

Study the Educational Impact during COVID-19 Pandemic among the Under Graduate Students of Bhandara District Maharashtra, India

Dr. Aarti S. Pawar -Research Coordinator

Dr. Madhukar J. Nikam – Principal Research Investigator

Asst. Prof. Amolsingh D. Rotele -Research Investigator

Ms. Kajol C. Rotele -Research Investigator

Mr. Prafulla N. Apate -Research Investigator

INTRODUCTION OF COLLABORATIVE RESEARCH AGENCY:

MAHARANA PRATAP MEMORIAL TRUST, AYODHYA, U.P.

The aims and objectives of the Trust:

- 1) To establish Maharana Pratap Bhawan with lodging facilities in Ayodhya and in other state
- 2) To establish educational institutions like schools and colleges.
- 3) To establish religious library and cultural hall.
- 4) To run schemes by central and state governments.
- 5) To promote welfare, social, cultural, health education, humanitarian and the activities that will protect, safeguard, improve the quality and raise the status of human life, particularly economically weaker sections.
- 6) To help and collaborate in establishing and running medical centres. Old age homes, Ashrams, rehabilitation institution for destitute, vocational training centres for the handicapped and self job-oriented activities for the unemployed.
- 7) To offer scholarships, stipends and financial support to deserving students in pursuing higher studies in Medicine Art, Science, Engineering and Computer Technology.
- 8) To undertake and support any program or projects that provide educational, recreational, social cultural and spiritual activities with the sole purpose of promoting peace, love, tolerance and National integration among the various communities of the country and Nationalities of the world.
- 9) Collaboration with other voluntary organizations to accomplish the above objects.
- 10) Affiliation with other National and International organizations engaged in welfare, health education, National integration and peace promotion activities.

Events/Activities held:

As on third meeting was held on 6th July, 2021 the trust has been decided to establish Maharana Pratap Bhawan at different state level specially for the youth and their overall development so far as educational and cultural upliftment is concerned in COVID-19 pandemic actually.

The National chairmen of the Maharana Pratap Memorial Trust, Ayodhya visited many different places through the India to observe and addressed the issue of people due to COVID-19 pandemic, visited places such as Jaipur, Raigarh, Rajasthan, Jharkhand, Delhi, Udaypur, Maharashtra, and Bhopal.

Organized National level Vadhu-Var Parichay Sammelan to promote the marriage institution in the society during this pandemic period of COVID-19. The event was held on 5th March, 2021. This way Maharana Pratap Memorial Trust and Athawale College of Social Work, Bhandara played a vital role for the society.

MAHARASHTRA SOCIAL WORK EDUCATORS, MANAGEMENT & STAFF FORUM, NAGPUR.

Events/Activities held:

The president of the Forum had written three books during the period. Books titled, Human Resource Management, Professional Development of Social Work, published by Current Publication, Agra and Malnutrition: Vulnerability of the Tribal, published by Dattsons Publication, Nagpur in 2021. Professional development in social work has become an important area of consideration for employers, policy makers and social workers themselves. This publication aimed at providing practitioners, educators and managers with evidence-based information about the challenges and opportunities that professional development in social work can provide for service improvement.

Forum always aims to provide an evidenced based assessment of the value of professional development in social work for social workers some of the challenges and hurdles that exist to its development and structured implementation and emphasis on the provisions and supervision for quality sustainable professional development.

ATHAWALE COLLEGE OF SOCIAL WORK, BHANDARA

Events/Activities held:

Our alumni Mr. Akash S. Thantharate (batch 2018), Ms. Shweta Thawkar, Ms. Pragatee G. Sukhdeve (batch 2019). These students helped the helpless injured old age person by hospitalizing him and provided treatment through hospital, besides they had been served food and other needful things to the relatives and parents of corona positive patient who were hospitalized in Government Hospital, Bhandara.

There is a Help Desk in Government Hospital, Bhandara for helping the stranger/needed one who are seeking information and guidance in Government Hospital setting. This Help Desk too runs by our student under the guidance of Dr. Jyoti Naktode, In-charge, Department of Medical & Psychiatric Social Work, Bhandara.

Our faculty donated Precautionary things (Globs, Mask, Sanitizer, etc.) to the community people during the pandemic some of our faculty donate some amount for helping the corona patients and their family members. Besides, provide family some utensils and grains to the needy one.

Dr. Naresh Kolte, In-charge, College Development Committee, NSS & Extension Activity and faculty members of the institution has been distributed Mask among the students as a precautionary measure against corona virus. This event held under the guidance of Dr. Chandansingh Rotele in the institution on 19th July, 2021. Besides, Higher Learning and Research Centre has been produced edited book titled, "COVID-19 ITS IMPACT ON INDIAN SOCIETY", edited by Dr. Naresh Kolte, Published by Om Sai Publishers & Distributors, Nagpur in 2021.

Yashvantrao Chavan Maharashtra Open University, centre at our institute has been promoted tree plantation programme on the occasion of world environment day on 5th June, 2021 by planting trees in their native place.

Introduction:

The COVID-19 pandemic in India is a part of the worldwide pandemic of corona virus disease 2019 (COVID-19) caused by severe acute respiratory syndrome corona virus 2 (SARS-CoV-2). The first case of COVID-19 in India, which originated from China, was reported on 30th Jan. 2020. Currently, India has the largest number of confirmed cases in Asia. As of 12 June, 2021, India has the second-highest number of confirmed cases in the world (after the United States) with 29.3 million reported cases of COVID-19 infection and the third-highest number of COVID-19 deaths (after the United States and Brazil).

