

“HIGHER EDUCATION THROUGH ONLINE MODE AMIDST COVID-19: A PERCEPTUAL STUDY OF ACADEMICIANS AND STUDENTS IN MYSURU”

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Abstract

Currently, the temporary closures of Higher Education Institutions (HEIs) due to the COVID-19 pandemic are no longer news, because most countries are stagnant with respect to face-to-face teaching. This pandemic is also an event that has given rise to push to digitalization of businesses, especially in the education sector. In Universities such as Italy, Iran and Singapore they have closed their campus replacing in-person teaching with online. Meanwhile, Asian Universities were priority slow to enter into online learning. Several thousands of courses are being offered (Courseara, EdX, Udacity, Udemy,... and SWAYAM and NPTEL portals exists pertaining to Indian context. Furthermore, UGC has now issued Credit Framework to assign 20% of the credits in each semester for courses offered in SWAYAM. Meanwhile, the Government of India ordered a nationwide lockdown on the 24th of March 2020 as India was on the list of countries affected with COVID-19 worldwide. The lockdown was announced when the number of confirmed positive coronavirus cases in India was nearly 500 the lockdown in India includes closer of Suspension of all educational, training, research institutions. This affected all the education bodies of India. Hence, there is an innate need to prepare ourselves to bring the best of online education into the classrooms - a blended learning approach - and in the process, offer the students a powerful learning experience. The research study therefore examines the relevance of 'Higher education through online mode amidst covid-19 collecting perceptions of academicians and students in Mysuru' i.e., the sample of 264 which entails 132 from Academicians and Student community respectively are chosen from Mysuru city. Data collected is through well - structured questionnaire focusing on primary source, SPSS is used for data analysis.

Keywords: Higher Education, Online Mode, SPSS, t-test, Covid-19.

INTRODUCTION :

Higher education is the vehicle of social change as well as one of the key factors for overall development of every nation. Significantly, the twenty first century is the symbol of rapid globalization and internationalization. The expansion of activities relating to higher education takes place across boundaries in different forms. The market force influences the substance and direction of educational Programmes, thereby shaping globalized educational transactions across boundaries, in whatever mode they take place. The imperfections of the market systems in many countries, in turn, introduce distortions in educational contents under the influence of globalization. Higher Education has an important role to play in the task of building a nation and paving the way for overall development of a nation. The twentieth century has witnessed several revolutions like Green revolution, White revolution, I.T revolution, and transforming human civilization to the age of Information Technology. India holds a significant place in the worldwide education industry. India has one of the largest links of higher education institutions in the world. On the other hand, there is still a lot

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of potential for further expansion in the education system.

SARS-CoV-2 which causes the disease called COVID-19. Coronavirus is an outsized family of viruses.. They were first identified within the middle of the 1960s and that they can cause very mild symptoms sort of a cold, or in some cases, they will cause severe disease. The disease was first recognized in December 2019 in Wuhan, the capital of China's Hubei province, and has since spread worldwide, consequential in the ongoing 2019–20 coronavirus pandemic. WHO declared COVID-19 as pandemic as it spread globally. All education bodies were closed in India from 12th March. The Government of India ordered a nationwide lockdown on the 24th of March 2020 as India was on the list of countries affected with COVID-19 worldwide. The lockdown was announced when the number of confirmed positive coronavirus cases in India was nearly 500. The lockdown in India includes closer of Suspension of all educational, training, research institutions. This affected all the education bodies of India. School closures in response to the COVID-19 pandemic have shed a light-weight on numerous issues affecting access to education, also as broader socio-economic issues. As of March 12, relatively 370 million children and youth aren't attending school due to temporary or indefinite countrywide school closures mandated by governments to slow the spread of COVID-19. As of 20th March, over 70% of the global learners were impacted by closures. The arrangement of coaching and learning, including teaching and assessment methodologies were the main to be suffering from these closures. Only a couple of personal schools could implement online teaching methods.. The scholars, additionally to the missed opportunities for learning, not have access to healthy meals during this point and are subject to economic and social stress. Currently, the temporary closures of higher education institutions (HEIs) due to the COVID-19 pandemic are no longer news, because most countries have stopped face-to-face teaching.

HIGHLIGHTS AFTER COVID-19 ON EDUCATION SECTOR

Post covid-19, the globe is a modified place. There'll be visible changes across a range of behaviors. Logically, the impact of the pandemic has already been felt on education sector too. It's realistic to assume that this impact is here to remain for a while. This pandemic is clearly a symptom of unsteady times and human behavior. It's additionally an occurrence that has given rise to push to medical aid of companies, specifically within the education sector.

