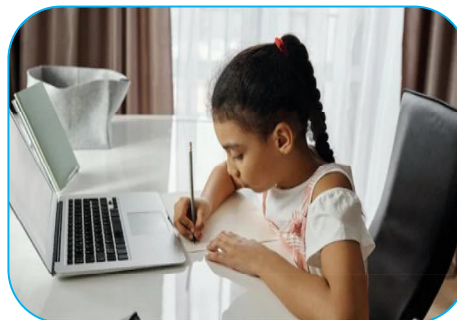## STUDENT E-LEARNING EXPERIENCE DURING IMPACT OF COVID-19 WITH REFERENCE TO LUCKNOW CITY

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ABSTRACT:
Since the beginning of the covid-19 pandemic epidemic, educational institution/school around the world have been constantly educating students and taking swift action to ensure the welfare of their students. The purpose of this study is to show the e-learning experience of the students in Lucknow as well as the preparation for e-learning during the peer period. We hope that our assessment can provide some insight into how good a student's e-learning experience was during peer pressure. A structural online questionnaire was distributed, followed by a descriptive analysis. Further investment and contingency plans are needed to develop a flexible education system that supports electronic and distance learning throughout the city of Lucknow.

KEYWORDS: *Covid-19, Online Education, e-Learning Experience…*

INTRODUCTION:
The world is currently/still facing the Covid-19 pandemic epidemic. Educational institutions have also been affected by the epidemic which eventually changed the method of acquiring knowledge. The rapid spread of covid-19 fast in India has forced governments to close faculties and implement distance education in the country. Various activities are underway to ensure that study activities continue despite the absence of face-to-face schooling. In particular, in higher education, students and lecturers cannot meet in class and they must respond to changing circumstances and create alternative strategies to complete online education. Online education has emerged as a practical and popular strategy for credit recovery, signalling a general consensus among district and school practitioners that expanding credit recovery options through online courses can help more students return to schooling, graduation, increasing student learning outcomes and improving online learning resources. Decline, especially when facing higher education.

Indian Health Ministry officials announced the country's first coronavirus case in Kerala on January 27, 2020, with a 20-year-old woman presented to the emergency department at the General Hospital in Thrissur, Kerala, with a one-day history of dry cough and sore throat. There was no history of fever, rhinitis or shortness of breath. She revealed that she had returned to Kerala from Wuhan, China on January 23, 2020 due to the Covid-19 outbreak situation there. As a result, governments around the world are rapidly taking steps to protect these citizens and the well-being of the local community from these epidemics, and Lucknow is no exception. One of these rapid actions is the

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imposition of lockdown and closure of educational institutions, which has had an unprecedented impact on the education system and the teaching and learning process. The Indian Ministry of Education and Scientific Research has directed all schools, colleges and universities to suspend on-campus tuition and move to distance learning through a synchronous online learning platform. Accordingly, online teaching has become a new routine, but it poses serious challenges. Given the social inequality in many nations, not all learners have access to this method of education.

IMPACT OF COVID-19 ON EDUCATION:

It is important to understand the impact of distance learning on learning outcomes and the social consequences of maintaining this type of learning. Many researchers have studied the effects of distance learning on education in detail and found that distance learning has many benefits such as ensuring continuity of education, ensuring lifelong learning and reducing the high costs associated with traditional learning. Limitations such as teaching methods, schedules and time exist when teachers and learners are located in different places.

Its impact has not been limited to the educational system, it has also had an impact on students' learning experience while acquiring research and study materials; For example, students' ability to access textbooks and resources that need to be reviewed may be hampered by copyright restrictions and a lack of exceptions. **Hebebsi et al. (2020)** a study was conducted 'Investigation of views of students and teachers on distance education practices during the Coronavirus (COVID-19) Pandemic' in Turkey to find out the opinion of teachers and students about the distance learning applications of Covid-1 pandemic epidemic. According to the study, 42.9 percent of those surveyed said that students in distance learning mode have difficulty doing group projects due to lack of socialization on campus.