The income of 97 percent households has declined since the outbreak of the pandemic last year. The unemployment rate stands at 12.4 percent, urban 15.1 percent and rural 11.2 percent on 3rd June 2021. COVID-19 which is said to have emerged from Wuhan (China) has caused a serious impact on almost every society of the earth. Due to the problems caused by this particular health crisis all over the world, the World Health Organization (WHO) has declared it as a global pandemic. Not only that but because of its rampant spread countries were forced to stop international travelling as well as locked up themselves. Also, the lockdown has been recognized as the only method to control the spread of the pandemic and almost every country has adopted this method.

Amidst the lockdown in Indian society, multiple issues related to social, educational, economical, political, agricultural, psychological levels and many more have been noticed which has created the devastating impact on the lives of the people.

Many challenges are created by Covid-19. The HEIs have responded positively and adopted various strategies to face the crisis during the pandemic. The Government of India has also taken number of preventive measures to prevent spread of pandemic Covid-19. The MHRD and University Grants Commission (UGC) have made several arrangements by lunching of many virtual platforms with online depositories, e-books and other online teaching/learning materials, educational channels through Direct to Home TV, Radios for students to continue their learning. During lockdown, students are using popular social media tools like WhatsApp, Zoom, Google meet, Telegram, YouTube live, Facebook live etc. for online teaching learning system. ICT initiative of MHRD (e-Boucher- <https://mhrd.gov.in/ictinitiatives>) is also a unique platform which combines all digital resources for online education. UGC has released Guidelines on Examinations and Academic calendar in view of COVID-19 pandemic and subsequent lockdown on 29th April, 2020 (UGC notice). All terminal examinations have been postponed and shifted to July 2020 and suggested commencement of classes from August 2020. UGC has also prepared complete calendar for the academic session 2020-2021 with new dates keeping in view of the lockdown.

Educational Impact:

COVID-19 outbreak has caused a downward spiral in the world economy and caused a huge impact on the education system. The sudden closure of campuses as a social distancing measure to prevent community transmission has shifted face-to-face classes to online learning systems. This has thrown the focus on utilizing eLearning tools and platforms for effective student engagement which may have limitations of accessibility and affordability for many students. The pandemic has exposed the shortcomings of the current education system and the need for more training of educators in digital technology to adapt to the rapidly changing education climate of the world. In the post-pandemic situation, the use of eLearning and virtual education may become an integral part of the education system. The education institutions and universities need to plan the post-pandemic education and research strategies to ensure student learning outcomes and standards of educational quality.

Most of the external examinations have been postponed and almost all the internal assessments have been cancelled. The cancellation of assessments has negative impact on students' learning. Many institutions have been managing the internal assessments through online mode using different digital tools but the postponement of the external assessments, has a direct impact on the educational and occupational future of students' life. This uncertainty has created anxiety among students as they are stuck in the same grade/class without promotion.

The study affirms the devastating effects of COVID-19 pandemic on education and the various barriers that hinder students and instructors engagements in online education for continued learning during the COVID-19 lockdown. The results show that educational activities were badly affected due to the COVID-19 pandemic lockdowns. Some of the identified effects include; learning disruption, limited access to learning facilities such as laboratories, job losses in the education sector, increase in students' debts, reduced funding for education, research constraints, and loss of learning interests among learners. The finding is in line with earlier assertion that Corona virus pandemic created multiple problems for education sector leading to decreased education opportunities for underprivileged learners and those in rural areas.

Also, from the factor analysis, it was found that Poor digital skills, School policies, Digital divide, Poor electricity, Unavailability and accessibility, Network issues, Inadequate facilities, Lack of training, Lack of funding, Resistance to change, etc. are the major barriers for online education during the COVID-19 pandemic school closures. Among them, inadequate facilities appeared to be the highest impediment to online education during the pandemic. Most of the respondents agreed that inadequate facilities such as lack of computer, internet facility, were the major factors that limited their engagement in online education. Similarly, poor electricity service, unavailability and accessibility issues, network issues, etc. also created lots of problems for education during the COVID-19 lockdown. The result of the study shows that Coronavirus disrupted educational activities and tends to reduce educational opportunities for disadvantaged people. It displaced students and teachers and created multiple barriers in teaching and learning. The study indicates that COVID-19 lockdowns have the tendency to increase school debts and pressure on parents and educational institutions.

The finding recognizes the need for technology in education particularly in times of emergencies. Integration of emerging technologies in education is no longer a choice, but a need for all educators considering the changing learning environment, demands for flexibility in methodology, and the need to enhance creativity and innovations in learning. The study would contribute to the growing knowledge on Corona virus effect on education sector and the need for technology in education.

Digital learning is not without its limitations and challenges, since face-to-face interaction is usually perceived as the best form of communication as compared to the rather impersonalized nature of remote learning. Globally, online education has met with some success. In the case of India, we still have a long way to go before digital learning is seen as mainstream education, however, rural area students do not have the required infrastructure not are financially strong to avail the resources required for digital education. Building of the digital education infrastructure by the Government of India presently appears to be difficult due to lack of budget. Remote learning connectivity which might be a far-fetched thing for Tier2 and Tier 3 cities in India. Besides, e-learning is likely to witness a high dropout rate due to the lack of atmosphere for studying. Successful delivery of education and learning at the school level can be different. Digital education cannot be applied the same at every level of the education.

If we further up the light on the educational material, digital education will have a limited scope as compared with the written and handy material which is provided in an educational institute. Moreover, the authentication of the educational material is at stake. The authentication of the educational material should be tested before these materials are circulated with the students. Creation of content, dissemination of content and evaluation of content should be done.

