An internship report
on

Exploring the online education during pandemic situation in Bangladesh

This report is submitted to the Department of Accounting And Faculty of Business Studies, Hajee Mohammad Danesh Science And Technology University, Dinajpur for the partial fulfillment of the degree of Master of Business Administration (MBA in Accounting and Information Systems (AIS))

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April, 2022

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Acknowledgement

At first I present my due regard to Allah, who provide me the excellent opportunity to build and complete this internship report entitled “Exploring the Online Education During Pandemic Situation in Bangladesh” I am deeply indebted to my supervisor Dr. Shaikh Mostak Ahammad, Professor, Department of Accounting, Hajee Mohammad Danish Science And Technology University for his whole hearted supervision during this Covid-19 period. His suggestions and comments were a great source of spirit to make the report a good one. My special gratitude goes to Prodip Kumar who helped me. I am deeply indebted to all officers and organizations who helped me collecting my data.

.....

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Certificate of Supervisor

I hereby declare that the concerned report on "Exploring the Online Education during Pandemic Situation in Bangladesh" is an original work done by Md. Roknuzzaman, bearing Student ID: 1905862, Thesis Semester (January-June) 2020, MBA in Accounting and Information Systems (AIS), Department of Accounting, Faculty of Business Studies, Hajee Mohammad Danesh Science And Technology University, Dinajpur-5200. He has performed his analyzing performance under my supervision and submitted this analysis report for the partial fulfillment of the requirement of the degree of Master of Business Administration.

I wish him every success in life.

…….....**.....**

Dr. Shaikh Mostak Ahammad
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Certificate of Co-supervisor

I hereby declare that the concerned report on "Exploring the Online Education during Pandemic Situation in Bangladesh" is an original work done by Md. Roknuzzaman, bearing Student ID: 1905862, Thesis Semester (January-June) 2020, MBA in Accounting and Information Systems (AIS), Department of Accounting, Faculty of Business Studies, Hajee Mohammad Danesh Science And Technology University, Dinajpur-5200. He has performed his analyzing performance under my co-supervision and submitted this analysis report for the partial fulfillment of the requirement of the degree of Master of Business Administration.

I wish him every success in life.

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Student's declaration

I hereby declare that the report work entitled "Exploring the Online Education During Pandemic Situation in Bangladesh" has prepared by me internship which is supervised by Dr. Shaikh Mostak Ahammad, Professor, Department of Accounting, Faculty of Business Studies, HSTU, Dinajpur.

I further affirm that the work and information presented in report work is original and any part or whole has not been submitted to, in any form, any other University or Institution for any degree or any other purpose.

.....

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Abstract

The purpose of the study is to examine the perception of students towards the School, College and University and measure their level of satisfaction or dissatisfaction as online education. Students response measured through an adopted questionnaire on a 13 point likert scale. The sample size consisted of 150 members belonging to School, College and University. The study focuses on online education impact on Pandemic situation. The result of the study had more satisfaction and dissatisfactionof students. The data indicates that level of students are more dissatisfied those of Covid-19 in online class. Most of the students don't know properly how to use online education system and also face network problems .Some student have no device as a result governments give soft loan to the students .Most of the teachers try to help to the students so that they can use device and join zoom apps and Google classroom easily.

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Chapter-1

Introduction

In the first three months of 2020, the corona virus has spread to nearly every corner of the globe, and the entire world is fighting it. The death toll had increased to 369,124 by the end of May, with more than 6 million individuals worldwide affected. In order to limit its rapid growth, many countries were prosecuted for shutdown, which had a tremendous impact on all aspects of our daily lives. (Abdulamir & Hafidh, 2020).

On March 8, the first Covid-19 patients were discovered in Bangladesh's capital, resulting in the country's total lockdown on March 26. In order to limit its rapid growth, many countries were prosecuted for shutdown, which had a tremendous impact on all aspects of our daily lives. (Abdulamir & Hafidh, 2020).

On March 8, the first Covid-19 patients were discovered in Bangladesh's capital, resulting in the country's total lockdown on March 26. People have stayed at home save in emergency situations since then, and educational institutions, as well as most industries and business sectors, have remained closed. Aside from the economy, the Covid-19 pandemic has had the greatest impact on the education system. In early 2020, the disease began spreading from China, and infection rates accelerated in March. As a result, around this time, other educational institutes around the world began to close progressively, notably Bangladesh, which closed all of its educational institutions on March 17 and promptly depopulated the student population. . A few private universities have started offering online programs since April, but public universities and other educational institutions have mostly remained unaffected. Preservation of educational continuity through technology has both commercial and humanitarian considerations. A protracted break in schooling, or the bulk of an academic year, is a recoupable loss for late-stage economies in a slow-growth era. Bangladesh, on the other hand, is pressed for time. Digital education is when students use their personal computers, laptops, or smartphones to access the internet while they are away from their academic institutions (Anastasiades *et al.*, 2010).

Because there are no other possibilities for offering instruction to students in institutes, digital teaching-learning has become a phrase in the education sector (Baiyere & Li, 2016). The corona virus pandemic has resulted in a high mortality toll around the world, causing considerable fear and distrust. Many governments throughout the world are tempted to bridge

the gap and mitigate the harm done to children as a result of the current situation. (Asdasd Archambault & Crippen, 2009).

The outcomes of online education, on the other hand, are not always helpful to the educational community because they raise numerous problems regarding online teaching and learning, creating substantial concern about the disputed subject of teaching education. The current survey aims to depict the challenges and opportunities faced by countries that are not as technologically advanced as those that have profited from superior technology in the past.

According to the DGHS Press Release, the current scenario of Covid-19 in Bangladesh includes roughly 464,932 (464,932) COVID-19 confirmed by rRT-PCR, including 6,644 (6644) linked deaths (CFR 1.43 percent) from March 8 to November 30, 2020. Bangladesh is the world's 26th most populous country, with 0.75 percent of the global COVID-19 illness burden (WHO).

