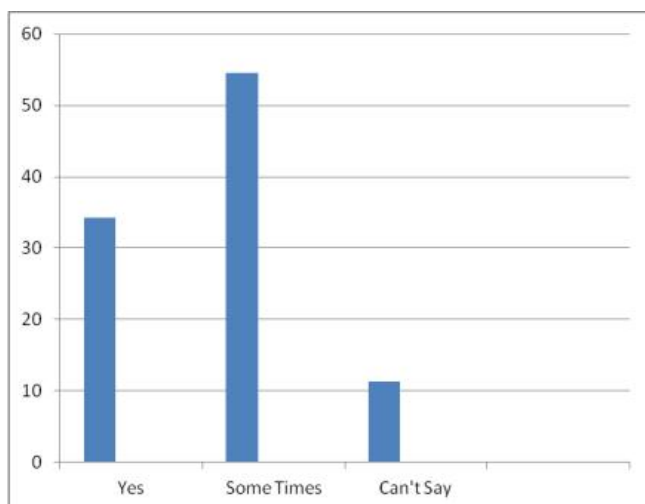
Do you face problems to handle educational app Zoom, Google meet etc.?



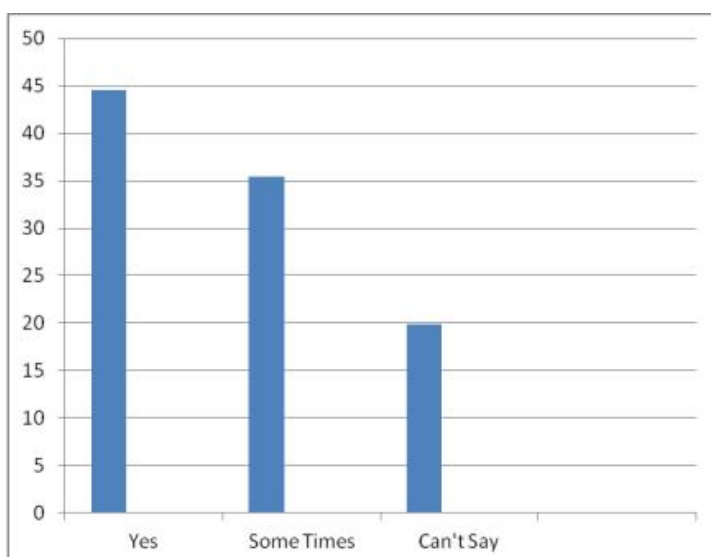
28.9% of students lack the technological aptitude or comfort level necessary for online learning, while 59.8% of students have sometimes encountered this challenge, and 11.3% are ambivalent.

Do you face problems to manage time during online learning?

While 34.2% of students report having trouble juggling their time effectively, 54.5% of students say they sometimes or often have this issue, and 11.3% are agnostic.



Do you feel lack of motivation during online class?



44.6 percent of students report giving up when faced with online learning challenges and a lack of enthusiasm; 35.5% report feeling this way sometimes; 19.9% don't know.

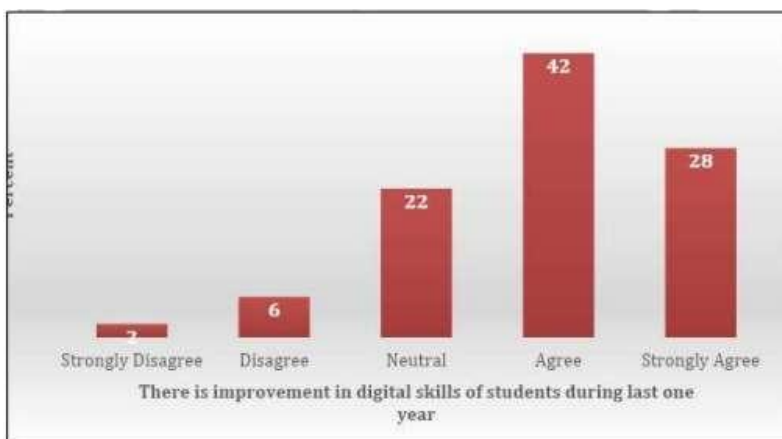
SWOC ANALYSIS OF BLENDED LEARNING

1) Strength: Students in rural and tribal communities are naturally curious about the possibility of using their cellphones to access online learning resources since they have so little exposure to new teaching methods and teaching materials. Furthermore, ambitious students prefer online teaching platforms like Zoom and Google m to the more traditional classroom setting. One other perk of online education is that it allows students to communicate with their instructors at any time, not just during class. It has been noticed that students in rural and tribal regions who participate in online teaching platforms engage in regular interaction with lecturers and offer comments on the online lecture.