Research Methodology:

A survey report is a type of academic writing that uses research to provide information about a topic. It involves questions that are formulated based on the research objectives, to be answered by the respondents and later analyzed using appropriate data analysis methods.

Objectives:

- 1) To study the impact of education among the under graduate students due to COVID-19 pandemic.
- 2) To understand the problems faced by the under graduate students during online education program.

This study has gone through the various impacts of Covid-19 on higher education in India. The recent pandemic created an opportunity for change in pedagogical teaching-learning practice and introduction of virtual education in all levels of education. As we do not know how long the pandemic situation will continue, a gradual move towards the online/virtual education is the demand of the current crisis.

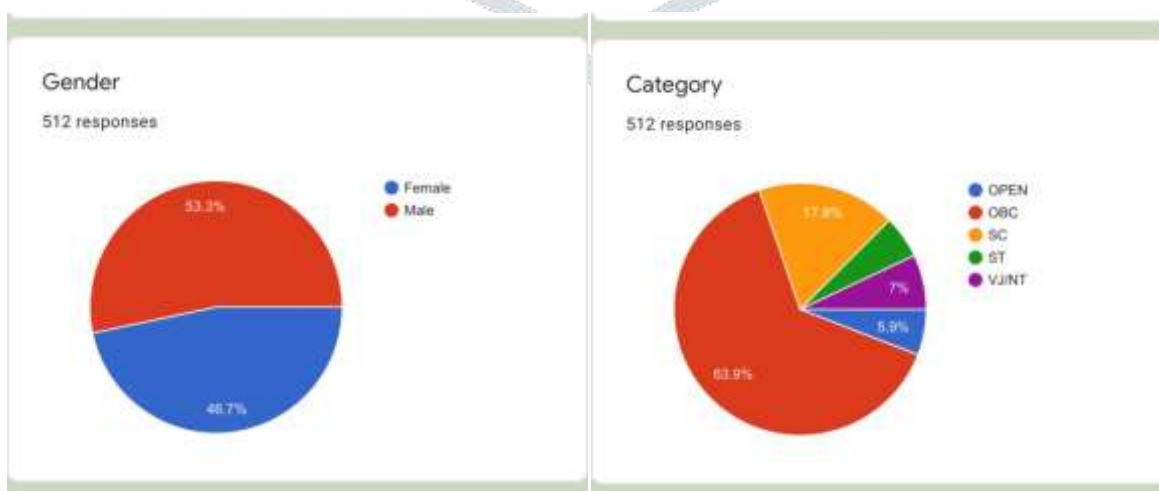
We have been taken target group/units under graduate students in Bhandara district for study the impact of COVID-19 on education and we have been prepared questionnaire (Google Form) for collection of data due to this pandemic situation. Through which we have been received more than 500 responses, as it was unexpected within the short period of time. But the universe of the study responded as they are facing the issues with online education programme due to COVID-19 pandemic. Overall secondary data has been collected through the published reports, journals, online data and news material.

Collected data has been prepared into statistical form and then expected analysis and interpretation done for the findings of the research.

ANALYSIS AND INTERPRETATION OF SURVEY DATA:

In order for students to develop deeper, clearer meaning and understanding of what they are taught, they need to be actively involved in the learning process. Active participation of the student in the learning process is of paramount importance in the formulation of meaningful comprehension and the understanding of the content being learned. Active learning is a key element of constructivist learning theory. The theory suggests that humans construct knowledge and meaning from their experiences.

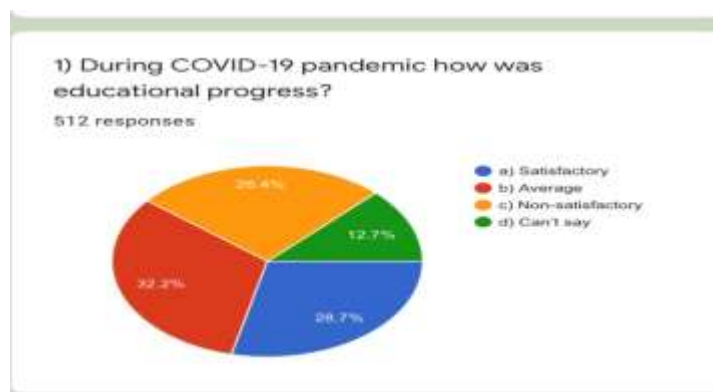
Sociodemographic profile of the students:



There were 512 students responded in the survey. Majority of the students were in the age group of 20-25 years; out of the all under graduate students 63.9 % students belonged to the OBC category; Majority of the

respondents' family was engaged in agriculture and labor occupation. 53.3 % male student and 46.7% female students were covered in the study.

