



# Online Teaching and Social Extension Activities during the Lock down Period

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## ABSTRACT

*This descriptive research is based on an interpretive philosophy carried out to understand the effectiveness of online teaching and social extension activities during the time of the pandemic. With India under a lockdown, the collection of data was done using "Google Forms." Data was first collected from faculties and students of BRAUSS, and later expanded all over India. The main purpose is to comprehend the impact of online teaching along with understanding the effectiveness of online applications such as WhatsApp, Email, Facebook, and YouTube. The major finding with regards to the study, highlight that epidemic cannot hamper teaching/learning and social extensions services. The BRAUSS initiated and completed the campaign of online teaching/learning and social extension activities, successfully using WhatsApp and Facebook. The major limitation of the study is the sample size. However, the research was effective as it used online messaging via applications. The pattern made the survey, examination, and interpretation, seamless, making it reliable and inexpensive. The success of the study expresses that the use of online applications for social extension activities can be easily implemented for a survey. The findings of the study articulate the potential of the positive impacts of the research concluding that other studies can also be conducted following similar method for other social issues during an epidemic. The messages to fight against COVID-19 surpass 1.7 million, concluding an unimaginable reach of online applications. This makes the study unique in its approach to check the influence of online applications for social extension services, and online teaching/learning activities.*

**Keywords :** Online Teaching, Online Learning, Social Extension Service, COVID-19, Lockdown, BRAUSS.

## 1. INTRODUCTION

The first case of COVID-19 was reported on 30th January 2020 at Kerala and on the same day the World Health Organization (WHO) declared a public health emergency of international concern. On 11th February 2020 WHO categorized the outbreak of this new Coronavirus: COVID-19, as a pandemic. To restrain the effect of COVID-19, the Indian Prime Minister called upon citizens to observe a 14-hour voluntary lockdown. Then, on 24th March a national lockdown for 21 days was ordered, and the Prime Minister further extended the lockdown to 03 May 2020.

Cases of COVID-19 are increasing and creating serious alarm across the nation because of the 21 day nationwide lockdown, limiting movement of the entire 1.3 billion population of India. The affected regions started locking themselves down to counter as the threat of Coronavirus. Academic institution students were sent back home without any clear plan as to how they would continue their learning. The assumption was that the pandemic would pass quickly and students would be able to study at home during until things were normal again.

However, the virus has progressed from one region to another and it has become increasingly apparent that the lockdown will have to continue for some time. The nationwide lockdown affects all institutions and organizations except emergency services. The education sector has been suffering with classes suspended and examinations postponed. Online education has been seen as the best way to allow students to continue their studies. This realization has caused schools, universities and coaching centres to provide online classes to their students so that they will be able to resume study effectively once the crisis is over. For many students this is a new experience but they are quickly adapting with the help of already available e-learning platforms and tools. E-learning means using internet platforms for interaction between students and teachers. Student learning is facilitated through a variety of modes such as one on one video calling, text chat, video lectures, live class presentations, and other online means. E-learning is probably the only option that can fulfill the educational role during this crucial time when all things are closed because of the COVID 19 Pandemic. E-learning has thus become the first and the last choice for the educational fraternity to ensure that learners do not suffer during these times of crisis. Educators are giving free access to their tools and technology and learners are responding to these opportunities in great numbers.



All activities, social, educational, economic and political are being affected by the pandemic, and all are in a stand-still state. Supervising agencies are determining how to best manage the situation and maintain services. The University Grants Commission (UGC), an autonomous body established by the Ministry of Human Resources Development (MHRD), Government of India, is the national agency coordinating the affairs of Higher Education in India. It has issued several advisories to conduct teaching and learning activities in universities and colleges. The MHRD/UGC issued the first advisory on 5th March 2020 and advised 51000 Universities and Colleges in which 37 Million students are pursuing their education across India, to avoid large gathering on their campuses, provided hygiene guidance, sanitation exercises and other preventive measures to reduce their risk of transmission of COVID-19.

The UGC has also issued further advisories regarding measures to combat the threat of COVID-19. The Prime Minister ordered a complete lockdown from 24th March 2020 to 13 April 2020 and this was further extended up to 3rd May 2020. The UGC has issued several instructions to the universities and colleges regarding starting online teaching and learning process and has provided an exclusive list of the online platforms, portals and websites which teachers and students can use for teaching and learning. The MHRD has also invited suggestions from teachers and students on how to improve e-learning and online education in India. These activities of the UGC are aimed at allowing education and learning to continue without interruption until the pandemic is controlled.

All universities and colleges have started online learning and teaching using all available resources. The honorable Governor of Madhya Pradesh has also issued several advisories regarding online teaching and learning during the lockdown period. In the same manner, the administration of the Dr B. R. Ambedkar University of Social Sciences (BRAUSS), Mhow Madhya Pradesh, India, has implemented the advisories passed by the Central and State bodies. This study is aimed at analyzing and testing online learning and teaching activities and educating society on how to combat COVID-19 by the BRAUS using social media.

## **2. LITERATURE REVIEW**

The literature review was done to know the previous studies to decide the purview of the topic, to prevent duplication, to give due credit to researchers, and to identify gaps to identify the area and limitations for the research.

This literature review is an inclusive summary of research studies related to COVID-19 since its appearance at the beginning of 2020. Within the first four months of 2020 several studies on COVID-19 and related subjects were conducted. Most of the studies were Chinese, as this pandemic originated in China. A Handbook (Huang, 2020) on facilitating flexible learning during the COVID 19 outbreak, prepared by the Chinese Government Ministry of Education explained seven core elements of effective online education in emergencies to implement online learning by top-level departments of the government in collaboration with several schools. Core elements included reliable network infrastructure, user-friendly learning tools, interactive suitable digital learning resources, guidance to learners about using distance learning tools, promoting effective learning methods, providing instant support services for teachers and learners and empowering the partnership between governments, enterprises and schools. Erika E. Smith (2020) suggested 5 ways to maintain human connections when moving learning online due to Coronavirus.

