

“The influence of educational reforms brought by Covid-19”



*A report submitted to Department of Commerce, Higher And Technical Institute,
Mizoram (HATIM) for the academic year 2022-23*

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CERTIFICATE

This is to certify that the dissertation entitled “The influence of educational reforms brought by Covid-19” submitted to the Mizoram University for the award of the degree of Bachelor of Commerce, is a record of research work carried out by Sarah H. Lalrohlui, Roll No. 2123BCOM043, IV Semester B.Com. She has fulfilled all the requirements laid down in the regulations of Mizoram University. This dissertation is the result of her investigation into the subject. Neither the dissertation as a whole nor any part of it was ever submitted any other University for any degree.

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DECLARATION

I, *Sarah H. Lalrohlui*, hereby declare that the subject matter of this dissertation is the record of work done by me, that the contents of this dissertation did not form to anybody else, and that the dissertation has not been submitted by me for any research degree in any other university or institute. This is being submitted to the Mizoram University for the degree of Bachelor of Commerce.

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ACKNOWLEDGEMENT

First and foremost, I want to thank Miss C. Lalrinsangi for being my project's mentor. I owe her a debt of gratitude for her unwavering support, keen interest, constructive criticism, careful direction, immeasurable inspiration, persistent encouragement, brilliant suggestions, melodious nature, unwavering patience, and unflappable attitude throughout the project—all while juggling her busy schedule. It would not have been possible to complete this assignment without her direction and encouragement. She has not only encouraged me to become a more independent researcher, but she has also occasionally expressed more faith in me than in myself. I will always be grateful for the fatherly love she showed me while I was a student under her for it helped me get through a lot of tough times.

Secondly, I would like to convey my profound gratitude and respect to our principle, Mr. Vuansanga Vanchhawng, for providing timely assistance and appropriate facilities throughout the course of my project.

I would also like to express my deep gratitude to the students from various locations and academic levels who answered to my questionnaire despite their hectic schedules and for demonstrating their love and support.

All thanks to God for providing me with energy and patience, without which none of this would have been possible.

Thank you,

Sarah H. Lalrohlu

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CHAPTER – 1

INTRODUCTION

1.1. CONCEPTUAL FRAMEWORK.

Covid-19 is a pandemic that causes fever, sore throat, and other symptoms, and it is the world's most serious challenge to date. With shifting job landscapes, technological disruptions, demand for quality education, and the implementation of National Education Policy (NEP) 2020, India's education industry, which was previously slow to modernize, recently seen a significant transition.

The pandemic added to the system's shock by forcing schools to close during the lockdown time and forcing students and teachers to switch to online teaching-learning. Due to school closures caused by COVID-19, over 250 million kids in India were affected. The epidemic brought various obstacles in public and private schools, including an increase in dropouts, which was expected.

1.1.1. COVID-19 Pandemic

The pandemic's disruptive influence on the world was in every aspect beyond conceiving and thinking, and education was no exception. Throughout history, the spread of various lethal viruses and diseases has brought destruction and turmoil in societies. Diseases are spreading at an alarming rate, and their appearance and re-emergence are unexpected. According to the article on covid-19, the world has seen the appearance of various disease outbreaks and epidemics caused by more than 20 infectious agents over the last decade, as reported by the World Health Organization (WHO). SARS-CoV-2 is the most recent addition to these epidemics, prompting the WHO to designate Covid-19 a public health emergency of worldwide concern on January 30.

The World Health Organization (WHO) declared coronavirus a pandemic on March 11, 2020, due to an increase in confirmed cases of persons who have contracted and confronted the global virus. Countries were forced to take substantial preventive measures to halt the spread of this lethal virus. The World Health Organization (WHO) advised frequent hand washing, avoiding meeting in public areas, avoiding touching one's face, physical distance, and

avoiding mass gatherings in any location. Coronavirus gets its name from the crown-like projection on the surfaces of several items, and it means "halo" or "crown" in Latin. Since 2020, the spread of covid-19 has claimed the lives of hundreds of thousands of people, until it was declared a pandemic on March 11th. 118,000 cases have been documented in 114 countries, with 4291 deaths. Its symptoms include coughing, fever, headache, and loss of taste and smell. However, these symptoms differ from person to person, and many people may not exhibit all of them. Because of its lethal nature, the world was quarantined and experienced a halt in gatherings, meetings, jobs, and the typical routine that existed prior to the Covid-19 outbreak.