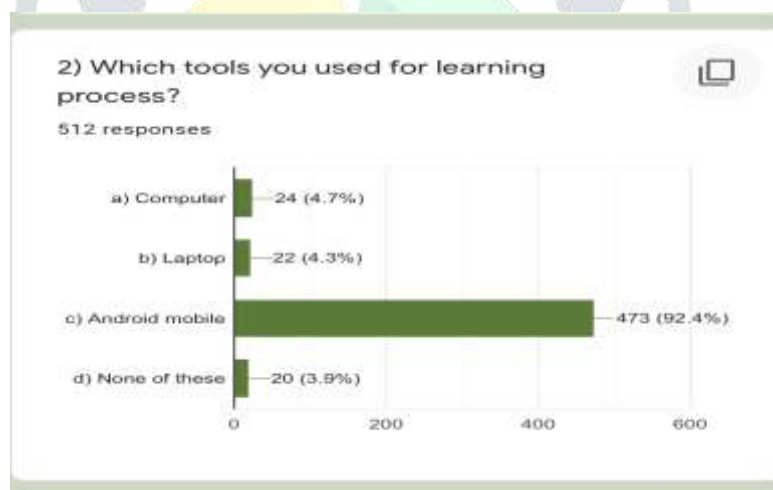
1. Educational Progress during COVID-19:



The above graph mentioned that $\frac{1}{4}$ students expressed their satisfactory educational progress during COVID-19 pandemic, as they are experiencing comfortable teaching learning process with their educational institution overall. Besides, 32.2 percent students said that they are having average educational experience during COVID-19 pandemic, as they may have not the sufficient resources for online education program.

Maximum students (38.11%) stated that they are not satisfied and can't even say about the educational progress during COVID-19 pandemic. E-learning comes across as somewhat patchy and impersonal experience. Consequently, e-learning likely to witness a high dropout rate due to lack of atmosphere for studying. Digital education cannot be applied the same at every level of the education.

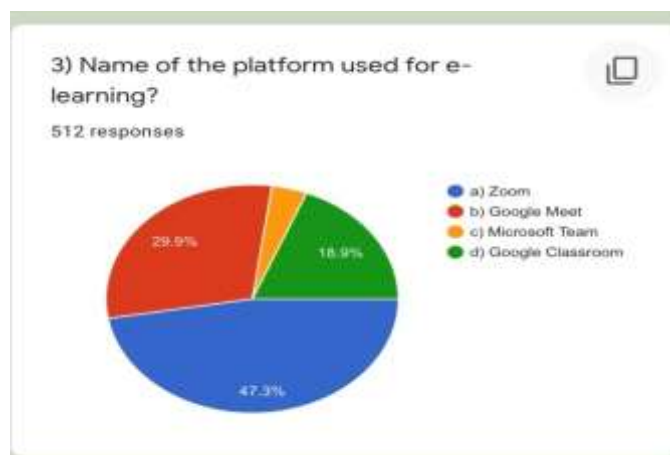
2 Tools used for learning process:



The above graph mentioned that 1:4 students were used computer and 22 present used laptop for the learning purpose. But the 20 students said that they do not use any of these sources for learning purpose. As these students can't afford even android mobile.

On the contrary, **there are 473 (93.4 %)** students expressed that they are using android mobile for the learning purpose. In virtual classroom students can quickly and easily write comments or questions for anyone in the chat room to see. The instructor creates a virtual meeting room at the beginning of a lecture and makes the website link accessible to the students at the beginning of class. Besides, Zoom, Google Meet and Google Classroom attended by the students through their android mobile.

3) Name of the platform used for E-learning:



The above mentioned graph shows that more than $\frac{1}{4}$ students were used Google Meet platform for learning; 18.9 percent students were used Google Classroom and very few were used Microsoft Team platform for learning.

On the other hand, **maximum students (2:4)** were used Zoom platform for learning. Besides they were facing internet accessibility during the online class, those who are staying in remote rural area. Zoom is a cloud based service which offers meetings and webinars and provides content sharing and video conference capability, besides Zoom offering Video, audio and screen sharing experience across a wide range of devices and platforms.

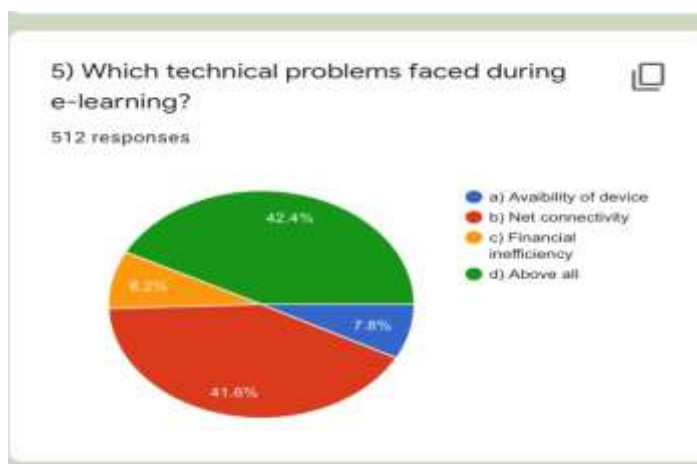
4) E-learning resources made available by the institution:



The above graph explained that 18.4 percent students told that PPT sharing as per the syllabus were made available as e-learning resource by the institution and educational videos were available as e-learning resource by the institution, said more than 1:4 students. Besides, few students replied that discussion method was made available as e-learning resource by the institution.

Most of the students (37.3 %) among the rest of the students were expressed that You Tube Link were available as e-learning resource by the institution. Digital learning has many advantages in itself like digital learning has no physical boundaries, it has more learning engagement experiences rather than the traditional learning, it is also cost-effective and students get to learn in the confines of their comfort zone.