There is a need to arrange ourselves to bring the most effective of on-line education into the lecture rooms - a blended learning approach - and within the method, stream the scholars a robust learning expertise that lacked sensible education or quality resource access.

Below are some vital ways that within which education can amendment within the post covid-19 time:

- **Mixed learning - becoming a reality:** The classroom can be complemented by on-line efforts. This way, students could also be needed to physically attend classes on fewer days and can be progressive to study at their personal pace. This can additionally offer them enough time to assimilate info.
- **Training of lecturers is qualitatively different:** All the lecturers ought to be trained for on-line teaching, moreover, this can take an extended thanks to make sure that they're comfortable with technology and can be ready to badly switch between on-line and offline modes of teaching for the course of study and in particular, lecturers can feel authorized to deliver a lot of impressive lecture than before.
- **Use of computing (AI) can facilitate change the educational expertise for each child:** Earlier, educators ought to shed the 'one-size-fits-all' approach that's principally followed in ancient lecture rooms and use technology to supply a learning expertise that's unambiguously suited to a child's learning wants. The blended approach to learning successively can facilitate every type of academics, since they'll have the chance to interact with differing kinds of content like video, audio, demonstrations, thereby increasing the power to change learning.
- **Role of lecturers can have to be compelled to be redefined:** There is a move from being just a 'facilitator' to become life-long learners.
- Technology is used effectively to scale back the time spent by lecturers on tasks like paper-setting, evaluating and grading: this can facilitate the lecturers focus a lot of effectively on teaching and course improvement.
- Interactivity and engagement in a very physical classroom ought to be contrived into the web learning

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programs to stay students engaged. Physical lecture rooms supply a high degree of interactivity with the teacher and additionally among students. Educators ought to usher in a great deal of innovations to escort in the part of interactivity and collaboration in their e-learning modules.

- **Social Distancing principles ought to be incorporated:** As and once colleges, coaching job centers and different academic establishments open up, the new social distancing rules can essentially amend the prevailing ways that of transmission education. Colleges may contemplate operating in shifts, lecture rooms can follow strict cleaning processes and social distancing can become a norm for all activities. It should even be detected that amidst the social distancing, self-isolation and on-line studies within the current quarantine times; it's however natural that students face new levels of panic. Unable to hold out with their friends, peers and classmates like they accustomed, and not having the ability to expend their energy on sports may have an impact. It's vital that as educators, we have a tendency to take the responsibility to equip them with appropriate cope mechanisms and facilitate them to create and strengthen their connections with educators, as well as their lecturers.

THE SIGNIFICANCE OF THE STUDY

Based on the assumption that Academicians and students mental health may deteriorate over prolonged periods of physical distancing and online learning, this study aims to investigate the level of perceived anxiety and stress and explore student attitudes toward online learning, including the interactions among learning skills, student life, attitudes toward online learning, with anxiety levels and perceived stress. Studies in recent years have found that due to Covid-19 the whole education system will be stagnant or even collapse if it is not taken proper action. Education institutions that cover both the emotional and the academic aspects have been proven to increase students' productivity, improve academic performance, and enhance learning. Universities that support students' wellbeing can also increase students' feeling of belongingness within their education system. Thus, students feel safer and more fulfilled in relation to others and also acquire more appropriate skills of adaptation and coping with stressful situation. The needs of students for enhanced emotional support during the current pandemic have also been reported worldwide. Students have reported that Universities can play an important role when students are practicing social isolation by communicating with them and providing emotional support throughout these difficult times. Therefore the current study findings can serve as a baseline through which higher education institutions can identify the pandemic-related factors that are impacting students' learning and make any necessary adaptations to their education programs in order to support students and facilitate their learning and adjustability by the academicians to the technology. These findings aim to promote the importance of addressing mental health issues and student well-being at the university level and inspire universities to reply by building up collaborations with students, adapting teaching methodologies to suit the students' needs, and increasing and motivating learning within their current and future plans for the period after COVID-19.

RESEARCH METHODOLOGY

4.1 Research Approach

The study uses exploratory mixed method research design, both quantitative and qualitative methods. It explored the perspectives of the Academicians and students through quantitative data and enriched those data with a qualitative analysis. The study was conducted through standardized scales and open-ended questions with using of Likert scale were administered through google form.

4.2 Procedures and sample

A total of 264 samples out of that 132 are Academicians and remaining are students cadre participated in this study. They were selected through convenience sampling. Potential participants were invited via google forms, with information on the purpose of the study and the time it would take to complete the questionnaire. They were also told that their data and information would be treated as confidential, that their participation was voluntary. The questionnaire was administered through a Google Form that was sent along with all the information and the invitation to participate. It took 15 to 20 minutes to complete the questionnaire. Data were collected from August 18 to 20, 2020.