The article explained ways in which teaching and learning can be implemented without disruption. These ways are: Simplify and be flexible; don't assume people have reliable technology to access or understand all aspects of it; look for ways to build an online community; don't be afraid to use crowd sourcing ideas and keep the broad view in mind. Basilaia and Kvavadze (2020) conducted a study comprising 950 private school students of Georgia. The result confirms that transition from offline to the online form of education achieved and experience acquired will be useful in the future for Georgia and in other countries. The study suggested that the lesson learned from the pandemic of 2020 will promote the development of new laws, regulations, platforms and solutions for potential future pandemics. A positive result will thus be that countries, government and populations will be more prepared than today. Graul (2020) has suggested strategies for successful content creation and design of online classes, drawing on the example of an asynchronous Digital Marketing online class.

The final design of a class will remain sensitive to the subject of the course and the individual and personalized approach by the instructor. The creativity and openness of the instructor to embrace novel teaching approaches, assignments and projects are expected to be crucial in designing successful and engaging online classes. Zhou, et al. (2020), has stated that online education is a burning subject of significant. In this internet era, countries have taken advantage of it to provide online education.

The “School’s Out, But Class’s On” movement started by the Chinese government during the COVID-19 pandemic is an example of this. The study analyzed the context & challenges in establishing large-scale online education and also disclosed the impact of online education on society and education. Implementing “School’s Out, But Class’s On” (Dai and Lin 2020) is a necessary aspect of online education. It is necessary to understand the need of online teaching; how to utilize the network for teacher and student learning; ensuring the health of teachers and students; and also to ensure high quality and high efficiency of online teaching.

The study has examined the example of “Tangquan Middle School in Nanjing, Jiangsu Province” and implemented a plan of online teaching in the time COVID-19 epidemic. During the COVID-19 epidemic, schools responded to national calls to implement the “School’s Out, But Class’s On” policy, i.e. suspending classes without stopping learning. The Xinhui Shangya School of Jiangmen City, Guangdong Province, uses online teaching to guide students to e-learning. The study discusses the teacher guidance strategies of online teaching during the COVID-19 outbreak. (Guo & Li, 2020). Basilaia and Kvavadze (2020) have focused on the 8 products of G-suite being used in education: “Gmail–for information exchange, Classroom–for creating a learning environment together with materials sharing; Forms–a part of Google docs that creates the online forms as a quiz can integrated into the classroom’s assignments; Calendar–Scheduling tool for online lectures, Drive–Storage for recorded lectures, Jam board and Drawings–the online tools for drawing and writing that can replace the whiteboard, Hangouts Meet–live lecture environment with up to 100 participants and OBS - Open Broadcaster Software for recording the lectures as the G suite for education enterprise is not available for Georgia”. These services been tested and are ready for production.

A study conducted by Bao (2020) suggests six precise approaches after experiencing online teaching in universities, and faculties who wish to conduct online teaching in the same manner. The study suggests five highly important aspects of online teaching, which should be considered while dealing the online teaching. It covers instructional design, effective delivery of instructions, support to the faculty and students, improvement in participation, and contingency plans to deal with unexpected incidents. Strielkowski (2020) suggests that the online education momentum will first establish “creative destruction” (Schumpeter, 1942) and that subsequently, higher education will take months or years to implement due to system hazards such as red-tapism but that because of its qualities, online teaching and learning will remain in higher education.

A research article contributed by Fernandez and Shaw, (2020), highlights three of the leadership best practices which face certain unpredictable adaptive challenges created by the Coronavirus pandemic. Authors have suggested that “First, by utilizing a servant leadership, that emphasizes empowerment, involvement, and collaboration, academic leaders with emotional intelligence and emotional stability should place the interests of others above their own. Second, academic leaders should distribute leadership responsibilities to a network of teams throughout the organization to improve the quality of the decisions made in crisis resolution and third, leaders should communicate to all stakeholders through a variety of communication channels.” The authors suggest that the future will see the rise of the flexible “all static leaders” who have the adaptive capacity to learn and develop in crisis, so that they are better prepared to deal with any future crises. Wang et al. (2020) stated that Chinese universities made significant contributions to emergency risk management, which included an alumni resource collection, medical rescue and emergency management, mental health maintenance, control of staff mobility, and innovation in online education models. Through the support of these methods, Chinese universities have played a positive role in the prevention and control of the epidemic situation.

The literature review reflects that most of the studies done in China and mostly on online education during COVID-10, but no study covers India and Social Media (i.e. WhatsApp, Facebook, YouTube and Email) and also these social media ever been used for social extension activities, thus this study was undertaken with the subject covering online education and social extension activities during COVID-19.

### **3.RATIONALE FOR THE STUDY**

The BRAUSS is a new state university established by the State in the year 2016. The university in its infant stage and still developing. Since 1988, this University was the Dr Baba Saheb Ambedkar National Institute of Social Sciences (BANISS) and was contributing to studies into improving the lives and opportunities of the socially disadvantage and marginalized sectors of society. Though BRAUSS had few teaching staff, they have contributed much valuable research to social sciences in India. The transformation from an institute to a university is a not a straightforward task. The need to shift from research-oriented activities to teaching, learning and research activities requires an infrastructure of a university, including advanced IT infrastructure and both increased and appropriate human resources; however, the university is growing quickly through using its limited resources innovatively.