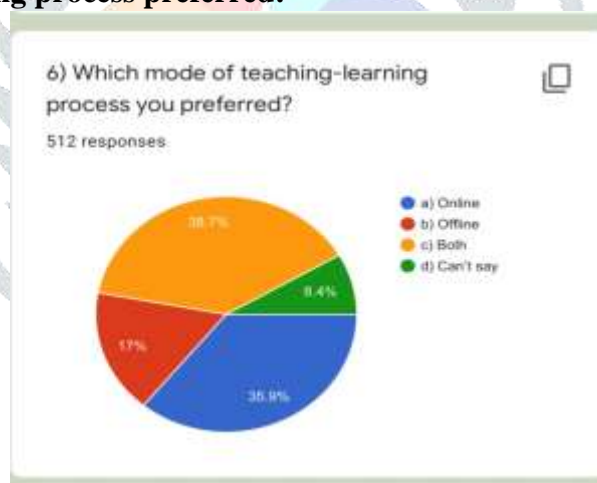
5) Technical problems faced during E-learning:



The above graph defended that very few students were faced the availability of device and financial inefficiency during E-learning. Besides, 42.4 present students were expressed that availability of device, net connectivity and financial inefficiency during E-learning.

But 41.6 present students told that they were faced net connectivity majorly during E-learning. And due to which they were unable to connect properly with the zoom platform or otherwise any one. All this made them feel nervous in active learning process. All we know very well that the status of educational services in rural area still yet to develop in the expected manner, so it's difficult to have quality educational services through the online mode by rural level institutions.

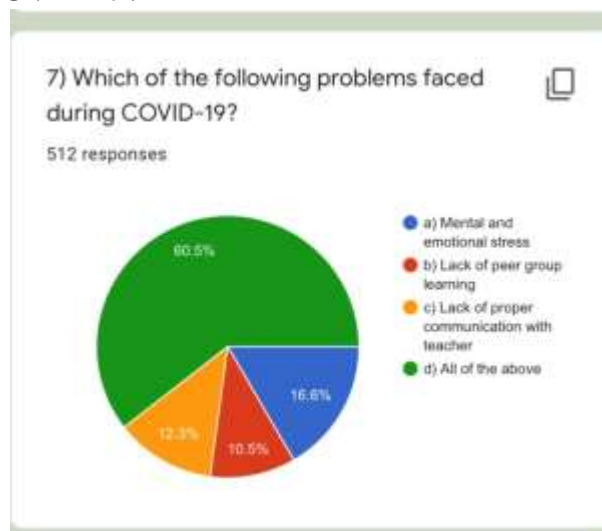
6) Mode of teaching-learning process preferred:



The above graph stated that very few students were couldn't say about the preferred mode of teaching-learning process. Less than 1:4 students were preferred offline mode of teaching-learning process and 35.9 % students were preferred online mode of teaching-learning process, as this is the need of this pandemic period.

38.7 present students were stated that they preferred both (online and offline) mode of teaching-learning process. As they couldn't said firmly any one mode of teaching-learning process due to their comfort zone with offline class and the COVID-19 situation wise online class requirement.

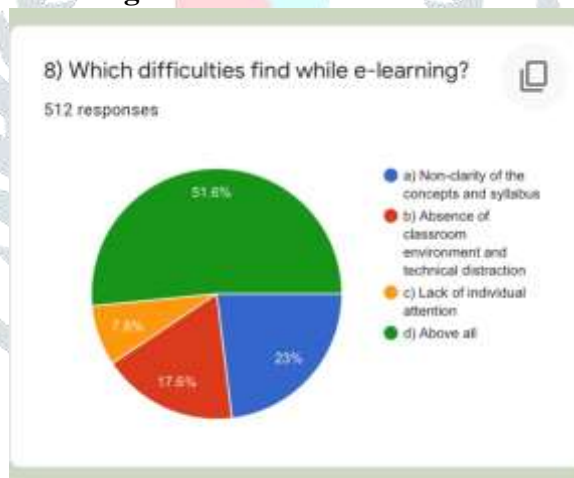
7 Problems faced during COVID-19:



The above graph explained that nearly 1:4 students faced mental and emotional stress problem during COVID-19; 10.5 % students expressed the lack of peer group learning and 12.3 % students said that they has lack of proper communication with teacher due to which they were facing problems with the study.

60.5 present students were told that they were facing mental and emotional stress, lack of peer group learning, lack of proper communication with teacher during COVID-19

8) Difficulties find while E-learning:

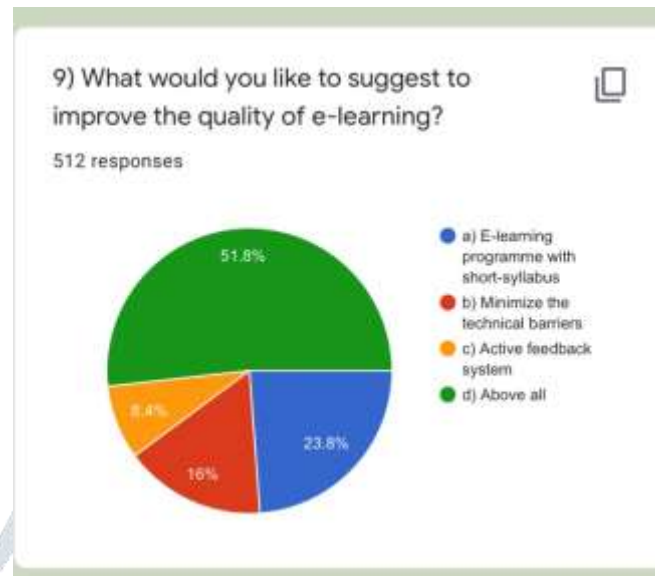


The above graph shown that 1:4 students found difficulty as non-clarity of the concepts and syllabus while e-learning. Very few found lack of individual attention and 17.6 % students found that absence of classroom environment and technical distraction while E-learning.

More than 50 % students stated that they were found difficulties such as non-clarity of the concepts and syllabus, lack of individual attention, and absence of classroom environment and technical distraction while E-learning.

