A STUDY ON IMPACT ON EDUCATION AMONG COLLEGE STUDENTS DURING COVID-19 PANDEMIC IN CENTRAL SUBURBAN MUMBAI.

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Introduction:

Since early 2020, the World has been absorbed by a pandemic which was recognized as a new coronavirus (severe acute respiratory syndrome coronavirus 2, or SARS-CoV-2), and later termed as Coronavirus Disease-19 or COVID-19. While COVID-19 originated in Wuhan in Hubei domain in China, it has banquet rapidly across the world, resulting in not only human losses but also an incredible economic injury since 2008 recession crisis. By April 2021, it has been reported that there had been more than over 134 million cases of COVID-19 globally, with over 2.91 million deaths. COVID-19 spreads mainly through the air when people are near each other long enough, primarily via small dewdrops or atomizers, as an infected person breathes, coughs, sneezes, sings, or speaks. Transmission via contaminated surfaces has not been convincingly demonstrated. It can spread as early as two days before infected persons show symptoms and from asymptomatic individuals. People remain infectious for up to ten days in moderate cases, and fourteen days in severe cases or in some cases even for more than fourteen days.

The response has produced global, social and economic disturbance, including the largest global recession since the Great Depression of 1930s. It has led to rescheduling or cancellation of events, prevalent supply of shortages caused by panic buying, famines affecting hundreds of millions of people. On the other hand, it has led to a decrease in emissions of pollutants and greenhouse gases. Misinformation has circulated through social media and mass media. There have been incidents of xenophobia and discrimination against Chinese people and against those perceived as being Chinese or as being from areas with high infection rates.

The present research paper highlighted impact on Education among college students during Covid-19 pandemic in Central suburban Mumbai.

IMPACT OF COVID-19 ON THE EDUCATION IN GENERAL

The COVID-19 pandemic has affected educational systems worldwide, leading to the near total closures of schools, universities and colleges. Most governments decided to temporarily close educational institutions in an attempt to reduce the spread of COVID-19. The pandemic caused further shocks to the systems with schools forced to shut down during the lockdown period, and the transition of students and teachers to online teaching – learning. In India, around 250 million students were affected due to school closures at the onset of lockdown induced by Covid-19.

As of 12 January 2021, approximately 825 million learners are currently affected due to school closures in response to the pandemic. According to UNICEF monitoring, 23 countries are currently implementing nationwide closures and 40 are implementing local closures, impacting about 47 percent of the world's student population. 112 countries' schools are currently open.

Online learning has become a critical lifeline for education, as institutions seek to minimize the potential for community transmission. Technology can enable teachers and students to access specialized materials well beyond textbooks, in multiple formats and in ways that can bridge time and space. Due to the COVID-19 pandemic, many schools across the world began conducting classes via video call software's such as Zoom, Google Classroom and/or Google Meet, Microsoft Teams. The Organisation for Economic Co-operation and Development has created a framework to guide an education response to the COVID-19 pandemic for distance learning. Whenever this was possible, the ability to teach in real time significantly helped educators handle the transition, in comparison with their colleagues who had to rely on asynchronous instruction.

Lack of access to technology or fast, reliable internet access can prevent students in rural areas and from disadvantaged families. Lack of access to technology or good internet connectivity is an obstacle to continued learning, especially for students from disadvantaged families. Online completion of assignments is possible only if the students have an access to internet at home, as reported by the teachers. In response to school closures caused by COVID-19, UNESCO recommends the use of distance learning programmes and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education. School closures negatively impact student learning outcomes. Schooling provides essential learning and when schools close, children and youth are deprived opportunities for growth and development. The disadvantages are disproportionate for under-privileged learners who tend to have fewer educational opportunities beyond school. When schools close, parents are often asked to facilitate the learning of children at home and can struggle to perform this task. This is especially true for parents with limited education and resources. Student drop-out rates tend to increase as an effect of school closures due to the challenge of ensuring all students return to school once school closures ends. This is especially true of protracted closures.

