The Way of Imparted Education in Urban Areas during Pandemic Situation like Covid-19

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Abstract. COVID-19 pandemic was a global obstacle for imparting education to students. The way of communication become modified according to that unwanted situation. The aim of our study was to observe the pros and cons of imparting education among the urban students. An observational study was conducted on 230 students of graduation (45.65%) and under graduation (54.35%) courses under Bangladesh Open University. The study period was from June 2020 to December 2020. Mean age of participants was 19.31 ± 11.32 years. Male outnumbered female and male to female ratio was 1.34 1. Among the participants 46% were facing difficulties to take part in our regular learning processdue to they have no android phone (56%), they had no full time internet access (42%) and they had no television set (21%). Most of them tried to overcome the situation by seeking internet services from government provided union media center (49%), by small and large facebook group (28%) and by downloading programs in SD card (31%). We hope that our newly adapted learning process can be an example of imparting education model for students in future pandemic and where communication facilities were not up to the mark.

Keywords: Imparted Education in Pandemic; Open Learning; Facebook Group Learning

1 Introduction

The World Health Organization has declared the pandemic of the novel SARS-CoV2 infection early this year and it has now become a major public health challenge worldwide [1]. It is known to all that the world has been familiarized with the term Covid-19 before the end of the year 2019. At first, Covid-19 has been spread in China but later it has been spread gradually all over the world. It has spread its claws all over the world since March, 2020. The whole world has been disrupted for the attack of Covid-19 [2], [3]. The education system of the world experienced an irrepairable loss due to Covid-19. All the educational institutions including Primary Schools, Colleges and Universities have been closed. According to the report of UNICEF, about 1.2 billion infants of 186 countries stopped going to school due to Covid-19.On the other hand, the authorities of Colleges as well as Universities stopped teaching activities in the campus.

It is to be noted here that students, teachers and researchers find out a new process of learning. The authorities of the concerned institutions start keeping teaching process through

Online like distance learning or teaching or digitalized teaching at the crisis time of Covid-19 [4], [5]. The developed countries like America, Canada and Europe continue teaching their students live by using Google Classmate, Zoom apps, Skype and Messenger. To evaluate their teaching, they also use Google Class room and Démodé. As a result, this type of teaching is becoming popular day by day all over the world. By following this system of teaching, the authorities of the institutions continue teaching their learners.

It is to be mentioned here that it is a problem for the students of underdeveloped and developing countries. Countries like Bangladesh, Thailand, Indonesia, Malaysia, India, Pakistan, Afganisthan, Kaneya, Uthopia have to face problems to continue online teaching. There is lack of Laptops and Smart Phones available for the students. Students can't afford to buy such electronic devices for their use so that they can continue their learning through online. There is no availability of using Internet facility for the students of those countries mentioned above. Moreover, the high price of Internet package is also a great problem for the students. It is not possible for the students to buy so high cost of Internet package to be connected with the Online Classes. Many students can't be connected with the teaching for want of Smart Phones and Laptops .This is the scenario of the countries mentioned above.

Considering the situation, the government of Bangladesh continues imparting education according to the scheduled Routine for the benefit of the students by using Sangsad Television, National Radio and Satellite Television. On the other hand, teachers are engaged in contacting with the guardians and motivating the students through mobile phones. They also send messages to make the students aware of the time ofonline teaching through the radio and television. Thus, they continue teaching the students of their concerned institutions.

Besides this, the teachers make various contents of videos on the particular topic based on the syllabus of the concerned year of students and upload them in the You tube so that the students can download them whenever they find proper time to watch the videos. For the students of higher classes, teachers make Open Educational Resource (OER) for continuing help to the students. Facilities of Zoom and Google Class room are also extended for the students of higher classes. To continue academic activities, Sd Card and Memory Card are being used by the students to be connected with the teaching of the teachers.

The places where there are no facilities of Internet, the poor students are unable to buy smart phones or are unable to buy high cost of Internet. They can download the class and Open Educational Resources uploaded in the web sites of the facebook page of the concerned institutions by using Micro Sd Card or Memory Card. There are about 45000 Information Service Centres of Union Parisad of Bangladesh and Govt. Information Centers as well as the service of the Institutions concerned from where the students can get easy service of downloading the videos to watch them in their available time. Mobile phone is now one of the popular devices of Bangladesh. There are about active 15 core mobile sets using by the people of 17 core all over the country. Teachers can now continue teaching the students by using mobile phones. By using mobile phones, they keep communicating with the students residing outside of the institutions [6], [7].

2 Methodology

An observational study was designed and conducted on 230 students of different courses under Bangladesh Open University. Students who were willingly participated in that study with informed written consent was included for the study. A well designed questionnaire was

fulfilled by every participant and that was preserved, analyzed and published in text and tables.

3 Results and Discussion

Among the 230 participants the demographic variables, the communication or media they used and the difficulty they were faced was observed and analyzed.

Table 1. Demographic Variables of Participants

Topics	Frequency	Percentage
Educational level		
Under graduate course	125	54.35%
Graduation course	105	45.65%
Gender		
Male	132	57.40%
Female	98	42.60%
Age		
Age range in years	33	
Mean age in years	19.31	
SD	±12.32	

The majority of the participants were undergraduate students (54.35%), male (57.40%) outnumbered the female and the mean age was 19.31 ±12.32 years.

Table 2. Distribution of Participants Use Communication Facilities

Media	Frequency	Percentage
Television	62	26.96%
Radio	56	24.34%
Android phone	36	15.65%
SD card	44	19.13%
Facebook group	48	20.86%
Multiple device user	39	16.95%
Union media center	41	17.82%

The majority of students were benefited with television programs (26.96%) and the radio broadcast (24.34%). The facebook group, SD card downloading and the use of union media center were the newly adopted ways that was emerged in the COVID-19 pandemic.

Table 3. Distribution of Participants Facing Difficulties

Drawback	Frequency	Percentage
No full time internet service	88	38.26%
No android phone	108	46.95%
No television	48	20.86%
No radio	25	10.86%

The majority of students (46.95%) were facing difficulties in communication due to they had no android phone and they had lacked of fulltime uninterrupted internet service. COVID-19 pandemic, an emergency situation of the recent days disorganized the global learning and communication system. The impact of lock-down, quarantine and social distancing become a

burden in education and economy. In Bangladesh due to virtualization of all academic education it hampered our ongoing open learning process. Before the pandemic our students was used to with television programs, listening the radio, e-books, and virtual classes. Now a days android phone and uninterrupted internet network is capable to fulfill almost all facilities of open learning. In present study about 47% students cannot afford android phone and 38% of them cannot reach the fulltime internet services. That is the picture of our mid to lower socioeconomic groups of urban students. They were facing some extra financial burden for education.

Our study was focused on them and we tried to find out the way that they cope with the recent emergency situation. The government of Bangladesh had established 'Union Digital Center (UDC)' a multipurpose ICT center for a unit of population.[8,9]Recent study also noticed students concerned on the issues of economic slowdown,changes in daily life and that were associated with the level of anxiety of the students in during this pandemic situation. Students could get all the internet facilities and could download their lecture notes, class notes, exam routine, syllabus and other relevant documents in their SD card or in pendrives and could communicate bilaterally. Many of them communicate their learning through Facebook groups.

4 Conclusion

We have to maintain the course of education in pandemic or in any disaster by changing the way of impartation. We suggest that this new adjustment and modification of style of learning by the students in open learning would be a model for education in pandemic situation and in third world countries.

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