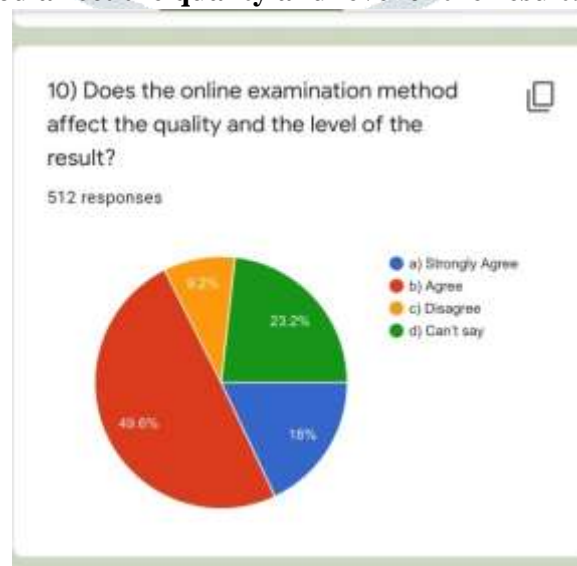
Digital learning is not without its limitations and challenges, face-to-face interaction is usually perceived as the best form of communication as compared to the rather impersonalized nature of remote learning.

9) Suggestions to improve the quality of E-learning:



The above graph described that very few students like to suggest active feedback system to improve the quality of E-learning. 16.00 % students suggested minimize the technical barriers and 1:4 students suggested that E-learning program with short-syllabus to improve the quality of E-learning. **Majority of the students (51.8%)** out of 512 students suggested that active feedback system, minimize the technical barriers, and E-learning program with short-syllabus to improve the quality of E-learning.

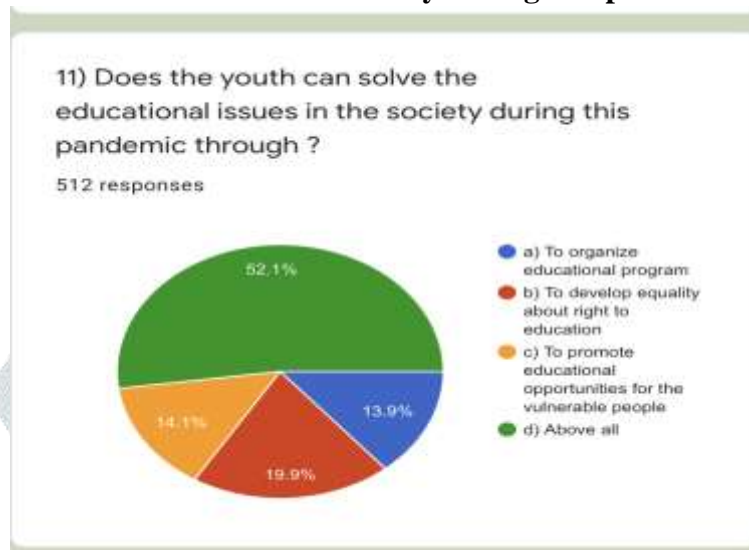
10 Online examination method affect the quality and level of the result:



The above graph showed that some of students disagree with online examination method as its affect the quality and level of the result. 1:4 students couldn't say about the same. 18.0% students strongly agree with the online examination method as its affect the quality and level of the result.

49.6% students agree with the online examination method as its affect the quality and level of the result. There are huge disadvantages as exams have to be postponed. Examinations cannot be conducted online mode properly without any technical disturbance.

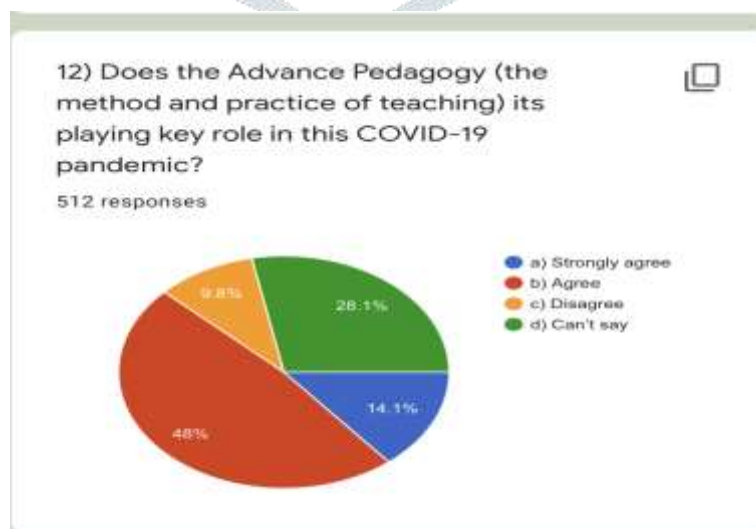
11) Youth can solve the educational issues in the society during this pandemic:



The above graph described that some of the students said that to organize educational program can solve the educational issues in the society during this pandemic. Nearby 1:4 students said that to develop equality about the right to education and 14.1 % stated that to promote educational opportunities for the vulnerable people can solve the educational issues in the society during this pandemic.

Maximum students (52. 1%) viewed that to organize educational program, to develop equality about the right to education, to promote educational opportunities for the vulnerable people can solve the educational issues in the society during this pandemic. The COVID-19 pandemic, due to its unprecedented scale and unique strategies, has had a critical impact on education, particularly of those from marginalized sections.