Disadvantaged, at-risk, or homeless children are more likely not to return to school after the closures are ended, and the effect will often be a life-long disadvantage from lost opportunities. Schools are also hubs of social activity and human interaction. When schools are closed, many children and youth miss out on social contact that is essential to learning and development. Accordingly, teachers' perception of student coping significantly decreased with each education level handled, with university instructors finding their students to handle the situation much better than elementary school teachers did.

Potential impacts of school closures and reliance on distance learning are not addressed in federal acts of legislation at this time. Special education students are potentially one of the most impacted groups of COVID-19. Educators continue to focus on implementing strategies to deliver services and accommodations in virtual, hybrid, and in person settings. However, information of how severe they have been affected, and how and if their grades will be affected due to their status and how this would affect their future are currently not specified.

The effect of school closure on COVID-19 cases and mortality has been examined in multiple studies. In a study that looked specifically at school closure in the United States, closure of schools was associated with 1.37 million fewer cases and 40,600 fewer deaths from COVID-19 in a six-week study period. However, two international studies examining 15 the impact of reopening schools from kindergarten to grade 12 found no consistent relationship between the reopening of these schools and the spread of COVID-19, with another study from the United States showing no increased risk to childcare workers who continued to work. Other studies that looked at multiple policy changes have shown more modest changes associated with school closure.

IMPACT OF COVID-19 ON THE EDUCATION IN INDIA

The lockdown has led all education institutions to cancel their classes, examinations and internships and choose online modes of learning. The educational institutions have also come up with the online examination and evaluation for students. Initially, there was confusion among teachers and students with regard to coping with the situation. However, the lockdown has taught so many lessons on managing the pandemic. This lockdown has given teachers and students a way to continue education through online. The teachersdeliver their lectures through various video conferencing apps like, Zoom, Google Meet, Facebook live, Skype etc. The perception of schools was changed under Lockdown. With schools closed for months, e-learning has taken Centre stage all over the world. Moving ahead digital learning has become the new normal for schools and other institutes. The lockdown has accelerated adoption of online classes. Lockdown has given a chance to students to develop skills through online learning in a more productive and efficient way. There are many benefits of digital learning as it has no physical boundaries and students get to learn new things within their comfort-zone.

The conventional Indian education system follows face-to-face or physical teaching, the structure of schooling and learning, including teaching and assessment methodologies, was the first to be affected by these closures. Even though the trend of audio-visual aids in classrooms was introduced a decade ago. Only a handful of private schools could adopt online teaching methods. Their low-income private and government school counterparts, on the other hand, have completely shut down for not having access to e-learning solutions.

 Renowned universities in India such as the University of Delhi are offering online classes to its students already. But many higher education institutes in India are not equipped with such facilities. In the event of such a gap, some students might face the brunt brutally, which might affect their entire academic year. The transition to online teaching is itself very expensive, as campuses license new software and provide computing equipment to ensure that all students can learn online. The current crisis not only created new challenges, it brought underlying problem to light. These include the enrolment and revenue challenge that many colleges addressed through the admissions of full-pay international and out-of-state students. It offers genuine opportunities for higher education to emerge stronger, while retaining the attributes that inspire other societies to envy and emulate our approach. While many universities and colleges are conducting online learning sessions, students from disadvantaged families or living in remote areas may not have access to Telegram, iCloud or, indeed, the internet even in the best of times. A large number of university graduate students come from government run institutions where there is hardly any EdTech infrastructure arrangement to teach online except a few renowned colleges.

Review of literature:

Lee (1997), studied the effects of group learning on student academic achievement. A sample of 66, fifth grade female students were randomly assigned to two experimental groups: a cooperative learning group and a traditional learning group. Results showed that the co-operative learning group had greater gain in achievement and had positive attitude towards school than the traditional learning group. Cooperative instructional methods may thus be viable for changing traditional methods of instruction.