The three main objectives of the study are to analyze the utilization of free sources in teaching and learning; how online teaching and learning can be performed within limited resource constraints; and how these online resources can be used for social extension activities during the COVID-19 lockdown. There is a need to analyze the effectiveness of online platforms during an epidemic such as that of the COVID-19 pandemic. Most online teaching was accomplished by the use of sophisticated devices and infrastructure and social extension initiatives were never enmeshed with the online teaching. As a result, the approach of this study considers both online teaching with minimum facilities, (in this case, a Smartphone), and similarly, social extension initiatives by utilizing the services and facilities of Smartphone. This is a case study of BRAUSS and its teaching and learning activities during the lockdown period.

#### **4.OBJECTIVES OF THE STUDY**

This study was completed with the following objectives:-

- To study the utilization and effectiveness of e-learning platforms.
- To gauge the interest and liking of students and teachers for e-learning activity and platform.
- To assess the quality and effectiveness of e-content and provided e-learning activities during e-learning.
- To examine the utilization and effectiveness of the online platform for the extension activity of disseminating accurate information regarding COVID -19.

The interpretivism philosophy forming the basis of this study, is to test the taken hypotheses. The present study is descriptive research because gathered data aligned with the existing facts and suppositions. The study will interpret and extend understanding of the usefulness of online teaching and social extension service through various online facilities. Since India is under lockdown state and it is impossible to collect the data through any personal interaction, Google Forms was used to collect the primary data of the study. At the initial stage it was intended that data of the faculty and students of the BRAUSS would be collected. After seeing the substantial responses of the respondents, the area of the study were revised and responses allowed from all over India. A total of 1365 responses were received from a wide range of disciplines and geographical locations of India. Of those responses, a total of 1314 were found to be complete in all respect and 51 responses incomplete, only complete responses were analyzed and interpreted in the study.

The non-probability convenience sampling method used suits the collection of data through a questionnaire. This sampling method is used when the sample chosen for the study is unknown.

The process taken was to send the “Google Forms” questionnaire to the known people by an assigned university faculty with a request that the recipient forward the questionnaire to at least 10 more people, thus establishing a chain system. Activities involving personal contact or face-to-face communication were restricted as a result of lockdown, further supporting the benefits of using non-probability convenience sampling. The method was relatively easy to administer, convenient, and inexpensive, so ideal during the state of the Pandemic lockdown. The qualitative data was analyzed using SPSS (Statistical Product & Service Solutions) so that all the responses were further converted into quantitative data through which to interpret the dimensions of the research problem.

The study was conducted within a limited time frame of two months with the data collection limited to two weeks. Initially, basic data regarding teaching and the social chain were emailed or texted to students and the faculty in order to promote their social awareness and inform their fight against COVID-19. WhatsApp Messages, and Facebook were used by the faculties of the BRAUSS, as well as Text, Audio, Video and shared lessons in PDF and PPT .To validate the success of the online applications, a structured questionnaire was prepared and shared through Email, SMS, WhatsApp Messages, and Facebook Upload by the BRAUSS faculty, and the data received from returned questionnaires was analyzed. It was found that the data submitted and confirmed by the faculty at the first stage was true.

#### **5.HYPOTHESES**

There are two related aspects within the study of the effectiveness of online teaching and social extension services through online platforms during the COVID-19 lockdown period. The following null hypotheses was thus formulated:-

H0-1 The impact of online teaching and learning during the time of COVID-19 lockdown is unknown.

H0-2 The impact of the online platform on social extension services of an educational institute is unknown.

##### **5.1. Research Questions**

To test the hypotheses of the study the following research questions were framed:-

Res. Q. 1.1 Are all E-learning platforms being used equally?

Res. Q. 1.2 Are all E-learning activities/mode of equal acceptability to students ?

Res. Q. 1.3 Are all benefits of E-learning equally favoured/measured?

Res. Q. 1.4 Are all qualities of Information shared through online learning evenly distributed?

Res. Q. 1.5 Is all Information shared through online learning equally acceptable to students?

Res. Q. 1.6 Are all purposes of online Teaching/leaning evenly distributed?

Res. Q. 1.7 Are all parameters of Teaching/Learning Experiences the same?

Res. Q. 2.1 Do recipients have the same satisfaction level with the effectiveness of online platforms in making a social chain to fight against COVID 19?

Res. Q. 2.2 Are all online platforms equally effective in making a social chain to fight against the COVID 19 Pandemic?

Res. Q. 2.3 Are all E-platforms evenly used for spreading messages of awareness regarding COVID 19 under social extension activities?

Res. Q. 2.4 Are all E-platforms equally effective in spreading messages of awareness regarding COVID 19 under social extension activities?

Res. Q. 2.5 Are all online extension activities of usefulness during the COVID 19?

Res. Q. 2.6 Do all activities performed during the locked-down state have similar or equal significance?

## 6.DATA ANALYSIS

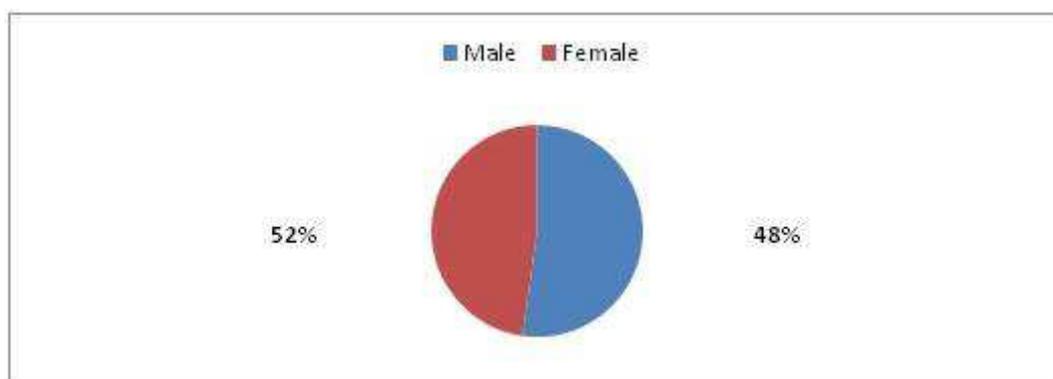
### 6.1. PART I- Online Teaching and Learning

To collect primary data, according to the objectives of the study, an online structured questionnaire was prepared using Google Forms and sent only to students and teachers of higher education through WhatsApp, Facebook and E-mail. 1365 filled questionnaire were returned but 51 incomplete questionnaires were excluded. 1314 responses were therefore considered for data analysis.