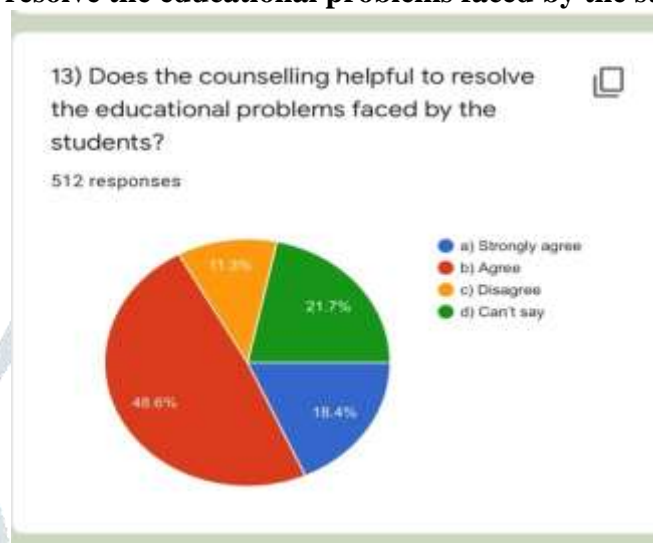
12) Advance Pedagogy and its playing key role in the COVID-19 pandemic:



The above graph explained that few students disagree with the advance pedagogy and its playing key role in this COVID-19 pandemic. More than 1:4 students couldn't say anything about the same.

Majority of the students (62.1 %) agree (14.1%) strongly agree (48.00%) with the advance pedagogy and its playing key role in this COVID-19 pandemic. Yet, students were facing problems during the teaching-learning process.

13) Counseling helpful to resolve the educational problems faced by the students:



The above graph expressed that some of the students disagree with the counseling helpful to resolve the educational problems faced by the students. Nearby 1:4 students couldn't say about the same.

Majority of the students (66.10 %) 18.4 % strongly agree and (48.6%) agree with counseling to resolve the educational problems faced by the students.

14) The consequences of practice less education program in this pandemic:

Sl. No.	Responses	Frequency	Percentage
1	Its affect skill development	84	16.40
2	Lack of field base learning experience	94	18.35
3	Unable to clarify the theory	76	14.84
4	Above all	258	50.39
Total		512	100.00

The above table clarified that less than 1:4 students told that the consequence of practice less education program affects skill development. 94 students said lack of field base learning and 76 students told that unable to clarify the theory is the consequence of practice less education program affects skill development.

258 students out of 512 viewed that affects skill development, lack of field base learning and unable to clarify the theory are the consequence of practice less education program affects skill development.

15) Impact due to COVID-19 pandemic according to students' experiences:

- Facing financial problem/economical disruption caused by the pandemic is devastating, due to which not affording the internet data pack for online learning program. As daily expenditure for necessary things difficult to fulfill.

- Lack of proper guidance due to communication hurdles with teachers and peer group members. This has been resulted into increasing the mental stress, nervousness and depression for the career perspective.
- Not proper study possible from home as there is lack of classroom environment and poor attention during online class.
- Facing network issues, technical problems, ineffective means of teaching, no proper platform for E-learning.
- Lack of study material and practice/practical less experience given unsatisfied learning outcome. Besides, lack of communication with respective teachers, friends and subject experts made us confused with the half knowledge, unskilled and incomplete syllabus and irregular exam schedule is another issue.

Major Findings:

1) Educational Progress during COVID-19:

Maximum students (38.11%) stated that they are not satisfied and can't even say about the educational progress during COVID-19 pandemic.

2) Tools used for learning process:

There are 473 (93.4 %) students expressed that they are using android mobile for the learning purpose.

3) Name of the platform used for E-learning:

Maximum students (2:4) were used Zoom platform for learning. Besides they were facing internet accessibility during the online class, those who are staying in remote rural area.

4) E-learning resources made available by the institution:

Most of the students (37.3 %) among the rest of the students were expressed that You Tube Link were available as e-learning resource by the institution.

5) Technical problems faced during E-learning:

41.6 present students told that they were faced net connectivity majorly during E-learning. And due to which they were unable to connect properly with the zoom platform or otherwise any one.

6) Mode of teaching-learning process preferred:

38.7 present students were stated that they preferred both (online and offline) mode of teaching-learning process. As they couldn't said firmly any one mode of teaching-learning process due to their discomfort zone with offline class and the COVID-19 situation wise online class requirement.

7) Problems faced during COVID-19:

60.5 present students were told that they were facing mental and emotional stress, lack of peer group learning, lack of proper communication with teacher during COVID-19

8) Difficulties find while E-learning:

More than 50 % students stated that they were found difficulties such as non-clarity of the concepts and syllabus, lack of individual attention, and absence of classroom environment and technical distraction while E-learning.

9) Suggestions to improve the quality of E-learning:

Majority of the students (51.8%) out of 512 students suggested that active feedback system, minimize the technical barriers, and E-learning program with short-syllabus to improve the quality of E-learning.

10) Online examination method affect the quality and level of the result:

49.6% students agree with the online examination method as its affect the quality and level of the result.

11) Youth can solve the educational issues in the society during this pandemic:

Maximum students (52.1%) viewed that to organize educational program, to develop equality about the right to education, to promote educational opportunities for the vulnerable people can solve the educational issues in the society during this pandemic.

12) Advance Pedagogy and its playing key role in the COVID-19 pandemic :

Majority of the students (62.1 %) agree (14.1%) strongly agree (48.00%) with the advance pedagogy and its playing key role in this COVID-19 pandemic.