Muthuprasad T. et. al (2020) are conducted the study 'Students' perception and preference for online education in India duringCOVID -19 pandemic' and observed that Most of the students in the corona background showed a positive attitude towards online classes. Online learning was found to be beneficial as it provided flexibility and convenience for students. Students preferred well-structured content with recorded videos uploaded to the university's website. He pointed out the need for interactive sessions with quizzes and assignments at the end of each class to optimize the learning experience. However, most students also reported that online classes can be more challenging than traditional classes due to technical difficulties, delayed feedback, and the instructor's inability to handle information and communication technology effectively. Therefore, all these factors should be taken into consideration while developing online courses so that they become more effective and productive for the students. It is possible that once the Covid-1 pandemic epidemic is eradicated, we can see a steady increase in the education system using online platforms for study.

Ruth Evangelin K. (2020) has observed in her study 'Impact of Student on e-Learning during Covid-19' that while most professors are inexperienced in online teaching, instructors should be prepared for potential growth in distance classes. There are many resources available to help teachers change the direction of online learning. Student feedback is a valuable factor in improving the quality of remote courses. So teachers should equip themselves with the quality of education in this world of e-learning.

Simamora R.M. (2020) has made the study 'The Challenges of Online Learning during the Covid-19 Pandemic: An Essay Analysis of Performing Arts Education Student' to observed that Giving students access to online learning opportunities is not enough to provide them with access and adaptability. This is usually equally important for all types of online learning to help them develop their skills for independent learning and learning readiness. Used properly, technology can help students succeed academically and prepare for subsequent online learning and in the future. Therefore, lecturers need to keep in mind that the benefits of working and studying online with students are still added.

Pravat Kumar Jena (2020) has concluded in his study 'Online Learning during Lockdown Period for Covid-19 in India' that India has launched various online learning platforms to continue educational activities during the government lockdown period which have also been approved by UNESCO and the World Bank. The online learning method uses a variety of Internet applications to

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distribute classroom materials and help learners and teachers communicate with each other. Using the various technologies available for online learning, teachers can offer a more interactive distance learning experience through real-time, synchronous video conferencing. Online learning is considered to be the learning process of the future and this platform is likely to lead to a total change in the pedagogy of teaching in the modern world. However, all stakeholders in education must take the necessary steps to train on the online learning platform. Governments / educational institutions should adopt a policy of providing free internet and free digital gadgets to all learners so that people can engage during lockdowns and be protected from contagious diseases.

RESEARCH METHODOLOGY:

Due to the epidemic situation, our study used online-based surveys on students studying in private and government schools in Lucknow. The use of this type of survey in research is becoming more popular. Surveyors prefer it because it enables faster survey development and administration, smoother and faster data collection and data analysis, generally lower costs and fewer error manual data entry than telephone or mailed questionnaires. Online-based surveys can increase access to historically inaccessible audiences, who create virtual teams on the Internet and share specific preferences. Moreover, the speed of data collection is most important in a crisis situation. This study relies on collecting the necessary data by conducting an online-based survey study between 15thAugust to 25thAugust 2021 to gather the necessary information. The "Google Forms" questionnaire link was sent to students via social media channels, student groups and forums, and e-mail.

It also been observed while making the online survey that some of the respondents are not responded due to unaware of Google forms, so researcher has made them telephonic/mobile call and taken answers from them.

The rate of participation in the study, the descriptive review is carried out. Descriptive redundancy occurs when a large amount of data is generated, which needs to be interpreted and summarized. Participant features, their location, their knowledge and awareness about Covid-19 teaching and learning environment during lockdown, online classification, access and usage, platform, financial results and main study informationwe can analyze the data.