This study included only students and teachers of higher education. Out of 1314 valid questionnaires, 686 (i.e.52.2%) questionnaires from male respondents and 628 (i.e.47.8%) questionnaires from female were received. It is a well-balanced ratio of male and female which will lead to excellent results from a gender point of view. (Fig. -1)

S.No.	General Information	Number	Percentage
1	Male	686	52.2
	Female	628	47.8
2	Less than 20 Years	355	27
	21 – 30	735	55.9
	31 – 40	130	9.9
	41 – 50	47	3.6
	51 – 60	38	2.9
	More than 60 Years	9	0.7
3	Graduation	510	38.8
	Post-Graduate	487	37.1
	PhD.	141	10.7
	M.Phil.	33	2.5
	Other	143	10.9

**TABLE – 01 - Demographic description of the respondents**



**Figure No. 01 Gender of Respondents**

The younger generation of students i.e. those belonging to “up to 20 years” and “21 to 30 yrs” were most active in participating in this study and contributed 355 or 27% and 735 or 55.9% respectively of the total. The age group of 31–40 years was 9.9%, while 41–50, 51–60 and 60 years were 3.6%, 2.9% and 0.7% respectively, which includes most of the teachers. (Fig.–2).

Most of the graduation Students took part e.g. 38.8% and 37.1% of postgraduate students responded, which may include some teachers. The remaining respondents were Ph.D., M. Phil and others in 10.7%, 2.5% and 0.9% respectively.

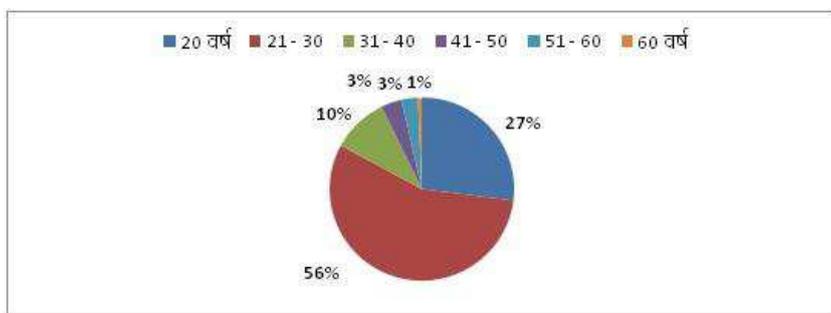
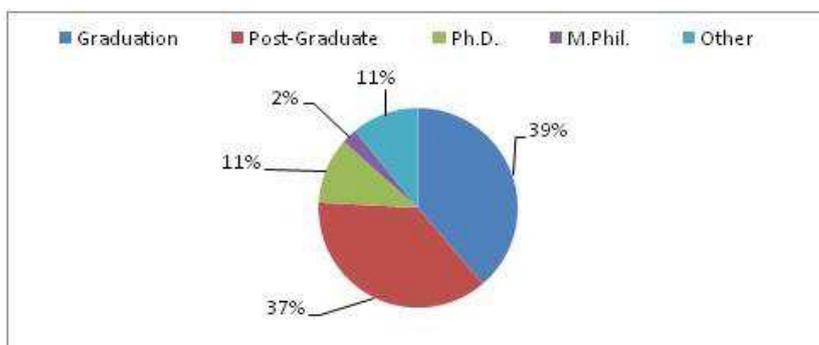


Figure No. 2 Age of Respondents

Figure No. 03 Qualification of Respondents



## 6.2. INFERENCE ANALYSIS

To achieve the objectives, two hypotheses were formulated to test for the study, are:-

- Hypothesis-1: The impact of online teaching and learning during the time of COVID-19 lockdown is unknown.
- Hypothesis-2: The impact of the online platform on social extension services of an educational institute is unidentified.

The data collected through questionnaire was not normally distributed; hence parametric statistical tests cannot be applied to test quality, effectiveness and validity of the data. The Friedman ANOVA non-parametric test was deemed appropriate for testing the hypothesis.

The following research questions was tested -Research Question 1.1-Are all E-learning platforms being used equally?

E plate form	Mean Rank	Chi-Square Value	p-value
You tube	6.72	3135.857	0
WhatsApp	6.89		
Phone Call	4.4		
Open source website	2.78		
Video calling	4		
Other	5.78		
Facebook	5.22		
SMS	4.8		
Twitter	4.41		
Asymptotic significances are displayed. The significance level is .050.			

Table – 02 Total (N) = 1314 Respondents

Table -4 shows that the calculated p-value (.000< 0.50) is not significant and hence the hypothesis is rejected and it can be concluded that there is a significant difference between mean ranks of use of E-Learning platforms. WhatsApp was the preferred E-learning platform by most of the respondents, which is reflected by calculated mean rank 6.72.

YouTube was the second most popular option with mean rank 6.72. Open source websites were the least preferred option which may indicate that people are not as aware of it. Research Question 1.2 – Are all E-learning activities/mode are being liked equally?

E platform	Mean Rank	Chi -Square Value	p-value
You tube	6.72	3135.857	0
WhatsApp	6.89		
Phone Call	4.4		
Open source website	2.78		
Video calling	4		
Other	5.78		
Facebook	5.22		
SMS	4.8		
Twitter	4.41		
Asymptotic significances are displayed. The significance level is .050.			