There were 33 million cases worldwide until September 2020, and in India, there were six million confirmed cases, of which approximately 940,000 were active, more than five million had recovered, and 97,529 had died, and according to WHO, from 1 January 2020 to 31 December 2021, 14.9 million have been associated directly and indirectly with covid-19.

According to a study conducted by Bhattacharya, 2020, social impacts of COVID-19 Pandemic, the patients' experiences were as follows: social isolation and despondency, social ostracism, neglect by healthcare workers due to fear of becoming infected, physical distress, and financial distress.

The same feelings of loneliness, anxiety, disappointment, and danger were felt by the carers as well. We can distinguish between fear and danger since fear is not always real, but danger is real and has genuine effects and results.

Sense of inequity in patient treatment based on age, as people of young age were prioritized for treatment, whilst certain groups demonstrated their own struggles for their fundamental medical treatment.

According to the same article the overall impacts of covid-19 pandemic on social structure are:

- Social distancing and self-isolation

- Travel restrictions.
- Reduced workforce across all economic sectors.
- Job loss.
- School closure.
- Disruption of normal life of children.
- Decreased demand for commodities and manufactured products.
- Increased need for medical supplies.
- Increased demand in food sector.
- Panic-buying and stockpiling of food products.
- Domino effect on health, healthcare, and nutrition.
- "Infodemic": spread of panic and fear through social media.
- Xenophobia against specific ethnic/ geographic groups.
- "COVIDIZATION" of academic research: undermining other areas of research and scholarship.
- Poor people, homeless people, refugees, migrants are disproportionately affected by the health and economic impacts of COVID-19.

1.1.2. Impact of COVID-19 on Education System in the World.

Covid-19 causing lockdown and quarantine had banned all the social activities that used to take place in normal routine. Educational institutions all over the world responded to pandemic by going online in digital interface. The major structural change at that time was setting at home in front of laptop screens and paying attention to classes. The impact of pandemic and going online was also not same for everyone because not everyone comes from same background but this is not the matter of this study, but the impact of pandemic on international student's mobility all over the world in general and in India as

well. The education sector is omnipresent and ubiquitous in every society and every government irrespective of their type and differing economic system and the unique impact it has on the imparting of skills and knowledge to the population and individuals every one owes to education because it is directly linked with the improvement of life standards in terms of providing source of livelihood, good health and in so many other parts of life. Therefore, countries have tried to improve the standards and quality of the education they provide to all citizens. However, these processes have been impacted negatively by many challenges and most recent challenge which every education sector faced which caused a ban in this sector was the rise of novel coronavirus disease (Covid-19) which was first identified in Wuhan China in December 2019. A worldwide travel restriction, quarantine and cessation of face-to-face classes were imposed and enacted by educational institutions, so diminish the deadly impacts of coronavirus on individuals, the policy makers, and practitioners implemented new policies in purpose of continuing their educational goals. And international students suffered the most who were stuck on both sides of borders as own country and the country in which they study and some international students were struck across borders to reach their country. It was not a situation to not be fearful of or we can say that a fear environment was a part of covid-19 culture. Fear of losing own life, friends and one's family member's life, fear of the outbreak in isolating people across their borders inside their nations and the nations inside their houses. The covid-19 revealed another fact that we were confronting around the world which is inequality and inequity, facing a severe inequality and inequity along the new challenges that our world was facing in terms of students accessing remote education or online education, lack of information about where to go and study that even some of the students and their parents thought of dropping one or two years.

The period in which world was undergoing a change in structural level in every aspect of society such as economy and business, education sector, media and other institutions is also called "covidization."

According to UNESCO, about 186 countries had shut down their educational institutions affecting about 74% of enrolled learners on the planet.

These unprecedented COVID-19 coping measures have had considerable impacts on the education sector as identified by studies such as (DiPietro et al., 2020, stated in Almuhlafi, Alaklab.et.at, 2021).

Only in south Asia 420 million children were left out of school as the pandemic started(UNICEF,2021).

According to the article in Wikipedia (2021) until January 2021 825 million learners were affected by the school closure. This has highly impacted the global education and international student's mobility across the globe while rich people got their education and it has mostly affected the students with fewer financial resources.

The United Nations Education, Scientific and Cultural Organization (UNESCO) has recognized that the coronavirus pandemic impacted the education system in the.