Table 1.1 Demographic Profile of the Respondent

Sr. No.	Feature	Attribute	No of Respondent	Percentage
1.	Student Age	14 – 16	102	47.89
		16 – 18	111	52.11
Total			**213**	**100.00**
2.	Gender	Male	138	64.79
		Female	75	25.11
Total			**213**	**100.00**
3.	Residential Area	Rural	31	14.56
		Urban	182	85.44
Total			**213**	**100.00**
4.	School Type	Government	82	38.50
		Private	131	61.50
Total			**213**	**100.00**
5.	Study Level	9th Class	73	34.28
		10th Class	140	65.72
Total			**213**	**100.00**

Source: Survey

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As mentioned earlier the study has conducted on students of government and privates schools of Lucknow city. The above table 1.1 describes about the demographic profile of the participated students, age wise distribution of the study describes that out of 213 student 102 (47.09%) students are between 14 – 16 years of age, 111 (5211%) of students are between 16 – 18 years of age..

The above table also shows gender wise distribution of the student and it was observed that out of 213 students 138 (64.79%) of the students are male students and 75 (25.11%) of the student are female students, in this we can observed that most of the male students are respondents as compared to female student.

The study also revels residential wise of the student and it was observe that out of 213 student 31 (14.56%) of the students are from rural area and remaining most the student 182 (85.44%) are from urban area. In this study rural mean NCRT areas of Lucknow.

The above table also describes the school type where they are studying and it is observed that out of 213 students 82 (38.50%) of the students are studying in government schools and remain 131 (61.50%) of the students are studying in private sector schools nearby Lucknow and NCRT areas.

The above table also describes about the study level of the student, it means in which standard they are studying and it was observed that out of 213 students 73 (34.28%) of the students are studying in 9th class and remaining 140 (65.42%) of the students are studying in 10th class.

Table 1.2 Awareness and Preparation of Lockdown

Sr. No.	Statement	Attribute	No of Respondent	Percentage
1.	When you heard about covid-19	Before January 2020	51	23.94
		In January 2020	132	61.91
		After January 2020	30	14.08
Total			**213**	**100.00**
2.	How did you heard/information about covid-19	Social Media	34	15.97
		TV/Radio	85	39.90
		Newspaper	61	28.63
		Friends/Relatives	33	15.50
Total			**213**	**100.00**
3.	Have you expect learning will be online	Yes	42	19.71
		No	171	80.29
Total			**213**	**100.00**
4.	Have you prepared for lockdown	Yes	59	27.70
		No	154	72.30
Total			**213**	**100.00**

Source: Survey

The above table 1.2 describes the awareness and preparation of lockdown with four statements and it was observed that with the first statement 'When you heard about covid-19' 51 (23.94%) of the student are aware before January 2020, due to it was already spread/started in china and some of European countries, 132 (61.91%) of the students are head it in the Month of January 2020 because in Indian it was started in January only and remaining 30 (14.08%) of the students are heard in after January 2020 because covid-19 was highly spread and more number of patients are observed after January 2020.

The above table with the second statement 'How did you heard/information about covid-19' that 34 (15.97%) of the students are get the information through social media. Before started in India, most of the social media had covers covid-19 information through their channels, 85 (39.90%) of the student were heard about covid-19 information through TV/radio news channels, 61 (28.63%) of the

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students were get covid-19 information through newspapers and remaining 33 (15.50%) of the student were get covid-19 information through their friends/relatives.

After lock down it was not possible for the government to give the permission to attend the school or open the schools. Government announces make the teaching and learning online, due to most the schools are started online education, regarding this the third statement 'Have you been expected learning will be online' that student had given the response that 42 (19.71%) students are expect that their learning will be online and 171 (80.29%) of the students are not expected that their learning will be online.

About the fourth statement 'Have you prepared for lockdown' in the above table that 59 (27.79%) of the students are already prepared for the lockdown because they and their family members are already expected that the lockdown will announce by the government and remaining 154 (72.30%) of the students are never prepared for the lockdown due to they were expect it will be only for one week.