Table – 04- Total (N) = 1314 Respondents

Since the p-value is less than 0.05, the null hypothesis is rejected at a 5% level of significance. Hence it is concluded that there is a significant difference among the mean ranks of preference for E-learning/E-Teaching activities.

Based on mean rank, Read/Share online content from Open source website is the most preferred activity with the mean rank 5.43 followed by Learn by recorded video lecture from any open-source platform (5.20) and so on. Research Question 1.3 –Are all benefits of E-learning are equally favoured/measured?

Statement	Mean Rank	Chi -Square Value	p-value
Effective	4.1	216.4	0
Completeness	3.87		
Easy to understand	4.08		
Credibility	4.64		
Easy to use	4.32		
Visually attractive	4.47		
Provides personalized learning support	4.99		
Problem Solving Sessions	4.41		
Asymptotic significances are displayed. The significance level is .050.			

Table-05 - Friedman test for significant difference among mean ranks of Quality of Information shared through online Learning Total (N) = 1314 Respondents

Since the p-value is less than 0.05, the null hypothesis is rejected at a 5% level of significance. Hence it is concluded that there is a significant difference among the mean ranks of Quality of Information shared through online learning.

Based on mean rank, the quality of information shared through E-learning which provides personalized learning support is considered good, with the mean rank 4.99, followed by credibility of information (4.64) and so on. Research Question 1.5 –Are all type of Information shared through online Learning being evenly liked?

Statement	Mean	Chi -Square Value	p-value
	Rank		
PDF	3.3	519.411	0
TEXT	2.3		
PPT	2.9		
LECTURE (AUDIO)	2.68		
LECTURE (VIDEO)	3.44		
Asymptotic significances are displayed. The significance level is .050.			

**Table – 06 - Total (N) = 1314 Respondents**

The above table shows that  $p < 0.05$ , hence the null hypothesis is rejected at a 5% level of significance. Therefore, it can be said that there is a significant difference among the mean ranks of Quality of the Information shared through online Learning.

Based on mean rank, quality of Lecture (Video) is considered highest by most of the respondents with the mean rank 3.44 followed by PDF (3.30) and so on. Research Question 1.6 –Are all purposes of Online Teaching/leaning evenly distributed?

Statement	Mean Rank	Chi -Square Value	p-value
Assignments	3.84	204.457	0
Seminars	3.66		
Presentations	3.82		
General Discussion	4.02		
Course Completion	4.19		
Exam Preparation	4.33		
Doubt Clearing	4.14		
Asymptotic significances are displayed. The significance level is .050.			

**Table – 07 - Total (N) = 1314 Respondents**

The above table shows that  $p < 0.05$ , hence the null hypothesis is rejected at a 5% level of significance. Therefore, it can be said that there is a significant difference among the mean ranks of Quality of the Information shared through online Learning.

Since the p-value is less than 0.05, the null hypothesis is rejected at a 5% level of significance. Hence it is concluded that there is a significant difference among the mean ranks of Quality of Online Teaching/leaning used for different aims.

Based on mean rank, quality of Lecture (Video) is considered highest by most of the respondents with the mean rank 3.44 followed by PDF (3.30) and so on. Research Question 1.6 –Are all purposes of Online Teaching/leaning evenly distributed?

Based on mean rank, Exam Preparation is considered to deliver the best quality of E-learning with the mean rank 4.33 followed by Course Completion (4.19) and so on. Research Question 1.7 – Are all parameter of Teaching/Learning Experiences same?

Statement	Mean Rank	Chi -Square Value	p-value
Overall Online Experience	4.19	142.508	0
Achieved Teaching/Learning Goals	4		
Bridge Skill or Knowledge Gaps	3.72		
Catered Teaching/Learning Preferences	3.74		
Focused On Areas of Improvement	4.13		
Enough Interaction	4.03		
Coverage of eLearning/eTeaching Course	4.18		
Asymptotic significances are displayed. The significance level is .050.			

**Table – 08 Total (N) = 1314 Respondents**

The above table shows that  $p < 0.05$ , hence the null hypothesis is rejected at a 5% level of significance. Therefore, it can be said that there is a significant difference between the mean ranks of Teaching/Learning Experiences on different parameters. Based on mean rank, Overall Online Experience is rated highest with the mean rank 4.19, followed by Coverage of e-Learning/e-Teaching Course (4.18) and so on.

## PART II- Social Extension Activities

To prove the hypothesis 2, the following research questions were tested -Research Question 2.1–Are the satisfaction level of all online platforms in making a social chain to fight against COVID 19 Pandemic same?

On the base of results of all seven research question, it is clear that hypothesis H0-1 “The impact of online teaching and learning during the time of COVID-19 lockdown is unknown” is rejected, and can be concluded that people like E-learning, overall they had a good experience, and found the quality of content very good.

Below table shows that  $p < 0.05$ , hence the null hypothesis is rejected at a 5% level of significance. Therefore, it can be said that there is a significant difference among the mean ranks of Level of satisfaction from the online platform in making a social chain to fight against COVID 19 Pandemic. Based on mean rank, respondents are highly satisfied with WhatsApp, mean rank 5.45, followed by Phone Call (5.23) and so on. Research Question 2.2 –Are all online platforms equally effective in making a social chain to fight against COVID 19 Pandemic

Statement	Mean Rank	Chi -Square Value	p-value
Whats.App	5.45	1327.362	0
YouTube	4.97		
Facebook	4.26		
Twitter	3.28		
Email	4.03		
SMS	4.08		
Phone Call	5.23		
Video calling	4.7		
Asymptotic significances are displayed. The significance level is .050.			