13) Counseling helpful to resolve the educational problems faced by the students:

Majority of the students (66.10 %) 18.4 % strongly agree and (48.6%) agree with counseling to resolve the educational problems faced by the students.

14) The consequences of practice less education program in this pandemic:

258 students out of 512 viewed that affects skill development, lack of field base learning and unable to clarify the theory are the consequence of practice less education program affects skill development.

15) Impact due to COVID-19 pandemic according to students' experiences: (major one)

Facing financial problem/economical disruption caused by the pandemic is devastating, due to which not affording the internet data pack for online learning program. As daily expenditure for necessary things difficult to fulfill.

Lack of proper guidance due to communication hurdles with teachers and peer group members. This has been resulted into increasing the mental stress, nervousness and depression for the career perspective.

Conclusion:

Educational institutions have opted for different digital platforms to facilitate E-learning for their students. However, only educational institutions in urban areas can provide those facilities as in rural part of the society it's difficult for them, yet they are tried to do so. Again the questions are raised for the learners in rural areas, the educational systems in rural areas and their growth for quality education. Globally, online education has met with some success. But the our rural area's students do not have the required educational resources and infrastructure strong enough to avail quality education even in offline mode then how can we expect it through n online mode of education. Remote learning relies on the reliable power supply and unbreakable internet connectivity which might be far achieved thing for us. Besides, we could see disruption in continuity of study for girls and boys of those marginalized group after losing the livelihood. Yet, students appreciate and agree with the advance pedagogy for quality education in this pandemic of COVID-19.

There are huge disadvantages as exams conducted through online mode as we can understand the possibility of transparency mentioned in the examination suffered due to lack of physical supervision and monitoring as well.

Social work intervention:

The crisis is affecting many young people in ways that will risk long-term consequences for their mental health. One in eight children and young people already have a diagnosable mental health condition, and research suggests that the majority of those believe that pressures created by the crisis are exacerbating their needs. Through the counseling to convert major effects into positive, one needs self-inspiration, motivation so that it can achieve stability for the learning purpose. As the counseling is a key practice so far as integrated social work intervention is concerned with primary methods of social work – case work, group work, and community organization.

There must be social work intervention in college setting so that students can approach for their educational issues as well as other problems can sort out under the guidance of counselor and social worker as well.

Education policy and program can be inculcated in the education area effectively with the social work intervention and social work research also for the effective implementation of online education in this pandemic.

Professional social worker is playing the role of mediator as an educationist between advance pedagogy and the target group of different educational setting such school, college and community centers also in this COVID-19 pandemic.

Limitations of the study:

- 1) Survey method was used for the collection of primary data by maintain the social distance due to COVID-19 pandemic.
- 2) Focused COVID-19 pandemic's impact on education only.
- 3) Only UG students were covered under the respondent category.
- 4) Research area was limited to Bhandara district of Maharashtra state.
- 5) This report available in English language only.
- 6) Study was conducted and completed within short time period.

References:

<https://timesofindia.indiatimes.com>

www.wikipedia.org

Questionnaire: Google Form

Full Name:

Address:

Contact No.:

E-mail: -----

Personal & Family details:

- 1) Age:
- 2) Gender:
- 3) Caste category:
- 4) Educational qualification:
- 5) Family Income:
- 6) Family Occupation:

COVID-19 impact on Education:

- 7) During COVID-19 pandemic how was educational progress?
 - a) Satisfactory
 - b) Average
 - c) Non-satisfactory
 - d) Can't say

- 8) Which tools you used for learning process?
 - a) Computer
 - b) Laptop
 - c) Android mobile
 - d) None of these
- 9) Name of the platform used for e-learning?
 - a) Zoom
 - b) Google Meet
 - c) Microsoft Team
 - d) Google Classroom
- 10) Which are the e-learning resources made available by the institution?
 - a) Educational videos
 - b) YouTube link
 - c) PPT sharing as per syllabus
 - d) Discussion method
- 11) Which technical problems faced during e-learning?
 - a) Availability of device
 - b) Net connectivity
 - c) Financial inefficiency
 - d) Above all
- 12) Which mode of teaching-learning process you preferred?
 - a) Online
 - b) Offline
 - c) Both
 - d) Can't say
- 13) Which of the following problems faced during COVID-19?
 - a) Mental and emotional stress
 - b) Lack of peer group learning
 - c) Lack of proper communication with teacher
 - d) All of the above
- 14) Which difficulties find while e-learning?
 - a) Non-clarity of the concepts and syllabus
 - b) Absence of classroom environment and technical distraction
 - c) Lack of individual attention
 - d) Above all
- 15) What would you like to suggest to improve the quality of e-learning?
 - a) E-learning programme with short-syllabus
 - b) Minimize the technical barriers
 - c) Active feedback system
 - d) Above all
- 16) Does the online examination method affect the quality and the level of the result?
 - a) Strongly Agree

- b) Agree
 - c) Disagree
 - d) Can't say
- 17) Does the youth can solve the educational issues in the society during this pandemic?
- a) To organize educational program
 - b) To develop equality about right to education
 - c) To promote educational opportunities for the vulnerable people
 - d) Above all
- 18) Does the Advance Pedagogy is playing key role in this COVID-19 pandemic?
- a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Can't say
- 19) Does the counseling helpful to resolve the educational problems faced by the students?
- a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Can't say
- 20) Which are the consequences of practice less (without practicum) education program in this pandemic?
- a) Its affects skill development
 - b) Lack of field base learning experience
 - c) Unable to clarify the theory
 - d) Above all
- 21) Write three impacts on you due to COVID pandemic.