2) Weakness: Despite the appeal of blended learning, there are still obstacles that prevent smooth sessions. For example, a survey conducted by the Times of India in October 2020 found

that India ranked 131 out of 138 in internet speed and connectivity. The situation is even more dire in tribal areas, where residents often lack access to even the most basic amenities, such as running water and electricity. Since streaming an online lecture for an hour uses anywhere from 500MB to 1GB of data, making the transition to streaming even half of the offline lecture schedule is neither economical nor practical for the students. Most mobile network carriers charge between 150 and 300 rupees per month for 1GB per day, making the cost of internet access prohibitive for many students in rural and tribal areas.

3) Opportunity: While this may seem low in comparison to the country's total population, it has been observed that the adoption of digital cash, e-learning, online shopping, and the "work from home" culture has increased in the wake of the recent CoVD-19 pandemic. Efforts to raise the level of digital literacy in the nation have received a significant boost as a result of this. It's a good thing that individuals who have never used cellphones are starting to rely on them for their day-to-day needs. Students in traditionally underserved areas, such as rural and tribal communities, are increasingly adopting technology such as laptops and cellphones to do things like provide comments, share screens, submit assignments, and collect replies using Google forms.



(Chart 1 showing graphical representation of frequency of responses)

4) Challenges: The covid-19 epidemic has had devastating effects on India, impacting not just the economic but also the physical and emotional well-being of the country's citizens. The second wave of the coronavirus outbreak, which began in March 2021, claimed the lives of thousands of people and destroyed countless businesses and livelihoods. The peak of a coronavirus outbreak typically lasts two to three months, but the effects of the pandemic can linger for much longer. In the wake of the outbreak, schools struggled to keep classes going as many teachers became infected alongside their students. The following statistics illustrate how most college professors worry about the possibility of a pandemic in the near future disrupting online learning.

Table 1 showing frequency of responses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	37	37.0	74.0	74.0
	No	13	13.0	26.0	100.0
	Total	50	50.0	100.0	
Missing	System	50	50.0		
Total		100	100.0		

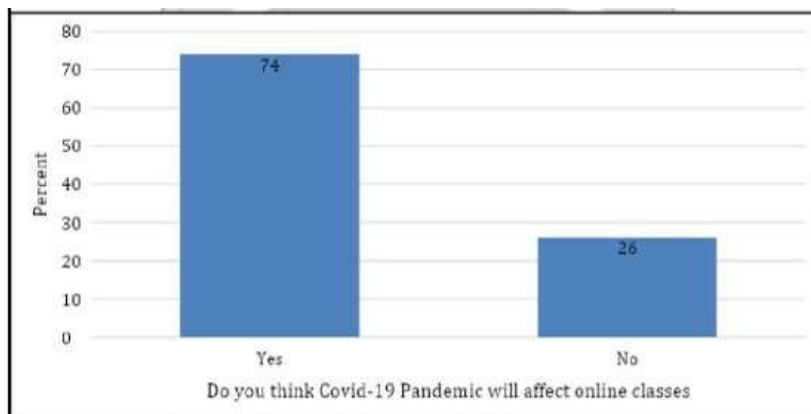


Chart 2 showing graphical representation of frequency of responses

CONCLUSION

At the time of COVID-19 and after the introduction of the new online education system. Students, especially those in the Nandurbar district, had trouble with things like adaptability, technical difficulties, a lack of computer knowledge, difficulties managing time and staying motivated, distractions, a dearth of online learning styles, and a lack of communication between teachers and students. Teachers in rural and tribal communities face unique obstacles to blended learning that can only be overcome with the help of the state and federal government, which should modernize educational laws and provide extra funding for lagging regions. Having community backing to encourage and push students to attend online courses is also necessary. Campaigns to get students excited about taking online courses are possible. The world, including India, is reliant on the concept of hope.

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