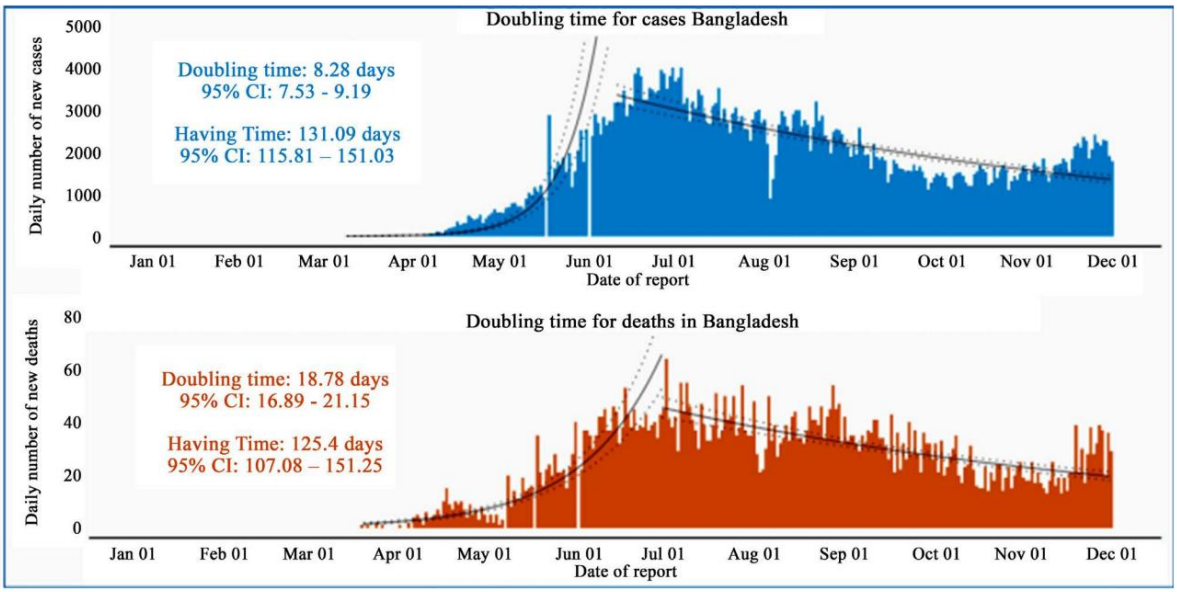

Figure 1: The figure above is showing the trend of Covid-19 cases and deaths.

As of 30 November 2020, among the detailed cases 26.6% cases were affirmed in individuals between 31 and 40 years old, 19.6%, within the age gathering of 21 to 30, 19.2%, 41 to 50 years and 15.9% within the age bunch between 51 and 60 years old. The most noteworthy passing rate (31.7%) was detailed within the age bunch of 61 to 70 a long time old, 29.6% within the more seasoned age group of 71 and over and 22.3% within the age group between 51 and 60 a long time. Male represented 72% and 77% of the total reported affirmed COVID-19 cases and passing respectively (United News of Bangladesh).(WHO, 2020).

1.1 Objectives of the Study

Main objective:

- To conduct a Strengths, Weaknesses, Opportunities, & Threats (SWOT) analysis of online learning during the pandemic situation in Covid 19.

Sub-objective:

- To enhance the quality of learning and teaching.
- Meet the learning style or needs of students.
- To improve the efficiency and effectiveness.
- Improve user-accessibility and time flexibility to engage learners in the learning process.
- To give some suggestions and recommendations for the success of online mode of learningduring a crisis-like situation.

Chapter 2

Literature review

Most of the terms (for example, online learning, open learning, web-based learning, computer-mediated learning, blended learning, and m-learning) have in common the ability to learn from anywhere, at any time, in any rhythm, and with any means using a computer connected to a network." (Cojocariu *et al.*, 2014).

Online learning can be described as a tool for making the teaching–learning process more student-centered, inventive, and adaptable. "Learning experiences in synchronous or asynchronous environments using various devices (e.g., mobile phones, laptops, etc.) with internet connection" is how online learning is defined. Students can learn and communicate with professors and other students from anywhere (independent) in these contexts." (Singh & Thurman, 2019).

Students attend live lectures, there are real-time interactions between educators and learners, and there is the prospect of quick feedback in a synchronous learning environment, but asynchronous learning settings are not well designed. Learning content is not available in the form of live lectures or courses in such a learning environment; instead, it is available through various learning systems and forums. In such a setting, instant feedback and fast response are impossible. (Littlefield, 2018).

In the midst of this deadly virus's spread, such online platforms are required where (a) video conferencing with at least 40 to 50 students is possible, (b) discussions with students are possible to keep classes organic, (c) internet connections are adequate, (d) lectures are accessible via mobile phones as well as laptops, (e) the ability to watch previously recorded lectures is available, and (f) instant feedback from students and assignments can be taken. (Basilaia *et al.*, 2020).

Due to the alarming outbreak of this worldwide pandemic, a large portion of the planet is under quarantine. Many cities have become ghost cities as a result of Covid-19, and its impacts may also be seen in schools, colleges, and institutions. Between all of this, online teaching and online learning can be considered the crisis' cure. The Corona Virus has forced educational institutions

to shift from an offline to an online form of instruction. The institutions that were previously resistant to change will be forced to accept modern technologies as a result of this crisis. This disaster will demonstrate the financial benefits of online teaching and learning. With the help of online teaching modes, we can sermonize a large number of students at any time and in any part of the world (McBrien et al., 2009).

All institutions must juggle various online pedagogical techniques and endeavor to make better use of technology. Many institutions all across the world have totally digitalized their operations, recognizing the critical need in this situation. In the middle of the chaos, online learning is emerging as a victor ludorum. As a result, improving the quality of online teaching–learning is critical at this point. Following the Covid-19 outbreak, online education in Chinese institutions has exploded. There was an overnight shift of normal classrooms into e-classrooms, that is, educators have shifted their entire pedagogical approach to tackle new market conditions and adapt to the changing situations. During this tough time, the concern is not about whether online teaching-learning methods can provide quality education, it is rather Dhawan 7 how academic institutions will be able to adopt online learning in such a massive manner (Carey, 2020).

Any educational institution, anywhere in the world, will be harmed by resistance to change. They'll be judged on how quickly they adjust to changes in such a short time and how well they retain quality. Educational institutions' reputations are on the line, and they are being scrutinized. Their ability to adapt is demonstrated by how effectively they behave and preserve the quality of their education in the face of the crisis. The only option is to switch from face-to-face lectures to online ones. Indeed, academic institutions would not be able to transform all of their college curricula into and online resource overnight. Distance, scale, and personalized teaching and learning are the three biggest challenges for online teaching. Innovative solutions by institutions can only help us deal with this pandemic (Liguori & Winkler, 2020).

There is a requirement of a quick shift to online learning mode; therefore, the products by Google can be really useful under such problematic situations; they are (a) Gmail, (b) Google Forms, (c) Calendars, (d) G-Drive, (e) Google Hangouts, (f) Google Jam board and Drawings, (g) Google Classroom, and (h) Open Board Software (not a Google product, helps in recording meetings in the form of files). These tools can successfully be used as an alternative for face-to-face classes (Basilaia *et al.*, 2020)

Chapter 3

Methodology of the study

Research methodology encompasses the way in which researcher intend to carry out our research. Research methodology refers to the techniques used to find and analyze information for a study, ensuring that the results are valid, reliable and that they address the research objective. To facilitate a practical analysis of the trend of prioritizing government job among university students this study uses empirical Likert method and conducted on the questionnaire bases, theses, journals, newspapers and websites. Microsoft Word is used to present table as well as Microsoft Excel is used to present diagram.

3.1 Sample size and data:

At first, we collect primary data from 50 respondents of three universities. 30 respondents are from Hajee Mohammad Danesh Science And Technology University, 10 respondents are from Dhaka University, 10 respondents are from Rajshahi University and 50 respondents are from college and respondents are from 50 school total 150 provide answer of the questionnaire.