Dahar and Faize (2011) conducted a study on the "Effect of the Availability and the Use of Instructional Material on Academic Performance of Students in Punjab". The population of the study comprised of all secondary and higher secondary schools, secondary teachers and secondary students in Punjab. A total of 288 schools, 20 students and 10 teachers from each school were randomly selected as the sample of the study. The study concluded that the less availability, misallocation and the deficiency in the use of instructional material lead to the wastage of resources, the less effectiveness of instructional material and lower academic performance.Hansraj (1992) examined the effectiveness of innovative teaching methods and traditional methods for the teaching of science subjects. Sample comprised of 266 high school students, of ninth grade from four secondary schools for boys in backward hilly region of Jammu, were selected. Of them 100 were finally selected for the conduct of experiment and were further divided into five identical groups with 20 students in each group. Each group was taught using one of the four curricular activities: brainstorming, problem solving, project and quiz or traditional method of teaching. The study revealed that

the group of students who were taught science using various curricular activities gained significantly in their verbal fluency, flexibility, originality, elaboration, total non-verbal creative thinking and total creative thinking as compared to the group of students taught through the traditional lecture method.

Gangwer (2009), Visual literacy in the classroom has become increasingly important since more and more information and entertainment is accessed through technology. Development in the area of visual literacy has focused on the growth and expansion of educational programs that stimulate students" abilities as well as enhancement of students" reading and writing skills through the use of visual 14 43 literacy strategies. Visual aids have an effect on student emotions and assist in comprehension and at the same time students" should be guided through the process of learning to recognize and respond to the visual. The new generation of teachers should become more and more aware of the change, and prepare themselves to supplement the present teaching activity with new techniques. Thus, in a changing world of higher education, the teacher ceases to be a "lecturer" but transforms into an "agent of change".

Mohanty (2004), The audio-visual aid and invention of photography is another application of technology in education. Other methods of recording and reproducing sound were also invented such as optical recording of sound on the film and the magnetic recording of sound on magnetic tapes and cassettes. The teacher can use them very effectively in the teaching of language, social studies and music. The invention of the camera and photographs enabled the teacher to use photographs as aids in teaching. All these are called visual aids to instruction because the teacher uses in the classroom as teaching aids to give common visual experiences to the students.

Ema and Ajayi (2004) opined that the application of such technological aids can be facilitated only when teachers understand its applicability and acquire the needed skills for the use of intricate mechanical equipment. Without the knowledgeable teacher, instructional materials cannot create change and progress in the teaching learning process. It begins to make impact only when the teacher begins to make use of it and allows it to take over its values. Therefore, teachers have to be properly motivated and interested in the use of such materials. Teachers have to be trained and oriented in the adequate use and maintenance of the materials. It is often found that these devices or media have been hurriedly introduced and used without 44 sufficient planning and forethought.

Natarajan (2005), Development in the field of science and technology resulted in an increased availability of teaching material, which is known as audio-visual aid or technique. Advances in technology have brought instructional materials especially the projected and electronic materials to the forefront as the most radical tools of globalization and social development which have affected the classroom teaching-learning situation positively. They are the important landmarks in knowledge transfer. Unfortunately, the employment of audio-visual techniques as an integral part of instructional technology is very limited in India as compared to the Western countries where it is being used extensively with great effect. The limited employment of audio-visual techniques in India may be attributed to the inadequate appreciation of the 13 impacts of the techniques, lack of commitment to improved instructional methods, and lack of support from the authorities. It therefore implies a thorough understanding on the part of the teachers and school authorities towards the relative merits of technological aids and its application to achieve the best.

Objectives

- To find out how COVID-19 pandemic affected the educationamong college students.
- To determine the effectiveness of online learning during COVID-19 pandemic.
- To examine the difficulties faced by students for learning during COVID-19 pandemic.