Table 1.3 Learning Sources, Attendance Rate Study Duration and Learning Environment in Covid-19 Pandemic

Sr. No.	Statement	Attribute	No of Respondent	Percentage
1.	Learning Sources	Studying Specific text book and attending online class	63	29.57
		Only online Class Attending	150	70.43
Total			**213**	**100.00**
2.	Attendance Rate	< 25%	31	11.73
		Between 25 – 50 %	62	29.10
		> 50%	89	41.78
		Only Exam Attended	31	14.55
Total			**213**	**100.00**
3.	Study Duration	< 2 hours	107	50.23
		3 – 4 hours	81	38.04
		> 4 hours	25	11.73
Total			**213**	**100.00**
4.	Do you have Separate Room for Study	Yes	122	57.28
		No	91	42.72
Total			**213**	**100.00**

Source: Survey

The above table 1.3 describes about the learning sources, attendance rate, study duration and learning environment during the covid-19 period and it was observed that regarding the learning sources out of 213 students 63 (29.57%) of the students are studying subjected related specific text book and attending online classes, 150 (70.43%) of the student are attending only online classes, even they are not attending any private tuitions.

The study also describes about the attendance rate of the student and it was observed that out of 213 students 31 (11.73%) of the student are attended online classes less than 25% during covid-19 as compared to regular (offline) school, 62 (29.10%) of the students are attending online classes between 25 – 50% during covid-19 pandemic, 89 (41.78%) of the students are attending >50% online classes as compared to regular (offline) classes during covid-19 pandemic and 31 (14.55%) of the students are not attended online classes the only attended final exam of their subjects.

In this covid-19 pandemic situation most of the students in all over the world are not seriously done/doing study. In this above table study duration of the students are also describes and it was observed that out of 213 students 107 (50.23%) of the students are doing their regular study < 2 hours,

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81 (41.78%) of the students are doing their regular study between 3 – 4 hours and remaining only 25 (11.73%) of the students are doing their regular study greater than 4 hours.

About the learning environment was also been describes in this table that is student have separate room for study, and it was observed that out of 213 students 122 (57.28%) of the students are having separate room for study and remaining 91 (42.72%) of the students are not having separate room for the study.

Table 1.4 Opinion About Online and Offline Education

Sr. No.	Statement	Attribute	No of Respondent	Percentage
1.	Online Learning is Good than Offline Learning	Yes	79	37.08
		No	134	62.92
Total			**213**	**100.00**
2.	Understand the Subject online is more convenient than offline	Yes	95	44.60
		No	118	55.40
Total			**213**	**100.00**
3.	Online Exam is easy as compared to offline exam	Yes	148	69.49
		No	65	30.51
Total			**213**	**100.00**
4.	Online Education is More Attractive than Offline Education	Yes	132	61.97
		No	81	28.02
Total			**213**	**100.00**

Source: Survey

Due to covid-19 pandemic situation online education is more popular than offline, of course it is due to offline education is completely on off mode in entire world. The above table 1.4 describes about the students opinion on online and offline education, regarding the students opinion on 'Online Learning is good then Offline Education' that 79 (37.08%) student are shown positive response that online learning is good than offline learning, whereas 134 (62.92%) of the student are shown negative response on online learning is good than offline learning. It means till most of the student are like offline learning rather than online learning.

Understanding the subject in learning is more important, on the same the above table describes about the understanding the subject online is more convenient than offline and it was observed that 95 (44.60%) of the students said they are more convenient to understand the subject with online rather than offline and 118 (55.40%) of the students are not convenient to understand the subject with online rather than offline. It means till student are easy to understand offline learning rather than online learning.

The above table also revels about the online exam is easy as compare to offline exam and it was observed that out of 213 students 148 (69.49%) students are agree that online exam as easy compared to offline exam and remaining 65 (30.51%) of the students are not agree that online exam is as easy as compared to offline exam. The study shows that most of the students are agree with online exam because they said there is only objective kind of exam and no need to write any answer and no need to take the burden of exam.

About the attraction of online and offline the above table shows that out of 213 students 132 (61.97%) of the students are agree that online education is more attractive than offline education, and remaining 81 (28.02%) of the respondents are not agree that online education is more attractive than the offline education. This study observed that most of the students are agree for attraction of online education due to they fill that the visual (audio and video) content of related subject are make attraction.