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4.3 Statistical tools

The statistical tools used for analyzing the data collected are Percentage Method, Mean, and Standard Deviation and T- test. The Reliability Test revealed the Cronbach's Alpha at .915 which is more than standard norms.

Survey place: Mysuru

OBJECTIVES OF THE STUDY

The following are the objectives formed according to review and survey done.

- 1) To identify the factors effecting higher education through online mode amidst covid-19.
- 2) To test the significance between the factors (Psychological, Technological and Academic factors) and perceptions of Academicians and Students.

HYPOTHESES

- 1) H01: "There is no significant difference between the means of Academic status (academicians and students) and Technological aspects".
- 2) H02: "There is no significant difference between the means of Academic status (academicians and students) and Psychological aspects".
- 3) H03: "There is no significant difference between the means of Academic status ((academicians and students) and Academic aspects".

ANALYSIS AND INTERPRETATIONS

Table No.7.1 DEMOGRAPHIC DETAILS

Sl. No	Demographic Variables		Frequency	Percentage (%)
1	Gender	Male	112	42
		Female	152	58
2	Academic Status	Student	132	50
		Professor (Assistant/Associate/Professor)	132	50
3	Domicile	Urban	188	72
		Rural	76	28

Source: Primary data

Interpretation: According to the above table no 1 58% are female and 42% are male out of 264 respondents, whereas Academicians and Students stand at 50% each and 72% of the respondents belong to Urban and 28% belong to Rural.

Table No. 7.2: SHOWING THE OPINION ABOUT TECHNOLOGY ORIENTATION

Statement	Opinion	Frequency	Percentage (%)	Mean	SD
The proper internet connectivity is vital for smooth on line learning phase	Strongly Agree	123	47	1.9	1
	Agree	72	28		
	Neutral	41	15		
	Disagree	19	07		
	Strongly Disagree	09	03		
Total	Total	264	100		
	Strongly Agree	103	39		

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Availability of Computer/ Laptop/ Smartphone is inevitable requirement	Agree	100	38	1.9	1
	Neutral	32	12		
	Disagree	25	10		
	Strongly Disagree	04	01		
	Total	Total	264		
Uninterrupted power supply is a necessitate factor	Strongly Agree	81	31	2	1
	Agree	108	41		
	Neutral	52	20		
	Disagree	16	06		
	Strongly Disagree	07	02		
Total	Total	264	100		

Table 7.2 a showing Group Statistics

Academic Status	N	Mean	Std. Deviation	Std. Error Mean
TECH Student	132	2.1717	.83243	.07245
Professor	132	1.8232	.85847	.07472

Source:Primary

Table 7.2 c showing Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TECH Equal variances assumed	.035	.852	3.348	262	.001	.34848	.10408	.14355	.55342	
Equal variances not assumed			3.348	261.752	.001	.34848	.10408	.14355	.55342	

Source:Primary

Interpretation: From the above Table No 6.2 depicts that 47% of the respondents strongly agreed that there should be proper internet connectivity is important for smooth learning phase, only 10% have disagreed to that statement. However, majority of the respondents (39%) have strongly agreed that computer/laptop/smartphones are inevitable for both Academicians and Students for online learning and 41% of the respondents have agreed that uninterrupted power supply is a necessitate factor for online

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learning.

According to table 6.2(a) and (b) it is revealed that null hypotheses stating “there is no significant difference between the means of Academic status (academicians and students) and Technological aspects” is rejected. Hence it can be inferred that there are different grounds to confer regarding proper internet connectivity, availability of gadgets and uninterrupted supply considering the demographical factor domicile and accessibility to technical aspects.

Table No. 7.3a : SHOWING THE OPINION ABOUT PSYCHOLOGICAL ASPECTS

Statement	Opinion	Frequency	Percentage	Mean	SD
The stress involved in online learning phase is less	Strongly Agree	34	13	2.9	1
	Agree	59	22		
	Neutral	78	30		
	Disagree	64	24		
	Strongly Disagree	29	11		
Total	Total	264	100		
There is increased motivation due to online learning process	Strongly Agree	39	15	2.7	1
	Agree	81	31		
	Neutral	60	23		
	Disagree	84	31		
	Strongly Disagree	00	00		
Total	Total	264	100		
Attention is paid with personal care during online learning	Strongly Agree	45	17	2.81	1
	Agree	78	30		
	Neutral	54	21		
	Disagree	56	21		
	Strongly Disagree	31	12		
Total	Total	264	100		
Counselling support is well executed	Strongly Agree	37	14	2.82	1
	Agree	77	29		
	Neutral	71	27		
	Disagree	54	20		
	Strongly Disagree	25	10		
Total	Total	264	100		
Use of technology aids is friendly to all (Parents, Students, Teachers)	Strongly Agree	33	13	2.87	1
	Agree	88	33		
	Neutral	17	27		
	Disagree	26	10		
	Strongly Disagree	47	17		
Total	Total	264	100		