As UNESCO reports 2020, 87 percent of students all over the globe is affected by the COVID-19 school closure. And 1.5 billion students in 195 countries by COVID-19 pandemic school closure. The prolonged closure is likely to increase the possibility of international students dropping out of school as they are likely to channel the resources to other activities.

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1.1.3. Impact of COVID-19 on Education System in India.

According to Tiyara.org the under-reported cases of corona-virus in India has been over 34 million, with over the 450,000 confirmed deaths.

In India we are witness of a huge crises and damage in so many sectors from health- care to transport, economy, agriculture and even education. In fact, in education sector it troubled India the most as the world’s largest population

who are under 25- which is over 600 million.

The transition to online learning, one of the most obvious features of the Indian education system during the covid-19 pandemic but the very bad effect of the covid-19 pandemic and online learning has to rural students who do not have quality access or access to internet. Only 15 percent of Indian rural households have access to internet connection and if this have been the case, we can clearly state the partial or a lack of access to education to those Indians who live in the rural areas.

Impact of covid-19 on economy has made a lot of students to leave or drop one year or two as they could not afford their education and the impact of the pandemic has been on the low-income families.

According to the center for monitoring Indian economy in the tiyara.org site unemployment in India jumped from 8.4 percent in march 2020 to over 24 percent in May 2020 and this is how it impacted education sector also as many left their higher studies in order to struggle for survival and find food. One of the other impacts of the covid-19 pandemic on education is postponing many examinations like college examinations.

It has impacted the teachers also as many teachers were not aware of the using of technical tools.

Among the 1.6 billion learners all over the world who got affected by pandemic over

0.29 billion learners are from only India.

These are the only numbers, but according to the same article the long-term impact on students will be seen in future. The lockdown followed covid-19 outbreak worst-hit the conventional schooling due to school closures, which obviously affected on students in terms of knowledge acquisition, social interaction, psychological development, adequate nutrition and economic. The Ministry of Human Resources Development (MHRD) launched many programs for continuing teaching-learning in the corona outbreak which it helped also a lot.

The Ministry of Human Resources Development (MHRD) started digital education via online educational platforms through the mediums of TV and radio. The government initiatives such as Digital India campaign have also help in regulating the and application of the idea.

A helpful initiation like PM-eVIDYA, make all efforts possible to work related to digital/online/on-air education to facilitate multimode access to education. The integrated platform of SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) hosting free online courses for school (9th to 12th) to Post Graduate Level students.

Advantages of digital learning in COVID19 period:

1. Learning is becoming more interesting, effective and personalized.
2. Improve the quality of education in India from the future point of view.
3. Teachers are also enhancing their eLearning modules.
4. It is better than traditional learning.
5. It is cost-effective.
6. No geographical boundaries for learning.
7. No time restriction for learning.
8. Face to face interaction with teacher and students.
9. Conveyance fees and time-saving.

Disadvantages of digital learning in COVID-19 period:

1. In rural areas students have no proper resources.
2. Lack of knowledge to parents about technology.
3. Government of India facing difficulties due to a shortage of budget.
4. Teachers should be very friendly with technology.
5. No studying environment find at home. 52
6. Students are sometimes distracted by games, social media and so on.

7. Different level of students needs a different type of digital classes.
8. No written work provides.
9. Content should be maintained and secure from hacking.
10. Effective assessment cannot be taken on an online platform.

1.2. LITERATURE REVIEW.

Literature survey was done under the following categories:

Sintema (2020), “The global outbreak of the COVID-19 pandemic has spread worldwide, affecting almost all countries and territories. The outbreak was first identified in December 2019 in Wuhan, China. The countries around the world cautioned the public to take responsive care. The public care strategies have included handwashing, wearing face masks, physical distancing, and avoiding mass gathering and assemblies. Lockdown and staying home strategies have been put in place as the needed action to flatten the curve and control the transmission of the disease.”

Dhawan(2020), “The complete nationwide lockdown was implemented from 1 August 2020. In between, movements were allowed, offices began functioning, schools and college reopened for selected levels and continued with online class for others. More than 170,000 children in Bhutan from classes PP–XII are, today, affected by the school closure. The impact is far reaching and has affected learning during this academic year or even more in the coming days. Several schools, colleges and universities have discontinued face-to-face teaching. There is a pressing need to innovate and implement alternative educational and assessment strategies. The COVID-19 pandemic has provided us with an opportunity to pave the way for introducing digital learning.”