3.2 Sampling technique and data collection method:

We collect primary data from the respondents by a structured questionnaire. With the help of researcher a questionnaire is prepared to collect primary data which has 13 close ended questions-based on Likert Scale and some demographic factors. Primary data are collected through personal interview.

3.3 Sources of data:

To carry out this study, two sources of data have been used i.e.; primary data and secondary data.

Chapter 4

Analysis and interpretation

In this survey it was surveyed on 'Exploring the online Education During pandemic situation in Bangladesh ' to collect data (total 150 students, 50 students university, 50 students college and 50 students school) among the various institutions.

Table 2: How do you feel overall about online education?

Level of student	N	Poor	Average	Good	Excellent
University	50	3	5	40	2
College	50	12	30	8	0
School	50	37	10	3	0
Total	150	52	45	51	2

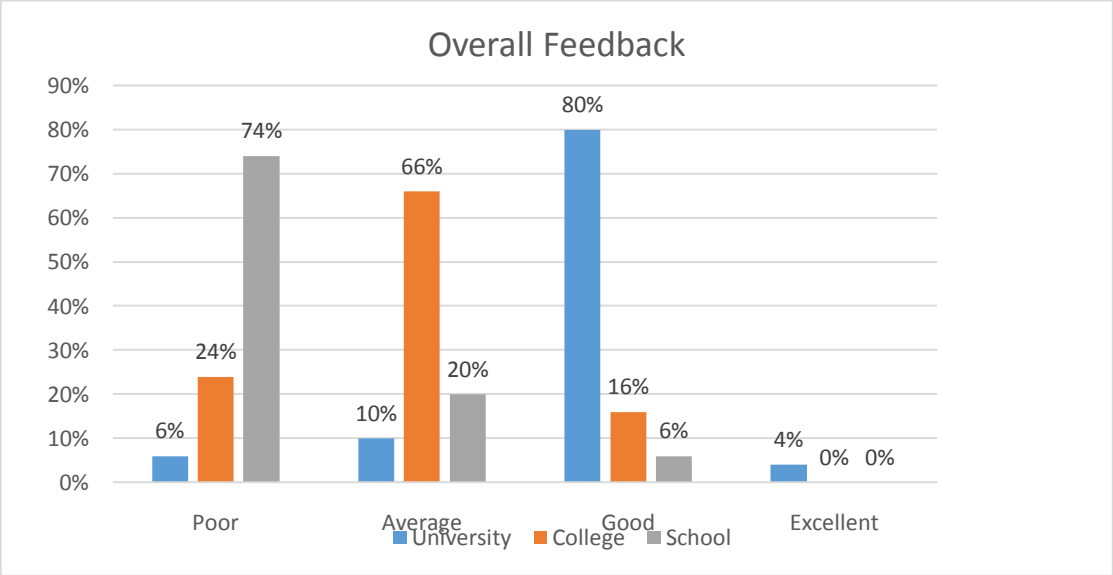

Figure 2. How do you feel overall about online education?

Figure 2 show that total 50 university students of 3 out of 50 poor, average 5 out of 50, 40 out of 50 good and 2 out of 50 excellent. Again total 50 College students 12 0ut 0f50 poor, 30 out of 50 average, 8 out of 50 good and 0 out of 50 excellent. Again total 50 school students 37 out of 50

poor, 10 out of 50 average, 3 out of 50 good and o out of 50 excellent. So, total 150 students determine 52 out of 150 poor higher feedback.

Table 3: Do you have access to a device for learning online?

Level of student	N	Yes	Yes, but it does not work well	No, I share with others
University	50	45	5	0
College	50	35	10	5
School	50	10	15	25
Total	150	90	30	30

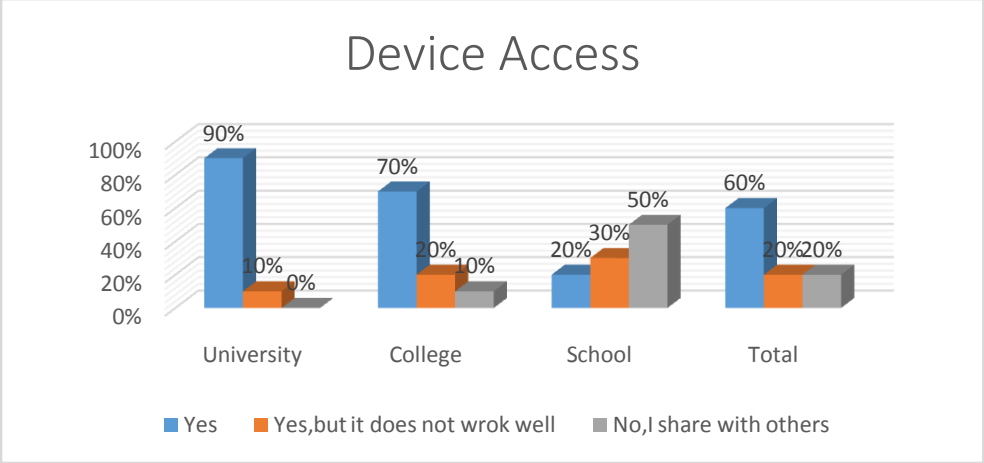

Figure 3. Do you have access to a device for learning online?

Figure 3 show that total 50 university students 45 out of 50strong, 5 out of 50strong but cannot work well and o out of 50 weak. Again total 50 College students 35 out if 50 strong, 10 out of 50strong but cannot work well and 5 out of 50 weak repose. Again school 50 total students10 out of 50strong, 15 out of 50 medium and 25 out of 50 weak repose. So, total 150 students 90 out of 150strong higher and 30out of 150 weak response.

Table 4: What device do you use for online learning?

Level of student	N	Laptop	Desktop	Tablet	Smartphone
University	50	5	0	0	45
College	50	5	0	0	45
School	50	1	0	0	49
Total	150	11	0	0	139

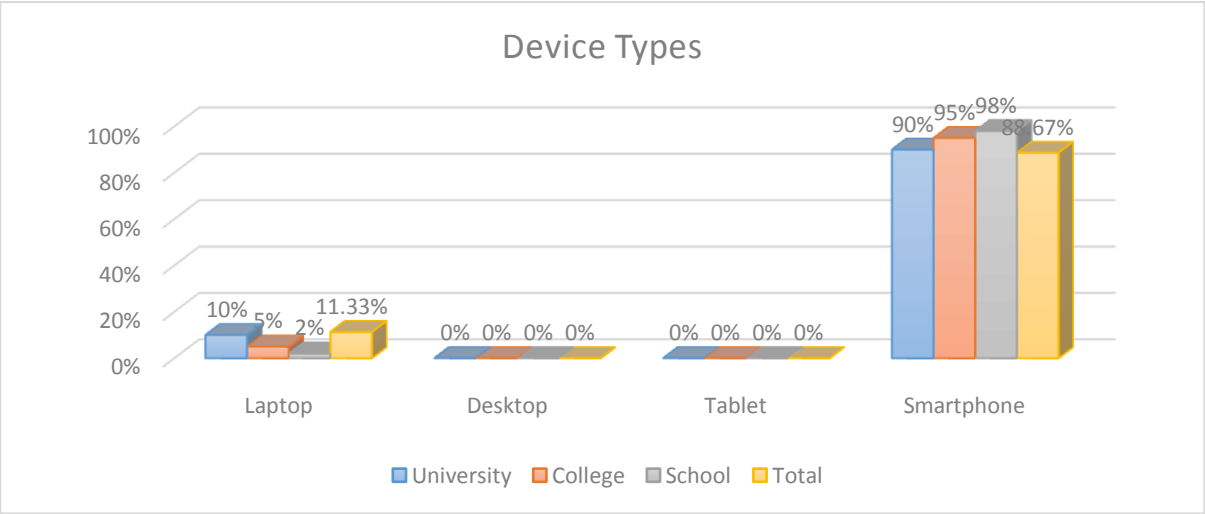

Figure 4. What device do you use for online learning?