Table No. 7.3a: SHOWING THE OPINION ABOUT PSYCHOLOGICAL ASPECTS

Table No. 6.3b: Showing Group Statistics

	Academic Status	N	Mean	Std. Deviation	Std. Error Mean
PSYCHOLOGICAL	Student	132	2.9455	.84061	.07317
	Professor	132	2.7348	.97902	.08521

Source: Primary

Table No. 7.3c Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PSYCHOLOGICAL	Equal variances assumed	3.374	.067	1.875	262	.062	.21061	.11231	-.01055	.43176
	Equal variances not assumed			1.875	256.140	.062	.21061	.11231	-.01057	.43178

Source: Primary

Interpretation: From the above Table and Chart No 6.3 reveals that majority of the respondents (30%) have opined as neutral that there may be stress due to online learning phase and only 11% of them have strongly disagreed to the statement. However, 31% of them have agreed that there is increase in the motivation due to online learning process.

Similarly, majorly (30%) have agreed that there is a personal care during online learning, 29% of the respondents opined that there is a Counselling support during online learning phase and 33% of the respondents have agreed that use of technological aids is friendly to both academicians and students during online learning.

According to table 6.3(a) and (b), it can be concluded that alternative hypotheses stating "there is no significant difference between the means of Academic status (academicians and students) and Psychological aspects". Therefore, it can be comprehended that factors relating to the psychological aspects such as stress, motivation, personal care, counseling support and usage of technological aids perceptually remains the same for both Academicians and students.

Table No. 7.4 a: SHOWING THE OPINION ABOUT ACADEMICS

Statement	Opinion	Frequency	Percentage	Mean	SD
There is scope for skill based learning in online learning	Strongly Agree	75	28	2.48	1
	Agree	71	26		
	Neutral	53	20		
	Disagree	44	16		
	Strongly Disagree	21	08		
Total	Total	264	100		

Time management can be achieved	Strongly Agree	42	16	2.61	1
	Agree	104	39		
	Neutral	57	22		
	Disagree	36	13		
	Strongly Disagree	25	10		
Total	Total	264	100		
There is scope for more interaction	Strongly Agree	33	13	2.84	1
	Agree	73	27		
	Neutral	74	28		
	Disagree	71	26		
	Strongly Disagree	13	05		
Total	Total	264	100		
Effective learning is made possible	Strongly Agree	23	08	2.91	1
	Agree	83	32		
	Neutral	67	25		
	Disagree	75	28		
	Strongly Disagree	16	06		
Total	Total	264	100		
Online classes entails in an organised and systematic manner	Strongly Agree	28	11	2.88	1
	Agree	82	31		
	Neutral	66	25		
	Disagree	68	25		
	Strongly Disagree	20	07		
Total	Total	264	100		
Disciplinary norms can be followed	Strongly Agree	32	12	2.90	1
	Agree	75	28		
	Neutral	66	25		
	Disagree	67	24		
	Strongly Disagree	24	09		
Total	Total	264	100		
There is scope for discussion platform	Strongly Agree	28	11	2.87	1
	Agree	88	33		
	Neutral	66	25		
	Disagree	54	20		
	Strongly Disagree	28	11		
Total	Total	264	100		
Submission of assignment/ reports can be done in a systematic way	Strongly Agree	40	15	2.68	1
	Agree	92	35		
	Neutral	66	25		
	Disagree	43	16		
	Strongly Disagree	23	09		
Total	Total	264	100		
There is distraction from external environment while conducting online classes	Strongly Agree	75	28	2.33	1
	Agree	104	39		
	Neutral	31	12		
	Disagree	29	11		
	Strongly Disagree	25	10		
Total	Total	264	100		

Source: Primary data

Table No. 7.4b: Showing Group Statistics

Academic Status	N	Mean	Std. Deviation	Std. Error Mean
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Table No. 7.4c: Showing Group Statistics Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ACADEMICS	Equal variances assumed	6.074	.014	2.061	262	.040	.21801	.10577	.00975	.42628
	Equal variances not assumed			2.061	258.361	.040	.21801	.10577	.00973	.42629
ACADEMICS	Student			132		2.8367	.80668		.07021	
	Professor			132		2.6187	.90883		.07910	

Source: Primary

Source: Primary

Interpretation: From the above table and chart no 6.4 depicts that majority of the respondents (28%) have strongly agreed that there is a scope for skill based learning in online learning Programme. However, 39% of the respondents agreed as time management can be achieved through online learning phase and 28% opined as neutral that there is a effective learning is possible due to online learning.