Subedi et al(2020), “E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools. While adapting to the new changes, staff and student readiness needs to be gauged and supported accordingly. The learners with a fixed mindset find it difficult to adapt and adjust, whereas the learners with

a growth mindset quickly adapt to a new learning environment. There is no one-size-fits-all pedagogy for online learning. There are a variety of subjects with varying needs. Different subjects and age groups require different approaches to online learning.”

Basilaia & Kvavadze(2020), “Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement.”

Petrie(2020), “As schools have been closed to cope with the global pandemic, students, parents, and educators around the globe have felt the unexpected ripple effect of the COVID-19 pandemic. While governments, frontline workers and health officials are doing their best slowing down the outbreak, education systems are trying to continue imparting quality education for all during these difficult times. Many students at home/living space have undergone psychological and emotional distress and have been unable to engage productively. The best practices for online homeschooling are yet to be explored.”

Murgatroid(2020), “With the availability of a sea of platforms and online educational tools, the users—both educators and learners—face frequent hiccups while using it or referring to these tools. Some of the challenges identified and highlighted by many researchers are summarized as follows:

Broadly identified challenges with e-learning are accessibility, affordability, flexibility, learning pedagogy, life-long learning and educational policy. Many countries have substantial issues with a reliable Internet connection and access to digital devices. While, in many developing countries, the economically backward children are unable to afford online learning devices, the online education poses a risk of exposure to increased screen time for the learner. Therefore, it has become essential for students to engage in offline activities and self-exploratory learning. Lack of parental guidance, especially for young learners, is another challenge, as both parents are working. There are practical issues around physical

workspaces conducive to different ways of learning.

The innately motivated learners are relatively unaffected in their learning as they need minimum supervision and guidance, while the vulnerable group consisting of students who are weak in learning face difficulties. Some academically competent learners from economically disadvantaged background are unable to access and afford online learning.

Sintema(2020), “The level of academic performance of the students is likely to drop for the classes held for both year-end examination and internal examination due to reduced contact hour for learners and lack of consultation with teachers when facing difficulties in learning/understanding.”

Martel(2020), “Considering such changes many universities from different countries around the world lost a considerable amount of students as many students because of the lockdown and campus closure decided to drop one or two year, so we can observe a considerable decrease in international student’s enrolments in different countries, for instance, from the survey conducted by the Institute of International Education, approximately 90 % of US colleges and universities have anticipated a decrease in international student enrolment, and 30 % of HEIs indicated a substantial decrease in the academic year 2020–2021.”

1.3. RATIONALE OF THE PROJECT/STUDY.

The project was initiated by the researcher in the month of March,2023, and data was gathered via. Questionnaires. The project's primary goal is to observe and comprehend the difficulties that students encounter when pursuing an online education. The report details the pupils' academic achievements and the difficulties they encountered. Additionally, it emphasizes how pupils behaved while learning remotely and how they felt about school. Several institutions will be able to understand the common issues that students encounter as a result of this study, and they will be able to know what to do if the virus spreads and begins with online classes.

1.4. STATEMENT OF THE PROBLEM.

Many people throughout the world were unprepared by the Covid 19's quick growth; the crisis is truly global in scope. The virus that causes COVID 19 is primarily spread by bodily contact and droplets produced when an infected person coughs, sneezes, or exhales. These drops immediately land on surfaces or floors because they are too heavy to hang in the air. Several educational institutions, markets, restaurants, and industries must remain closed because the virus can spread through personal contact.

This special investigation reflects on the effect of Covid-19 on schooling. It investigates the causes behind the Covid-19 pandemic and eventually impacts on the students. The research would allow readers to consider their understanding of the pandemic time of pupils, parents and teachers in order to establish properly suited methods to perform the future researches in the right manner.

1.5. OBJECTIVE OF THE STUDY.

The following are the main objectives of the study-

- To analyze the COVID-19 impact on education.
- To analyze the problems faced by students during online mode of education.

- To analyze the study behavior of the students.
- To analyze the attitude of students towards education.
- To analyze the advantages and disadvantages of online study during the pandemic.

1.6. RESEARCH METHODOLOGY.

Research methodology is a way of explaining how a researcher intends to carry out their research. It is a logical, systematic plan to revolve a research problem.

A methodology details a researcher's approach to the research to ensure reliable, valid results that address their aims and objectives.

1.6.1. Data Collection.

Primary data were gathered via a questionnaire which was created using google form. The questionnaire was designed using the available literature. Using whatsapp, a link to the survey was sent to the responders. Secondary data were gathered from journals and newspapers as well as online sources.