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FINDINGS AND CONCLUSION:

1. Age wise distribution of the study describes that out of 213 student 102 (47.09%) students are between 14 – 16 years of age, 111 (5211%) of students are between 16 – 18 years of age.
2. The study found that 138 (64.79%) are male students and 75 (25.11%) are female students
3. The study also found that 31 (14.56%) are from rural area and 182 (85.44%) students are from urban area
4. The study found that 82 (38.50%) of the students are studying in government schools and remain 131 (61.50%) of the students are studying in private sector schools nearby Lucknow and NCRT areas
5. The study found that 73 (34.28%) of the students are studying in 9th class and remaining 140 (65.42%) of the students are studying in 10th class.
6. The study found that 51 (23.94%) of the student are aware before January 2020, 132 (61.91%) of the students are head it in the Month of January 2020 and 30 (14.08%) of the students are heard after January 2020.
7. The study also found about the gathering of covid-19 information that that 34 (15.97%) of the students are get the information through social media. 85 (39.90%) of the student were heard about covid-19 information through TV/radio news channels, 61 (28.63%) of the students were get covid-19 information through newspapers and remaining 33 (15.50%) of the student were get covid-19 information through their friends/relatives.
8. The study found that 42 (19.71%) students are expect that their learning will be online and 171 (80.29%) of the students are not expected that their learning will be online.
9. The study also observed that 59 (27.79%) of the students are already prepared for the lockdown and 154 (72.30%) of the students are never prepared for the lockdown.
10. The study also observed about the learning sources of the study and it was observed that 63 (29.57%) of the students are studying subjected related specific text book and attending online classes, 150 (70.43%) of the student are attending only online classes, even they are not attending any private tuitions.
11. The study also observed about the attendance rate of the student and it was observed that 31 (11.73%) of the student are attended online classes less than 25% during covid-19 as compared to regular (offline) school, 62 (29.10%) of the students are attending online classes between 25 – 50% during covid-19 pandemic, 89 (41.78%) of the students are attending >50% online classes as compared to regular (offline) classes during covid-19 pandemic and 31 (14.55%) of the students are not attended online classes the only attended final exam of their subjects.
12. Duration of the study was also observed in this study and it found that 107 (50.23%) of the students are doing their regular study < 2 hours, 81 (41.78%) of the students are doing their regular study between 3 – 4 hours and remaining only 25 (11.73%) of the students are doing their regular study greater than 4 hours.
13. About the learning environment of the study was also observed and found that 122 (57.28%) of the students are having separate room for study and remaining 91 (42.72%) of the students are not having separate room for the study.
14. Opinion of online and offline education found that 79 (37.08%) student are shown positive response that online learning is good than offline learning, whereas 134 (62.92%) of the student are shown negative response on online learning is good than offline learning.
15. It also found that 95 (44.60%) of the students said they are more convenient to understand the subject with online rather than offline and 118 (55.40%) of the students are not convenient to understand the subject with online rather than offline.
16. Comparison of online and offline exam was also studied and it was found that 148 (69.49%) students are agree that online exam as easy compared to offline exam and remaining 65 (30.51%) of the students are not agree that online exam is as easy as compared to offline exam.
17. About the attraction of online and offline the above table shows that out of 213 students 132 (61.97%) of the students are agree that online education is more attractive than offline education,

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and remaining 81 (28.02%) of the respondents are not agree that online education is more attractive than the offline education.

CONCLUSION:

The lockdown of covid-19 of has created a major impediment to educational activities. This research explored students' learning experiences during the Covid-19 period. While a significant proportion of students use digital learning tools, many of them face huge online learning challenges such as internet connectivity issues, dedicated space for study, personal tools to attend online classes, and a sense of anxiety. The majority of students surveyed never attended online classes after an epidemic. Shockingly, almost half of the students surveyed spent less time in study than they did in the aftermath of the epidemic.

In future research, faculty members should develop a set of useful recommendations for exploring their teaching experience during peer pressure that will improve the distance learning experience.

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