Similarly,31% of the respondents agreed that online classes entails in an organised and in systematic manner during online learning phase, 28% of the respondents have agreed as disciplinary norms can be achieved in online learning phase and 33% opined as there is a scope for discussion in online mode.

However, majority of the respondents (35%) agreed that submission of assignments/reports can be done in a systematic manner where as 39% of them have opined as there is distraction from external environment during online learning phase.

According to table 6.4(a) and (b), it can be viewed that null hypothesis stating “there is no significant difference between the means of Academic status (academicians and students) and Academic aspects” is rejected. The aspects pertaining to scope for learning, time management, interactive platform, effective learning, systematized conduction of online classes, disciplinary norms, submission of assignment sand distraction from external environment differs between academicians and students with respect to heterogeneous characteristics of demographical profile.

Table No. 7.5: SHOWING THE OPINION IN GENERAL

Statement	Opinion	Frequency	Percentage	Mean	SD
	Strongly Agree	85	32	2.01	1
	Agree	123	47		

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There is saving of travelling time/ lack of commuting	Neutral Disagree Strongly Disagree	31 16 09	12 06 03		
Total	Total	264	100		
There is less expenditure expended on education	Strongly Agree	38	14	2.65	1
	Agree	96	36		
	Neutral	64	24		
	Disagree	51	19		
	Strongly Disagree	15	06		
Total	Total	264	100		
It is proposed to cancel the final exam	Strongly Agree	67	25	2.57	1
	Agree	69	26		
	Neutral	60	23		
	Disagree	45	17		
	Strongly Disagree	23	09		
Total	Total	264	100		

Source: Primary data

Interpretation: from the above table and chart no 6.5 reveals that majority of the respondents (47%) have agreed that travelling time will be saved, 36% of them opined that less expenditure is expended on education during online learning phase and 26% of the respondents have agreed that it is proposed to cancel the exam due to covid situation.

SUMMARY OF FINDINGS:

MAJOR FINDINGS:

- There are different grounds to confer regarding proper internet connectivity, availability of gadgets and uninterrupted supply considering the demographical factor domicile and accessibility to technical aspects.
- Factors relating to the psychological aspects such as stress, motivation, personal care, counseling support and usage of technological aids perceptually remain the same for both Academicians and students.
- The aspects pertaining to scope for learning, time management, interactive platform, effective learning, systematized conduction of online classes, disciplinary norms, submission of assignment sand distraction from external environment differs between academicians and students with respect to heterogeneous characteristics of demographical profile.
- 47% of the respondents strongly agreed that there is proper internet connectivity is vital for smooth on online learning phase.
- 39% of the respondents have agreed that availability of computer/laptop/smartphone is inevitable in online learning.
- 41% of the respondents opined that there is uninterrupted power supply is a very necessitate factor in online learning.
- 30% of the respondents agreed that there is a personal care and there is Counselling support during online classes.
- 33% of the respondents have agreed as technological environment is very friendly for academicians, Students and parents as well.
- 28% of the respondents have strongly agreed that there is a scope for skill based learning in online phase.

- Majority of the respondents that due to online learning time management can be achieved and which creates more interaction in online learning.
- Majority of the respondents have agreed that online classes entails in a systematic manner due to these disciplinary norms can be achieved.
- Through online mode there is active discussion can be made, assignment and reports can be done in systematic manner.
- Majority of the respondents have opined that there is distraction externally while conducting online classes.
- Majority of the respondents have agreed that travelling time is saved , cost on education or expenditure can be reduced during online classes.
- Majority of the respondents have agreed that proposed to cancel the exam.
- Majority of the respondents have opined as there is an effective learning in online learning process.
- 30% of the respondents were neutral regarding stress in online learning.

CONCLUSION:

In this digital era, the education sector is undergoing a gigantic transformation. Students and Universities across the world are not relying on the traditional, uni-dimensional, methods of learning anymore. Instead, they have started to embrace a variety of online tools in order to facilitate, simplify and contextualize the entire learning process like bringing in e-learning in higher education. This research study focuses on unraveling the complexities involved in Higher education through online mode amidst Covid 19 and explaining the perceptions regarding the same among academicians and students. The future phase of e-learning in higher education will not just function as a medium of initiating inclusion, but it will also operate the indication of excellence, proficiency and opportunity amongst greater challenges.

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