Figure 4 show that total 50 university students 10 out of 50 laptop used, 5 out of 50 Smartphone use. Again total 50 College students 5 out of 50 use laptop and 48 out of 50 smartphone used. Again total 50 school students 2 out of 50 use laptop and 48 out of 50 use smartphone. Total 150 students Smartphone use 17 out of 150 and laptop use 183 out of 150.

Table 5: How much time do you spend day on an average on online education?

Level of student	N	1-3 H	3-5H	5-7H	10+ H
University	50	30	20	0	0
College	50	45	5	0	0
School	50	48	2	0	0
Total	150	123	27	0	0

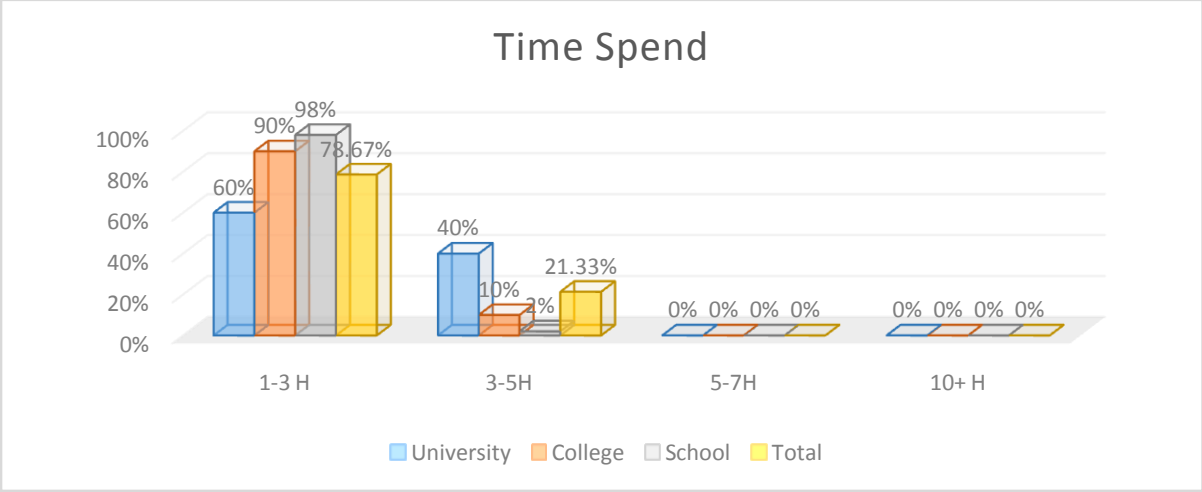

Figure 5. How much time do you spend day on an average on online education?

Figure 5 show that total university students were spend each day 1-3 hours 30 out of 50 and 3-5 hours 20 out of 50. Again 50 college students were spent each day 40 out of 50 and 3-5 hours 10 out of 50. Again 50 school students were spent each day 1-3 hours 48 out of 50 and 2 out of 50 spent 3-5 hours. Total 150 students 1-3 hours were spent 118 out of 150 and 3-5 hours spent 32 out of 150.

Table 6: How effective has online learning been for you?

Level of student	N	Not at all helpful	Moderately	Very helpful	Extremely
University	50	5	40	5	0
College	50	20	28	2	0
School	50	35	15	0	0
Total	150	60	83	7	0

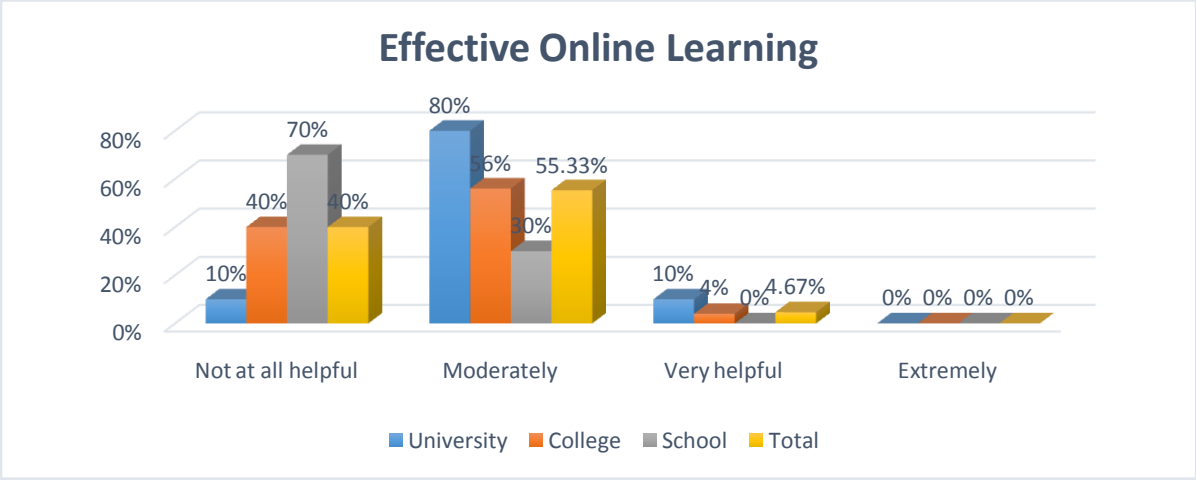

Figure 6. How effective has online learning been for you?

Figure 6 show that 50 total university students 40 out of 50 moderately helpful and 10 out of 50 not all helpful. Again 50 college students 20 out of 50 moderately helpful and 28 out of 50 not all helpful and total 50 school students were 35 out of 50 not all helpful. So, total 150 students effective 60 out of 150 moderately helpful, moderately 83 out of 150.

Table 7: How helpful (School, College, university) to learn from home?