1.6.2. Sampling Method.

For the study's purposes, 42 respondents were chosen as a sample utilizing a practical sampling technique.

1.6.3. Data Processing.

SPSS was used to enter the data, and tables and charts were made to determine the frequencies and percentages.

1.7. LIMITATION OF THE PROJECT.

Some of the limitations of the project are listed below-

- Analysis is only reliant on respondents' responses, which means it may produce biased or incorrect results rather than the actual data.
- It is probable that some respondents didn't complete the questionnaire's questions honestly due to their conservative nature.

- The researcher believes that the data obtained are insufficient and that the study would be more trustworthy if it covered a longer time span and included more complete data.

1.9 CHAPTERISATION

The following chapters make up the current study-

1. Introduction
 - 1.1 Conceptual framework
 - 1.2 Literature Review
 - 1.3 Rational of the Project
 - 1.4 Statement of the Project
 - 1.5 Objectives of the Project
 - 1.6 Research Methodology
 - 1.7 Limitations of the Project
 - 1.8 Chapter Plan
2. Analysis and Interpretation
3. Results and Discussions
4. Conclusions and Suggestions

CHAPTER- 2
ANALYSIS AND INTERPRETATION

ANALYSIS AND INTERPRETATION

This chapter analyses the demographic profile of the respondent such as gender, age, caste, educational qualification, family type, family size and so on.

2.1. DEMOGRAPHIC PROFILE OF THE RESPONDENTS

The section analyses and interpret the socio- economic background of the respondents under the study

2.1.1. Gender of the respondents

Table 1 shows that 26.2% are Male, 73.8% are Female and 0% of the respondents prefer not to say.

GENDER	FREQUENCY	PERCENTAGE
MALE	11	26.20%
FEMALE	31	73.80%
PREFER NOT TO SAY	0	0%
TOTAL	42	100%

2.1.2 AGE OF THE RESPONDENTS

Table 2 shows that 7.1% of the respondents belongs to the age group below 14 years old, 9.5% between 15-17 years old, 59.5% between 18-20 years old, 21.4% between 21-23 years old and 7.1% above 23 years of age.

TABLE 2.1.2: AGE OF THE RESPONDENTS

AGE	FREQUENCY	PERCENTAGE
BELOW 14	1	2.40%
15-17	4	9.50%
18-20	25	59.50%
21-23	9	21.40%
ABOVE 23	3	7.10%
TOTAL	42	100%

2.1.3 CASTE OF THE RESPONDENTS

Table 3 shows the caste of the respondents with General being 4.9%, OBC 2.4%, SC 0% and ST 92.9%.

TABLE 2.1.3: CASTE OF THE RESPONDENTS

AGE	FREQUENCY	PERCENTAGE
BELOW 14	1	2.40%
15-17	4	9.50%
18-20	25	59.50%
21-23	9	21.40%
ABOVE 23	3	7.10%
TOTAL	42	100%

2.1.4 EDUCATIONAL QUALIFICATION OF THE RESPONDENT

Table 4 shows that 9.5% of the respondents belongs to Under Matriculation, 19% Under SeniorSecondary, 59.5% Postgraduate, 7.1% Undergraduate and 4.8% others.

TABLE 2.1.4: EDUCATIONAL QUALIFICATION OF THE RESPONDENTS

EDUCATIONAL QUALIFICATION	FREQUENCY	PERCENTAGE
UNDER MATRICULATION	4	9.50%
UNDER SENIOR SECONDARY	8	19%
POSTGRADUATE	25	59.50%
UNDERGRADUATE	3	7.10%
OTHERS	2	4.80%
TOTAL	42	100%

2.1.5 FAMILY TYPE OF THE RESPONDENTS

As shown in Table 5, 61.9% of the respondents belongs to Nuclear Family and 38.1% belongsto Joint Family.

TABLE 2.1.5: FAMILY TYPE OF THE RESPONDENTS

FAMILY TYPE	FREQUENCY	PERCENTAGE
NUCLEAR	26	61.90%
JOINT	16	38.10%
TOTAL	42	100%

FAMILY SIZE OF THE RESPONDENTS

As shown in Table 6, 26.2% of the respondents belongs to the family size of 2 to 4 members, 59.5% 5 to 8 members, 11.8% 9 to 12 members and 2.4% above 12.