**Table – 09 - Total (N) = 1314 Respondents**

Statement	Mean Rank	Chi-Square Value	p-value
WhatsApp	5.41		
YouTube	5.12		
Facebook	4.41		
Twitter	3.61	1091.13	0
Email	3.87		
SMS	4.05		
Phone Call	4.96		
Video calling	4.58		
Asymptotic significances are displayed. The significance level is .050.			

Table – 10` - Total (N) = 1314 Respondents

Since the p-value is less than 0.05, the null hypothesis is rejected at a 5% level of significance. Hence it is concluded that there is a significant difference among the mean ranks of Effectiveness of the facilities of the online platform to fight against COVID 19 Pandemic.

Based on mean rank, WhatsApp is considered most effective with the mean rank 5.341 followed by YouTube (5.12) and so on. Research Question 2.3 – Are all E-platform evenly used in spreading messages of awareness regarding COVID 19 under social extension activities?

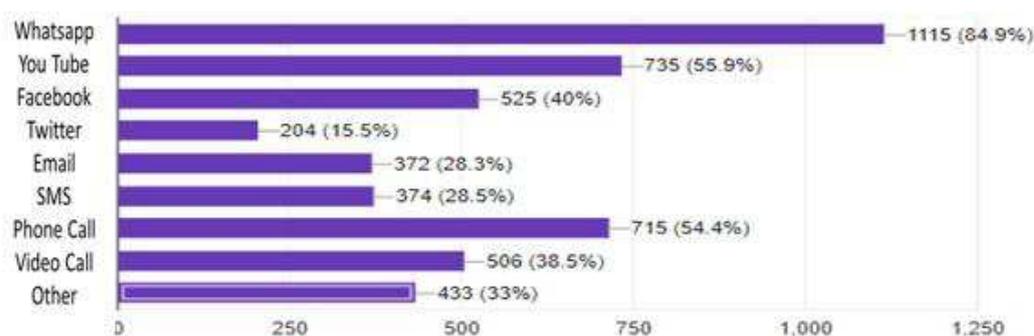


Figure No. 04 E-platforms used for COVID 19 Awareness

The above diagram reveals that WhatsApp has been used by most of the respondents e.g. 84.9% for spreading Messages of awareness regarding COVID 19 under E-extension Activity. YouTube was also widely used being second to WhatsApp by 735 respondents (55.9%) out of 1314. On the third, awareness message has been spread by phone call (54.4%). Twitter is used at least by 15.5%. Research Question 2.4 Are all E-platforms evenly performed in spreading messages of awareness regarding COVID 19 under social extension activities?

Dr B. R. Ambedkar, University of Social Sciences, Mhow, Indore, started an awareness campaign to spread authentic and accurate information received by the Government with the aim of giving people the knowledge about how to fight against COVID 19. The campaign was delivered using online platforms under E-extension activity.

Table -11 shows that WhatsApp has been widely used to spread the message regarding COVID 19 awareness e.g. 1171 respondents sent 218977 messages and expected forwards through the social chain is 1249841. The phone calls the second option; a total of 917 respondents convey messages to 18909 which further reached to 94545 persons through the social chain.

Research Question 2.5: Are online extension activities usefulness during the COVID 19?

Online extension activities become important when social distancing has to be practiced, so to know the view of respondents about it, 9 structured questions were asked. Table no. 13 reveals that the mean values of all questions asked to the respondents are above 4 on Likert scale 5, which means they consider it as excellent practice in the time of COVID 19. To test the significant difference of mean value, independent t-test applied. The results of t-test show that mean values of all statements are significant ( $p < 0.5$ ) which means research question 2.3 is accepted. Research Question 2.6: Which is the preferred activity during lockdown state?

Statement	Mean	SD	One-Sample Test			
			Test Value = 2.5			
			T	df	Mean Difference	Sig. (2-tailed)
Online extension activity, very good Idea	4.12	0.81	72.617	1313	1.622	0
Use online platforms for a social cause	4.13	0.782	75.764	1313	1.634	0
A very good initiative of making social chain	4.21	0.789	78.658	1313	1.713	0
Good response/social acceptability	4.12	0.789	74.273	1313	1.616	0
Prepare the society	4.19	0.776	79.082	1313	1.693	0
Be a social link to re	4.22	0.797	78.382	1313	1.723	0
Public Acceptability of Awareness Program	4.15	0.791	75.415	1313	1.645	0
Use of Online Platfo	4.2	0.775	79.302	1313	1.696	0
Teachers, staff and	4.27	0.766	83.71	1313	1.769	0

Table – 12 - (N=1314)

Statement	Mean	SD	One-Sample Test			
			Test Value = 2.5			
			t	df	Mean Difference	Sig. (2-tailed)
E-learning (Study/Teaching)	4	1.005	54.099	1313	1.499	0
Watched Movies	3.54	1.212	31.219	1313	1.044	0
Played Games	3.68	1.183	36.281	1313	1.184	0
Reading Books	4.04	0.942	59.469	1313	1.545	0
Picked Up A New Hobby	3.82	1.095	43.721	1313	1.32	0
Started A New Project	3.65	1.051	39.835	1313	1.154	0
Community/Social Service	3.83	0.989	48.779	1313	1.33	0
Spent Time With Family	4.41	0.794	87.05	1313	1.906	0
Any Other (Please specify)	3.81	1.196	39.753	1313	1.311	0

Table – 13 - (N=1314)

During COVID 19 a lockdown was implemented to maintain social distancing. Mean value and standard deviation of preferred activity at home during lockdown was calculated and is displayed in table 14. According to the mean value, spent time with the family option was the most preferred i.e. 4.41, followed by reading books activity i.e. 4.04. Community/social service was also rated highly with mean value 3.83 which show that online extension activity is an excellent idea and can be adopted and exercised.