Level of student	N	Not at all helpful	Moderately	Very helpful	Extremely
University	50	15	30	5	0
College	50	15	35	5	0
School	50	30	20	0	0
Total	150	60	85	10	0

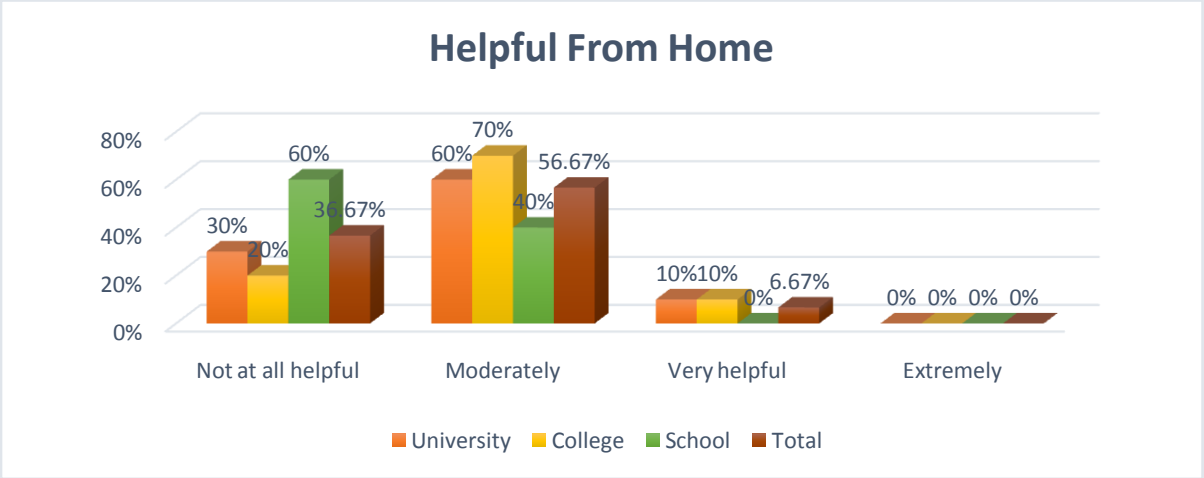

Figure 7: How helpful (School, College, university) to learn from home?

Figure 7 show that total 50 university students 15 out of 50 were got helpful and 30 out of 50 were not helpful and 50 total college students 30 out of 50 were got moderate helpful and 10 out of 50 were not helpful. Again 50 total school students 10 out of 50 were got helpful and 35 out of 50 were not helpful. Total150 students 55 out of 150 were moderate helpful and 85 out of 150 were not helpful.

Table 8: How well could you manage time while learning online?

Level of student	N	Playtime	Academic Schedule	Beside Working	Past time
University	50	5	45	0	0
College	50	10	40	0	0
School	50	15	35	0	0
Total	150	10	40	0	0

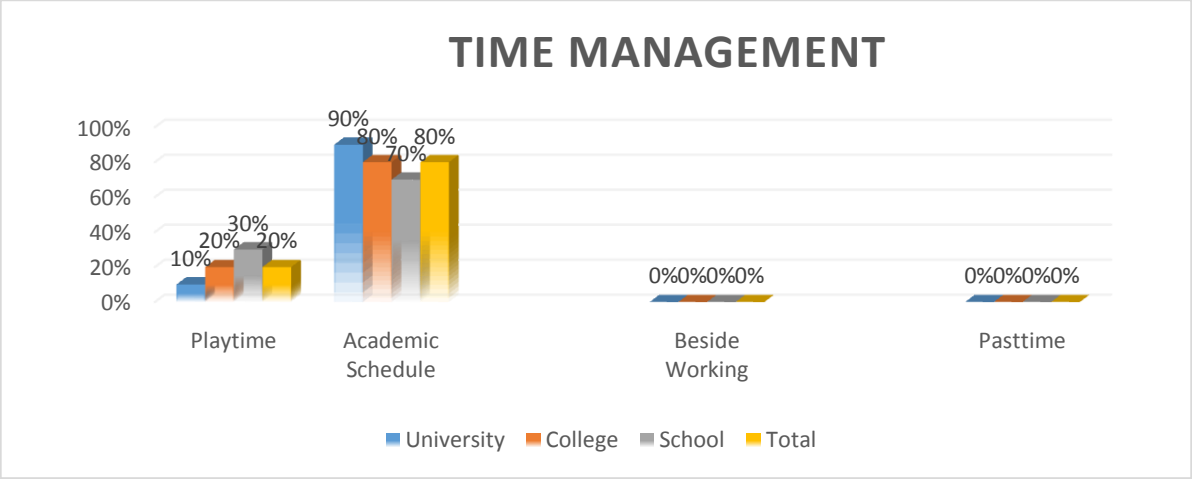

Figure 8: How well could you manage time while learning online?

Figure 8 show that 50 total university students 5 out of 50 playtime and 45 out of 50 managed academic schedule. Again 50 total college 10 out of 50 managed academic schedule and 40 out of 50 managed playtime. Again 50 total school student 35 out of 50 academic schedule and 15 out of 50 playtime. Total 150 students 120 out of 150 academic schedule managed and 30 out of 150 playtime.

Table 9: Do you enjoy learning online?

Level of student	N	Yes	Yes, but I would to change a few things	No	No, not at all
University	50	5	35	10	0
College	50	10	35	5	5
School	50	10	15	20	20
Total	150	25	85	35	25

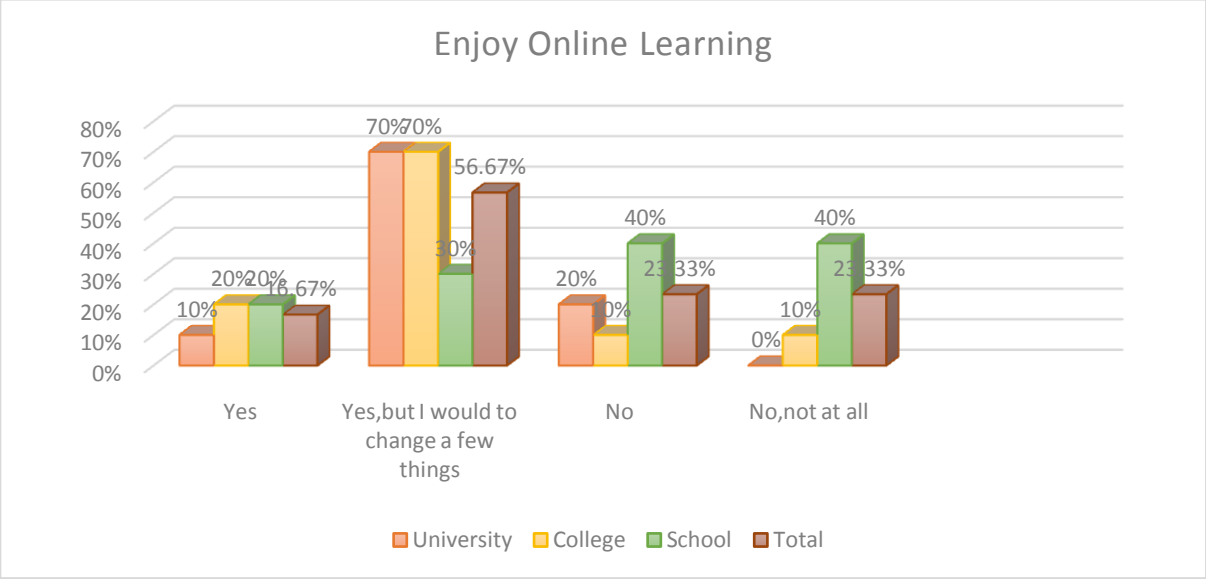

Figure 9: Do you enjoy learning online?