TABLE 2.1.6: FAMILY SIZE OF THE RESPONDENTS

FAMILY SIZE	FREQUENCY	PERCENTAGE
2 to 4 members	11	26.20%
5 to 8 members	25	59.50%
9 to 12 members	5	11.90%
above 12	1	2.40%
TOTAL	42	100%

AFFECT ON DISTANCE LEARNING AMONG THE STUDENTS

This section of the finding collects responses about the overall experience of the students studying in different institutions with regards to online mode of education.

ATTITUDE REGARDING THE RESPONDENTS' VIEWS OF DISTANCE LEARNING.

This table shows the overall percentage on how the respondents finds distance learning and the results were 4.8% poor, 23.8% below average, 57.1% average, 14.3% good and 0% excellent.

TABLE 2.2.1: RESPONDENTS VIEWS OF DISTANCE EDUCATION

QUESTION	FREQUENCY	PERCENTAGE
POOR	2	4.80%
BELOW AVERAGE	10	23.80%
AVERAGE	24	57.10%
GOOD	6	14.30%
EXCELLENT	0	0%
TOTAL	42	100%

PERSONALITY REGARDING ACCESS TO A DEVICE FOR ONLINE LEARNING AND WHETHER THE RESPONDENTS HAVE IT.

This table shows whether the respondents face any challenges with the device's hardware and the responses were 76.2% yes, 19% yes, but it doesn't work well and 4.8% no, I share with others.

TABLE 2.2.2: RESPONDENTS HAVE GOOD ACCESS TO DEVICES HARDWARE

QUESTION	FREQUENCY	PERCENTAGE
YES	32	76.20%
YES, BUT IT DOESN'T WORK WELL	8	19%
NO, I SHARE WITH OTHERS	2	4.80%
TOTAL	42	100%

ATTITUDE RELATED TO THE KIND OF TECHNOLOGY USED FOR DISTANCE LEARNING.

The table shows whether the respondents used a laptop, desktop, smartphone, or tablet for distance learning and the responses were 40.5% Laptop and Smartphone, 4.8% Desktop and Smartphone, 2.4% Tablet and Smartphone, 52.4% Smartphone only and 0% Others.

TABLE 2.2.3: DEVICES USED FOR DISTANCE LEARNING

QUESTION	FREQUENCY	PERCENTAGE
LAPTOP AND SMARTPHONE	17	40.50%
DESKTOP AND SMARTPHONE	2	4.80%
TABLET AND SMARTPHONE	1	2.40%
SMARTPHONE ONLY	22	52.40%
OTHERS	0	0%
TOTAL	42	100%

ATTITUDE REGARDING THE AVERAGE AMOUNT OF TIME SPENT EACHDAY ON DISTANCE LEARNING.

The table shows the average amount of time the respondents spent while taking an online course and the responses were 61.9% 1-3 hours, 23.8% 3-5 hours, 14.3% 5-7 hours, 0% 7-10 hours and 0% 10+ hours.

TABLE 2.2.4: TIME SPENT EACH DAY DURING DISTANCE LEARNING

QUESTION	FREQUENCY	PERCENTAGE
1-3 HOURS	26	61.90%
3-5 HOURS	10	23.80%
5-7 HOURS	6	14.30%
7-10 HOURS	0	0%
10+ HOURS	0	0%
TOTAL	42	100%

PERCEPTION OF HOW HELPFUL THE RESPONDENTS FIND THEIR SCHOOL OR UNIVERSITY IN PROVIDING THE RESOURCES TO LEARN FROMHOME DURING DISTANCE LEARNING.

This table shows how the respondents finds their Scholl/Universities helpful during online mode of education and the responses were 7.1% not at all helpful, 38.1% slightly helpful, 47.6% moderately helpful, 4.8% very helpful and 2.4% extremely helpful.

TABLE 2.2.5: HOW HELPFUL IS REMOTE LEARNING BEEN FOR RESPONDENTS

QUESTION	FREQUENCY	PERCENTAGE
NOT AT ALL HELPFUL	3	7.10%
SLIGHTLY HELPFUL	16	38.10%
MODERATELY HELPFUL	20	47.60%
VERY HELPFUL	2	4.80%
EXTREMELY HELPFUL	1	2.40%
TOTAL	42	100%

THE RESPONDENTS' ATTITUDE REGARDING WHETHER THEY FIND THEIR SCHOOL/UNIVERSITY EFFECTIVE DURING DISTANCE LEARNING.