To know the awareness about COVID-19 and its effects, five questions were asked, and found that 98.7% respondents were implementing social distancing in their lives, 99.5% were following the rules of lockdown imposed by the Government, 98.9% said yes to hand wash on an average 23 times in a day, 6.8% were found to be in isolation because of suspect of COVID 19, and 5 persons (0.4%) COVID 19 had tested positive and been hospitalized. The people adopted the overall government policies well.

Parameter	Total	Scale	Min.	Max.	Mean	Test value	T-value	Sig.
	Ques.							
Use of E- Learning platform	9	5	9	45	26.741	22.5	20.795	0
Which activity you like in E- learning/E-Teaching	8	5	8	40	31.14	20	63.245	0
Benefits of E-learning - Study From Home/Teach from Home	8	5	8	40	30.7268	20	73.232	0
Quality of Information shared through online Learning	8	5	8	40	29.9635	20	62.418	0
Quality of Types of Information Shared	5	5	5	25	19.2572	12.5	65.437	0
Quality of Online Teaching/learning used for	7	5	5	35	26.6667	17.5	60.64	0
Overall Teaching/Learning Experiences:	7	5	5	35	24.6233	17.5	38.292	0

Table – 14 - (N=1314)

Statement	Yes	No	Mean days/Time s
Are you practising Social Distancing?	98.70%	1.30%	-
Are you following the lockdown rule?	99.50%	0.50%	As per Govt.
Are you washing your hand frequently?	98.90%	1.20%	23
Are you in isolation due to suspect of COVID 19?	6.80%	93.20%	9 Days
Have you hospitalized due to COVID 19?	0.40%	99.60%	16 Days

Table – 15- Self-Analysis about COVID 19 (N=1314)

Parameter	Total	Scale	Min.	Max.	Mean	Test value	T-value	Sig.
	Ques.							
Use of E- Learning platform	9	5	9	45	26.741	22.5	20.795	0
Which activity you like in E- learning/E-Teaching	8	5	8	40	31.14	20	63.245	0
Benefits of E-learning - Study From Home/Teach from Home	8	5	8	40	30.7268	20	73.232	0
Quality of Information shared through online Learning	8	5	8	40	29.9635	20	62.418	0
Quality of Types of Information Shared	5	5	5	25	19.2572	12.5	65.437	0
Quality of Online Teaching/learning used for	7	5	5	35	26.6667	17.5	60.64	0
Overall Teaching/Learning Experiences:	7	5	5	35	24.6233	17.5	38.292	0

Table – 16  
H0-1: IMPACT OF ONLINE TEACHING AND LEARNING (N=1314)

## HYPOTHESIS TESTING

**H0-1: The impact of online teaching and learning during the time of COVID-19 lockdown is unknown.**

The null hypothesis was formulated to determine the impact of online teaching and learning during the COVID-19 lockdown. For testing the hypothesis one-sample t-test was employed on the sum of all research questions, to ensure that all parameters were taken into consideration. To interpret the test of the hypothesis Table 19 was prepared, which shows all parameters with respective values. The mean value of all the parameters differs significantly from mid-value and show a positive result i.e. higher to mid-value. We can conclude that the result rejects the null hypothesis there is a positive impact on online teaching and learning during the time of COVID-19 lockdown is unknown.

To know the awareness about COVID-19 and its effects, five questions were asked, and found that 98.7% respondents were implementing social distancing in their lives, 99.5% were following the rules of lockdown imposed by the Government, 98.9% said yes to hand wash on an average 23 times in a day, 6.8% were found to be in isolation because of suspect of COVID 19, and 5 persons (0.4%) COVID 19 had tested positive and been hospitalized. The people adopted the overall government policies well.

**H0-2: The impact of the online platform on social extension services of an educational institute is unknown.**

Parameter	Total	Scale	Min.	Max.	Mean	Test value	T-value	Sig.
	Ques.							
your level of satisfaction about the online platform in making a social chain to fight against COVID 19 Pandemic	8	5	8	40	25.8188	20	18.353	0
effectiveness of the facilities of online platform to fight against COVID 19 Pandemic	8	5	8	40	23.211	20	24.851	0
Usefulness of online extension activity	9	5	8	44	37.6096	22.2	87.743	0

**Table – 17**  
**H0-2 :E-learning/teaching Impact**  
**(N=1314)**

The null hypothesis was formulated to show that the impact of an online platform on social extension services of an education institute is unknown during the time of COVID-19 lockdown. For testing the hypothesis one-sample t-test was employed on the sum of 3 research questions, because the parameters taken for considerations are related with social extension activities. To interpret the test of hypothesis Table 20 was prepared, and shows parameters with respective values. Mean value of all the parameters differ significantly from mid-value and positive results, i.e. higher to mid-value. We can conclude that the result rejects the null hypothesis there is a positive impact of online platform on social extension services of educational institute during the time of COVID-19 lockdown.

## 7. INFERENCES

After analyzing all the facts and the data collected through the questionnaire, the following inferences can be drawn:-

- The faculties of the BRAUSS is continuing to deliver online classes because of the lockdown and advisories issued by the Central Government, State Government and the University Grants Commission to suspend classes and engage students through online classes. Faculties of BRAUSS are also forwarding reading material in distinct forms such as audio, video, PPT, PDF and their published papers on various topics, to facilitate study from home.
- In response to the directives of the Honorable Governor of Madhya Pradesh, regarding sending messages to the faculties and public to fight against COVID-19, the faculties of the BRAUSS have sent several messages regarding COVID-19 awareness, precautions and how to fight COVID-19, etc.
- It can be inferred that the BRAUSS has implemented the campaign fight against COVID-19, and all faculties have sent several messages to their immediate contacts with a request to forward those same messages to at least 10 contacts, thus creating a social chain of messages. Over 3 lakhs messages have been sent.
- The facts regarding the demographic description of the respondents disclose that respondents of Millennial age between 21 to 30 and 31 to 40 are highest (i.e. 865); respondents of Generation X age less than 20 years are moderate (i.e. 355); respondents of Generation Y age between 41 to 50 are reasonable (i.e. 47) and the respondents of Baby Boomer are less (i.e. 38 and 9). The data also represents that millennial age is a dominating factor in the study.