Figure 9 shows that 50 total university students 35 out of 50strong enjoyed but would to change a few things and 10 out of 50 absolutely enjoyed. Again total 50 college students 10 out of 50 absolutely enjoyed and 35 out of 5 enjoyed but would to change a few and 10 out of 50 no response enjoy online education. Again total 50 school students 10 out of 50 were not enjoyed and 15 out of 50 enjoyed online education. Overall 150 students 85 out of 150 enjoyed online learning and 35 out 150 no enjoyed.

Table 10: How helpful are you teachers while studying online?

Level of student	N	Not at all helpful	Moderately	Very Helpful	Extremely
University	50	0	45	5	0
College	50	0	45	15	0
School	50	0	20	30	0
Total	150	0	100	50	0

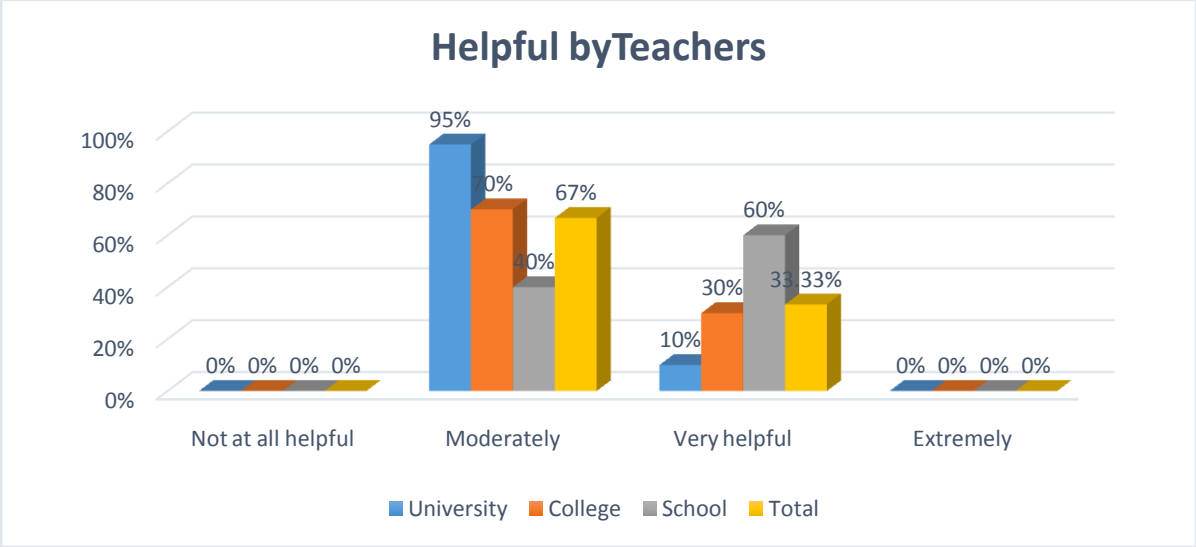

Figure 10: How helpful are you teachers while studying online?

Figure 10 shows that total 50 university students 45 out of 50 very helpful and 5 out of 50 moderately helpful. Again total 50 college students 35 out of 50 very helpful and 15 out 50 moderately helpful. And total school 50 students 30 out of 50 moderately helpful and 20 out 50 very helpful. Overall total 150 students 100 out of 150 were very helpful and 50 out of 150 moderate helpful.

Table 11: How peaceful is the circumstances at home while learning?

Level of student	N	Quietly	Noisily	Moderately
University	50	10	25	15
College	50	5	30	15
School	50	10	40	5
Total	150	25	95	35

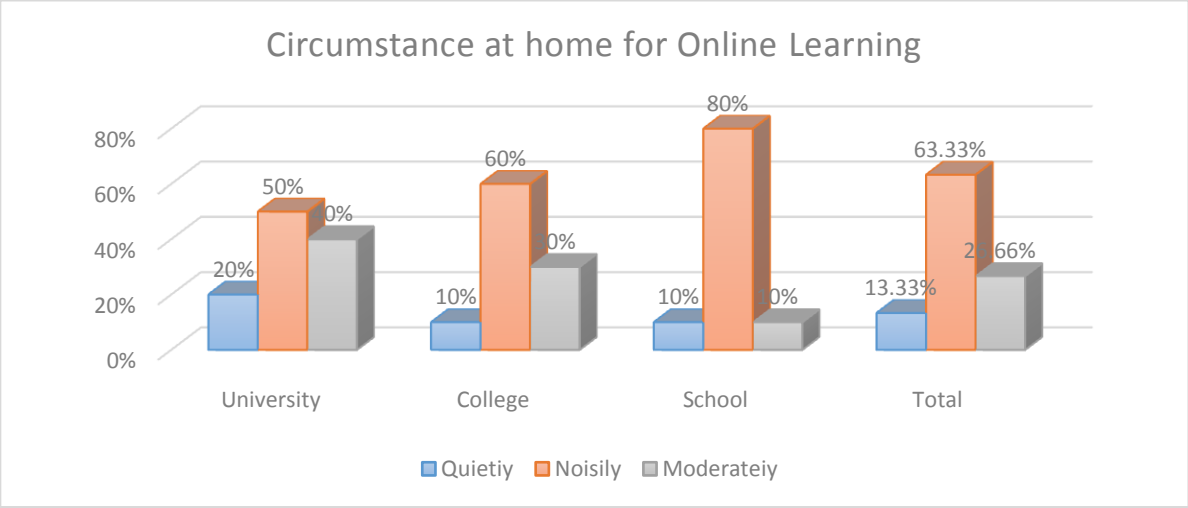

Figure 11: How peaceful is the circumstances at home while learning?

Figure 11 show that 50 total university students 10 out of 50 were quietly, 25 out of 50 noisily and 20 out of 50 moderately. Again 50 college students 45 out of 50 noisily and 5 out of 50 moderately. Again 50 total school students were environment and 40 out of 50 moderately at home. And total 150 students 95 out of 150 noisily environment.

Table 12: Are you satisfied with the technology and software you are using for online learning?