Depending on individual's personality, students may not like to learn in the classroom with fellow students or alone at home. This table shows how the respondents finds their Scholl/Universities effective during online mode of education and the responses were 14.3% not at all effective, 44.9% slightly effective, 35.7% moderately effective, 7.1% very effective and 0% extremely effective.

TABLE 2.2.6: HOW EFFECTIVE IS REMOTE LEARNING BEEN FOR RESPONDENTS

QUESTION	FREQUENCY	PERCENTAGE
NOT AT ALL EFFECTIVE	6	14.30%
SLIGHTLY EFFECTIVE	18	42.90%
MODERATELY EFFECTIVE	15	35.70%
VERY EFFECTIVE	3	7.10%
EXTREMELY EFFECTIVE	0	0%
TOTAL	42	100%

PERSPECTIVE ON HOW STRESSFUL THE RESPONDENTS FIND DISTANCE LEARNING DURING THE COVID-19 PANDEMIC.

Table 2.2.7 shows how the respondents find it stressful during online mode of education and the responses were 14.3% not at all stressful, 16.7% slightly stressful, 31% moderately stressful, 31% very stressful and 7.1% extremely stressful.

TABLE 2.2.7: HOW STRESSFUL IS DISTANCE LEARNING BBEN GOR THE RESPONDENTS DURING COVID-19 PANDEMIC

QUESTION	FREQUENCY	PERCENTAGE
NOT AT ALL STRESSFUL	6	14.30%
SLIGHTLY STRESSFUL	7	16.70%
MODERATELY STRESSFUL	13	31.0%
VERY STRESSFUL	13	31.0%
EXTREMELY STRESSFUL	3	7.10%
TOTAL	42	100%

ASSESSMENT OF THE RESPONDENTS' TIME MANAGEMENT SKILLS WHILE LEARNING ONLINE (5 BEING EXTREMELY WELL AND 1 BEING NOT AT ALL).

Table 2.2.8 shows the overall percentage on how the respondents managed time while studying remotely on the scale of 1 to 5, 1 being not at all well managed and 5 being extremely well managed. The responses were 4.8% 1, 21.4% 2, 61.9% 3, 7.1% 4 and 4.8% 5.

TABLE 2.2.8: HOW THE RESPONDENTS' HANDLED TIME WHEN STUDYING REMOTELY WAS RATED ON A SCALE OF 1 TO 5.

QUESTION	FREQUENCY	PERCENTAGE
1	2	4.80%
2	9	21.40%
3	26	61.90%
4	3	7.10%
5	2	4.80%
TOTAL	42	100%

THE RESPONDENTS' ATTITUDE REGARDING WHETHER OR NOT THEY ENJOYED LEARNING FROM A DISTANCE.

Table 2.2.9 shows whether the respondents enjoyed learning remotely or not and the responses were 11.9% yes, absolutely, 52.4% yes, but I would like to change a few things, 26.2 % no, there are quite a few challenges and 9.5% no, not at all.

TABLE 2.2.9: THE RESPONDENTS' ATTITUDE, INCLUDE WHETHER OR NOT THEY ENJOY LEARNING REMOTELY

QUESTION	FREQUENCY	PERCENTAGE
YES, ABSOLUTELY	5	11.90%
YES, BUT I WOULD LIKE TO CHANGE A FEW THINGS	22	52.40%
NO, THERE ARE QUIET A FEW CHALLENGES	11	26.20%
NO, NOT AT ALL	4	9.50%
TOTAL	42	100%

ATTITUDE REGARDING HOW USEFUL THE RESPONDENTS' TEACHERS WERE WHILE THEY WERE STUDYING REMOTELY.

Table 2.2.10 shows how the respondents find their respected teachers during online mode of education and the responses were 4.9% not at all helpful, 22% slightly helpful, 39% moderately helpful, 31.7% very helpful and 2.4% extremely helpful.