- The total 1314 responses are evenly distributed among the two sexes,(i.e. male and female).
- The data shows that WhatsApp is the most favoured platform, and the least favoured platform is open source websites. WhatsApp is easy to use and can send almost every type of form of information (i.e. audio, video, text, PDF etc.). It is clear that the information in video format is liked by the learners because video enhances the presentation of information, making it more accessible and simpler to understand for many students.
- E-learning activities based on “Read/Share online content from Open source website” and “Learn by recorded video lecture from any open-source platform”, show that most of the learners prefer open-source materials to learn.
- The most prominent benefit of the e-learning method is that faculties/students can teach/learn at any time from home during the CORONA pandemic and lockdown. Other benefits are that it allows faculties/students to continue their teaching/learning during the pandemic, and it saves time and money.
- The process of teaching and learning in online mode showed that quality information was able to be shared and it was observed that when using this online method learners like to have personalized attention. It was also noted that the online teaching method has the quality of creditability, attractive presentation, problem-solving, and is easy to understand.
- The main motivation of the students towards attending online classes is on examination preparation. Students are also motivated towards course completion and doubt clearing, respectively.
- The overall online experience of teaching and learning and the coverage of eLearning and e-Teaching course almost having higher weightage, and teachers and students feel that the online teaching/learning provides enough interaction. All parameters of the Teaching/Learning experience are being equally satisfied.
- The impact of social media for making social chains is evident as well as for social extension service. The impact of WhatsApp is noticeable and it is strongly preferred, over other online platforms for sending and receiving messages. The traditional use of Smartphones i.e. Phone Call is still in the favoured list of users.

- It is also clear from the data that online platforms/social media have been used for making social chains in social extension services and WhatsApp was preferred and utilized for the campaign. Other online platforms/social media have also played an important role in the campaign started by the BRAUSS.

- The usefulness of social media and online platform for social extension service was examined and it was found that all respondents felt that social media and online platform for social extension service can be utilized effectively. This observation also revealed that apart from the other applications of social media and online platforms, it can also be utilized for social extension service but we don't have any evidence that these platforms have ever been used for social extension services.

- The aim of asking a question about preferred activities during the lockdown is to discover the activities, including social extension service or service related to the community in which respondents engage. It was found that people are aware of and willing to take part in such social activity.

- The data shows that all respondents are aware of the concept of "social distancing", "lockdown rules" and daily hygienic activities. This indicates that all respondents have good awareness levels and can engage in a social service campaign as dutiful citizens.

## 8. SUGGESTIONS

Though the study was not completed to make any suggestions or to offer improvement in any policy, system or for eradicating any social problem, it shows that with a systematic plan online platforms and social media could be used for any purpose. Most of the faculty and students have Smartphones and some of them have laptop/desktop computers so they can access online learning with no extra expense. There is also reason to believe that the use of e-learning could improve the teaching and extension services of any educational institute:-

- The findings show that both teachers and students believe that online teaching and learning through freely available platforms can be used, without expending extra money. The teachers and students have taken part in online teaching and learning and seem comfortable with it even in a time of crisis such as the Pandemic. All platforms can also be applied for social extension activities, as the BRAUSS activities have shown. Teachers and students have used the online platforms in providing essential information to all in the fight against COVID-19. It is apparent that both the fraternity and students have handled the technological challenges with ease.

- This experience can benefit us well for the future if the lessons learned from it are applied. The university ought to produce a contingency plan to handle any future such crisis. Even the government and the concerned agencies need to make an appropriate and coordinated plan so that should another disaster of this sort occur, they are prepared and can effectively act to minimize harm to people and the economy. Learning from this experience should allow most of the bodies concerned with higher education to understand the consequences of a pandemic such as COVID-19 and avoid them working on stop-gap arrangements that have to be devised in haste and that are often inconsistent and not well coordinated. This pandemic is a lesson for us in every aspect of life and future generations will follow the same path or will refer to the same path to handle the situation.

- All concerned bodies should have a plan for IT infrastructure enhancement to deal with such circumstances because being human and human resourcefulness and progress depends on information more than any other commodity. The present scenario suggests that we haven't learned our lessons seriously and haven't learned enough even from similar occurrences in the past. The virology scientists predict that this pandemic won't be the last that will face us but that we will meet the situation again in the future.

- The government and the concerned agencies should take the initiative to train all stakeholders of higher education in the best ways to deal with such emergency and lockdown situations, even make efforts to make affordable platforms for all stakeholders and encourage stakeholders to become acquainted with the problems and the solutions for online teaching and learning in such a situation.

- The principal concern behind these suggestions is not only for online teaching and learning and not even for online social extension activities and how we can maintain the safety of all stakeholders from the pandemic. It is an important fact that the value of virtual education and virtual social extension activities has been impressively demonstrated as a result of the pandemic.

- We must document every problem faced and every solution made during the lockdown state regarding teaching, learning and social extension activities, so that in similar future situations, our successors will be prepared to deal with them effectively.

Apart from the analysis, findings and suggestions, the most important factor of this study is that it was completed with no expenses and the efforts of limited staff.

The BRAUSS is a new university and this study was carried out to help our society continue teaching and learning programs in times of crisis. The tragedy and disruption of the pandemic is an awful occurrence but perhaps, in some small way, the opportunity it occasioned to conduct this study can produce long term benefits and more positive outcomes for the future. It has shown how an educational institute can use free online platforms for teaching and how the same platform can be used for awareness program and to fight COVID-19. These objectives were achieved through this empirical research.

### **Conflict of interest**

None.

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