Level of student	N	Yes	N0	Average	No, not at all
University	50	5	5	40	0
College	50	5	5	40	0
School	50	5	40	5	0
Total	150	15	50	85	0

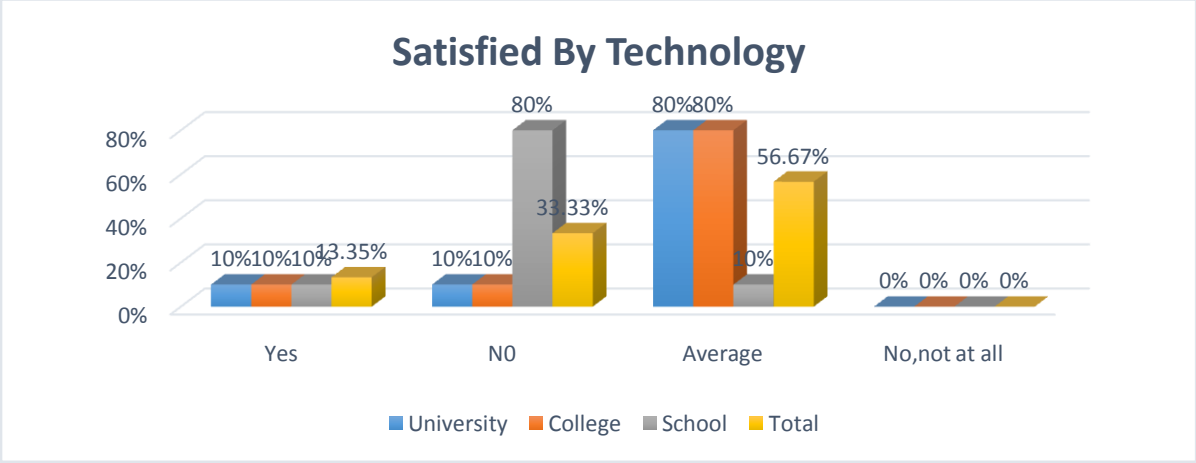

Figure 12: Are you satisfied with the technology and software you are using for online learning?

Figure 12 show that total university students 5 out of 50average and 20 out of 50 were not satisfied. And college students 40 out of 50 average satisfied and 10 out of 50 were not satisfied. Total school students 40 out of 50were not satisfied. Overall 150 students 85 out of 150 average satisfied.

Table 13: How often do you talk to your Classmates?

Level of student	N	By phone	Chatting	Zoom apps
University	50	7	40	3
College	50	30	15	5
School	50	40	10	0
Total	150	77	65	8

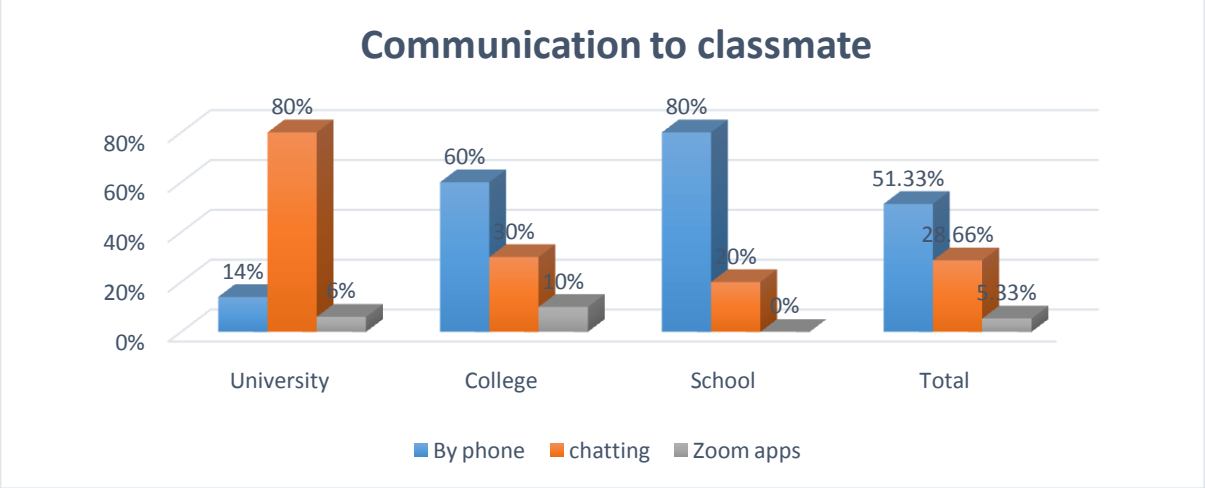

Figure 13: How often do you talk to your Classmates?

Figure 13 shows that total 50 university students were talked to 40 out of 50 chatting and 7 out of 50 by phone. Again 50 college students 40 out of 50 talked by phone and 15 out of 50 by chatting. Again 50 school students were talked 40 out of 50 talked by phone. Overall 150 students talked 43 out of 150 talked by phone and 43 out of 150 by chatting.

Table 14: How often do you have a 1-1 discussion with your teachers?

Level of student	N	Zooms apps	By phone	Video conference	Google meet
University	50	45	5	0	0
College	50	40	10	0	0
School	50	20	30	0	0
Total	150	95	45	0	0

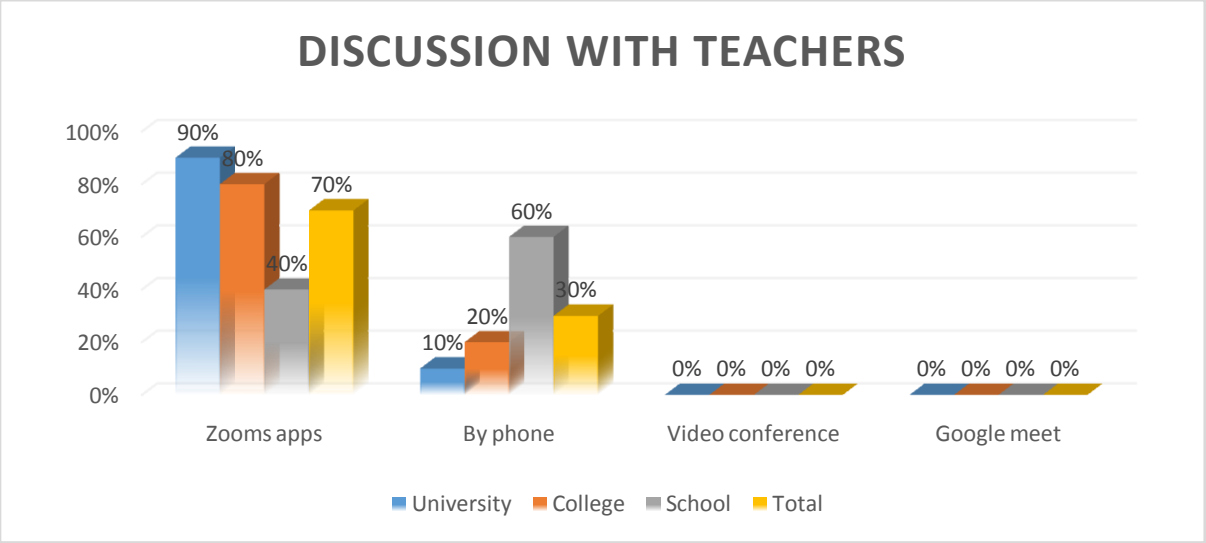

Figure 14: How often do you have a 1-1 discussion with your teachers?