Research Methodology

There are a number of approaches used in this research method design. The purpose of this chapter is to design the methodology of the research approach through mixed types of research techniques. The research approach also supports the researcher on how to come across the research result findings. In this chapter, the general design of the research and the methods used for data collection are explained in detail. It includes three main parts. The first part gives a highlight about the dissertation design. The second part discusses

about qualitative and quantitative data collection methods. The last part illustrates the general research framework. The purpose of this section is to indicate how the research was conducted throughout the study periods.

The present research paper is based secondary data which is collected through various published articles, research paper, websites etc.

Findings

As per these data or information collected with the help of the secondary data from which is collected through various published articles, research papers, websites etc. there are some findings related to the impact of the education faced by the students amid the pandemic. The students are facing much difficulties while studying through online education system due to many factors which are identified during the data analysis. Due to these forceful situations and difficulties faced by these students, the students are preferring to move back to traditional education system of learning by going to their educational institutes. But due to the COVID-19 pandemic worsening the situation, these students have no option and are forced to study from home, leading to many difficulties. Also due to the exams being conducted online, there may be a weakening of the value of exams and education in general since these online exams are much easy to crack than the traditional exams, which can result in unnecessary high pass rates and increased demand in employment, which can result in high unemployment rates and overall burden on the economy in a situation affected by the COVID-19 pandemic. But as per these findings, on an average, more than half of the students are preferring traditional, offline system of education as it has more value than the online system of education. Here there is a very rare chance that any student has not faced any difficulty. But some of the students, on an average, almost less than half of the students prefer the home-ridden, online system of education since they may find it convenient to study at home at their convenient time and place with easy access to all the study contents and one-click exams with elimination of travelling time. Majority of the students are disheartened as they are deprived from enjoying their school, college days and hostel life and also the Annual gatherings, functions, sports meet, etc., due to the pandemic. The screen time of students has increased drastically which can have a negative impact on their eye sight in the near future. Physical activity among students has dropped down which can have irreversible negative impact on the overall growth and development of the students.

Suggestions

In this pandemic situation, government must develop different strategies to ensure that all children must have sustainable access to learning during pandemic COVID-19. The government policies must include various individuals from diverse backgrounds including remote regions, marginalized and minority groups for effective delivery. The government should take initiative in providing the internet facilities at rural places and places with connectivity issues. This would help the students at rural places for learning and attending the online lectures. To sum up network issue should no more be a barrier in the entire learning process. Immediate measures are required to lessen the effects of the pandemic on job offers, internship programs, and projects. Many online learning platforms offer multiple programmes on the same subjects with different levels of certifications, methodology and assessment parameters. So, the quality of programmes may differ across different online learning platforms. Therefore, establishment of quality assurance mechanisms and quality benchmark for online learning programmes must be developed. There must be a robust system which can help reduce the difficulties faced by students such as physical, social, mental and emotional health, lack of access to internet and mobiles/laptops, lack of concentration and much more. In these cases, there must be specialized counsellors to aid the students to effectively manage their studies, government policies must be strong in regards to access to education through online means. There must be ease of access to concepts such as distance learning, skill improvement at home and many other creative and progressive techniques which will help students hone their skills without the impact of COVID-19 pandemic. Also, a small recommendation is that those who are not facing severe challenges in terms of education can help those students who are facing severe difficulties in obtaining education amid the testing times of COVID-19 pandemic situation to reduce the difficulties of those students. Even if the COVID-19 crisis stretches longer, and majority of students still preferring traditional education system, there is an urgent need to take efforts

on maximum utilisation of online platforms so that students not only complete their degree in this academic year but also to get ready for the future digital oriented environment. India should develop creative strategies to ensure that all children must have access to learning during pandemic COVID-19. The government should take heed that job opportunities are made available to the students as there is a high passing percentage of students from various fields due to online evaluation pattern of the examinations. The government policies must include various individuals from diverse backgrounds including remote regions and minority groups for effective delivery of education. Also, the government must make sure that awareness is made regarding new education policies and also, they should make provisions regarding safely resumption of traditional system of education like written exams, opening of educational institutions and many more as it will be a long way before the world gets back to the normal.

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