Figure 14 show that total 50 university students 45 out of 50 zoom apps discussed and 5 out of 50 by phone. Again college students were discussed 40 out of 50 zoom apps and 10 out 50 by phone. Again school 20 out of 50 students discussed zoom apps. Total 150 students 105 out of 150 discussed zoom apps and 45 out of 150 discussed by phone.

Chapter 5

Findings and suggestions

5.1 Findings

Some of the challenge faced today due to online learning is adaptability, technical issues, distraction computer knowledge. Most of the students said that through online learning modalities. They were unable to teach and learn practical and clinical work. They could only teach and assess knowledge component. Due to lack of immediate feedback, teachers were unable to assess students' understanding during online lecturing. The students also reported limited attention span and resource intensive nature of online learning as a limitation. Some teachers also mentioned that during online study, students misbehaved and tried to access online resources during assessments. This report finds some weakness and strong .Overall students feedback poor respond 34.66% and more weak feedback school level students.Most of the students use smartphone about 88.67%. Teacher helps to the student overall moderately 67% and very helpful 33.33%. Teacher and students discuss by phone 30% and by zoom 70%.

5.2 Suggestions

Students should inform their parents and friends about the time of online learning so that there will be no distractions from their side. They can also restrict the study area for others to come during live sessions and video calls.Teachers and students suggested continuous develop computer skills. They recommended a reduction in cognitive load and increased interactivities during online teaching. Those in clinical years suggested ways to start online Case Based Learning. However, some were also of the opinion that there should be revision classes along with psychomotor hands on teaching after the COVID-19 pandemic is under control. To enhance quality, they suggested buying premium software and other proctoring software to detect cheating and plagiarism.

Chapter 6

Conclusions policy implications and future work

In search of meaningful online learning experiences, coordinated online learning can effectively foster appropriate learning experiences. As key players in online learning, students are primarily explored and experienced learning experiences. Students must be actively involved in the learning process and change to provide feedback. This will enhance their online learning experience. An important challenge in this discussion is that we need to critically examine the benefits and limitations of the types of asynchronous, synchronous, and hybrid online learning encountered. This will facilitate understanding of future complex assignments and can benefit from student learning experiences.

6.1 Conclusions

Historically, Bangladesh's education system follows conventional face-to-face or in-class schooling in almost all education institutions, including schools, colleges, and universities. Nevertheless, after the declaration of closure of educational institutions since the emergence of the COVID-19 pandemic. The government has focused on online-based schooling in Bangladesh's educational institutions. Therefore, both the teachers and students are trying hard to get accustomed to this newly introduced practice. Although they have become familiar with the technique, many factors are still raising challenges for successfully utilizing this online schooling technique. However, the online class is still the only medium to continue education in the middle of this pandemic situation when the government has imposed school closure, and countrywide lockdown started.Through this study, we tried to explore the perceptions of university, college and school students towards the online schooling process. However, we have received a mixed result. Although few students are getting benefitted from online classes, most of them face some troubles. For instance, online schooling has created discrimination between rural and urban students, between laptop/PC users and mobile phone users, between WI-FI users and mobile network users. Thus, a sustainable learning and teaching medium is affected. Moreover, students cannot interact with the teachers and their classmates during online classes. The group work opportunities among students are also restricted. The availability of high-speed broadband or cellular internet connection is rare outside the city areas; thus, students in rural areas are continuously facing trouble getting a stable internet connection. Therefore, their

participation in online schooling is often affected. Rural areas also face issueswith electricity connection which is an additional burden.Moreover, students often do not have electronic gadgets toparticipate in online classes effectively. Nonetheless, we revealed that female students had more positive attitudes toward virtual classes than male students.

6.2 Policy implications

In this pandemic situation, online schooling is the only means of communication for continuing education. Overall, few students are getting benefitted from online schooling, and most of them face some troubles. Online teaching has created discrimination between rural and urban students, between laptop/PC users and mobile phone users, between WIFI users and mobile network users. So our study suggests that government should build a comprehensive plan so for the students to get befitted through online classes and take necessary steps to reduce the discrimination created by the online education system. As there is no alternative option to reduce the risks of disease transmission among the students during the pandemic situation, the government should take deliberate actions to overcome the challenges that students face nowadays. It is highly appreciated that the government has started broadcasting classes for the school-going students through television and radio, but some improvement in the action plan is still possible. There is no concrete guideline or policy available to help educationalinstitutions take sustainable actions during the pandemic to keep the education services going on. Thus, we suggest the decision-makers prepare appropriate policies to deal with such challenging situations, particularly in providing schooling to students. We also recommend that the government build a robust plan for the student get benefited through online classes and take necessary steps to shrink discrimination created by online classes.

6.3 Future work

Data collection from various school, college and university will make the report. 150 students are not enough for this work. More students are required and more factor for this type of work. The outcomes of this study might be helpful for national policymakers for future intervention planning in educational institutes.

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QUESTIONNAIRE

Hello,

I am Md. Roknuzzaman the student of MBA (thesis semester), Department of Accounting of Hajee Mohammad Danesh Science and Technology University (HSTU), Dinajpur. I am going to survey on "**Exploring the Online Education during Pandemic Situation in Bangladesh**" your response will be kept please put the tick (√) mark in the appropriate box.

- Name:.....
- Gender:☐ Male ☐Female
- Student: ☐ School ☐ College☐ University
- Institute: …….

Please answer the following questions about your experience and opinion.

1. How do you feel overall about online education?

☐ Poor ☐ Average ☐ Good☐ Excellent

2. Do you have access to a device for learning online?

☐ Yes☐ Yes, but it does not work well ☐ No,I share with others.

3. What device do you use for online learning?

☐ Laptop☐ Desktop☐ Tablet ☐ Smartphone

4. How much time do you spend each day on an average on online education?

☐ 1-3 hours☐ 3-5 hours ☐ 5-7 hours ☐ 10+ hours

5. How effective has online learning been for you?

☐ Not at all helpful ☐Moderately helpful

☐ Very helpful ☐Extremely helpful

6. How helpful (School/University) has been in offering you the resources to learn from home?

☐ Not at all helpful ☐Moderately helpful

☐ Very helpful ☐Extremely helpful

7. How well could you manage time while learning online?

☐ Playtime ☐ Academic schedule☐ Besides Working☐ Pastime

8. Do you enjoy learning online?

☐ Yes, absolutely ☐ Yes, but I would to change a few things

☐ No☐ No,not at all

9. How helpful are your teachers while studying online?

☐ Not at all helpful ☐Moderately helpful

☐ Very helpful ☐Extremely helpful

10. How peaceful is the circumstances at home while learning?

☐ Quietly ☐ Noisily ☐ Moderately

11. Are you satisfied with the technology and software you are using for online learning?

☐ Yes ☐ No ☐ Average ☐ No, not at all

12. How often do you talk to your [School/ University] Classmates?

☐By phone ☐ Chatting ☐ Zoom apps

13. How often do you have a 1-1 discussion with your teachers?

☐ Zoom apps ☐By phone ☐ Video conference☐ Google Meet