TABLE 2.2.10: ASSESSMENT OF THE TEACHERS OF THE RESPONDENTS' HELPFULLNESS DURING THE ONLINE MODE OF EDUCATION

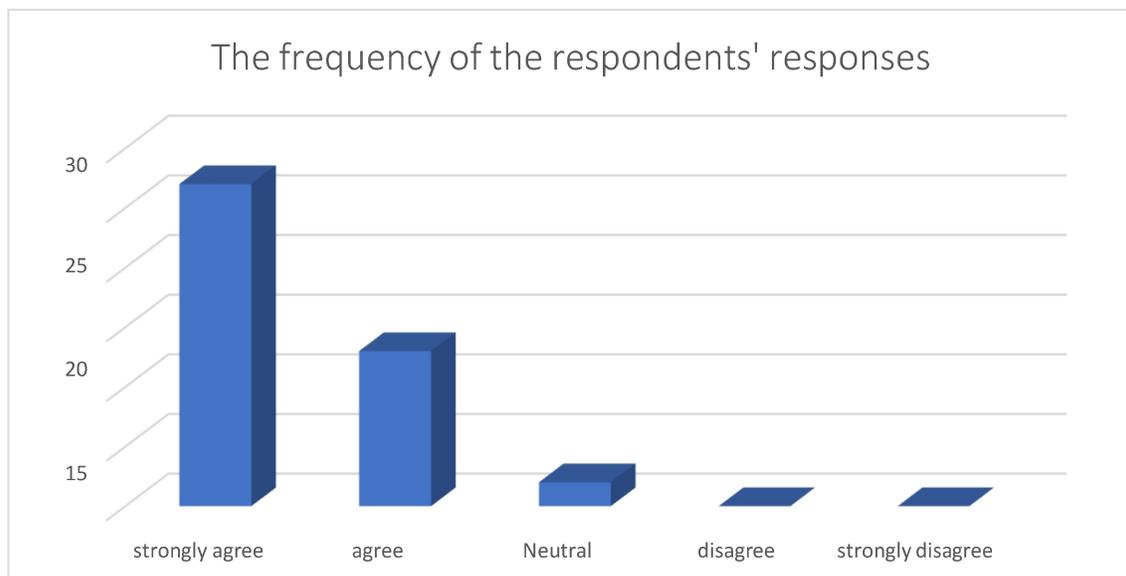
QUESTION	FREQUENCY	PERCENTAGE
NOT AT ALL HELPFUL	2	4.90%
SLIGHTLY HELPFUL	9	22.0%
MODERATELY HELPFUL	16	39.0%
VERY HELPFUL	13	31.70%
EXTREMELY HELPFUL	1	2.40%
TOTAL	42	100%

2.1. PREFERENCE OF THE RESPONDENTS' DURING STUDYING.

This section of the findings shows the additional information of the respondents towards their preference of noise and their choice of using earbuds to block out outside noise while studying, their chewing habit while studying, their preference of taking a frequent break while studying and so on.

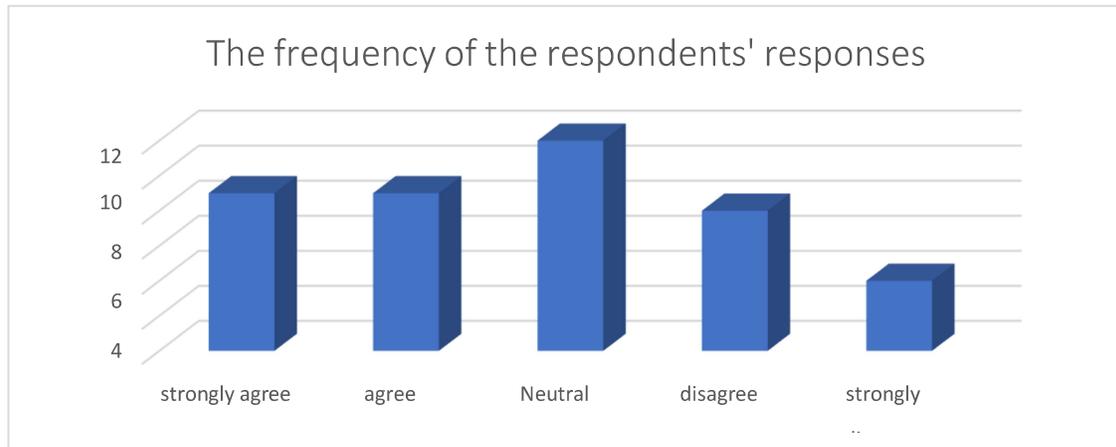
2.1.1. ATTITUDE OF THE RESPONDENTS TOWARDS PREFERRING TO STUDY IN A QUIET OR PEACEFUL ENVIRONMENT.

The chart below shows the attitude of the respondents towards the preference of studying in a quiet or peaceful environment and the responses were 64.3% strongly agree, 31% agree, 4.8% neutral, 0% disagree and 0% strongly disagree.



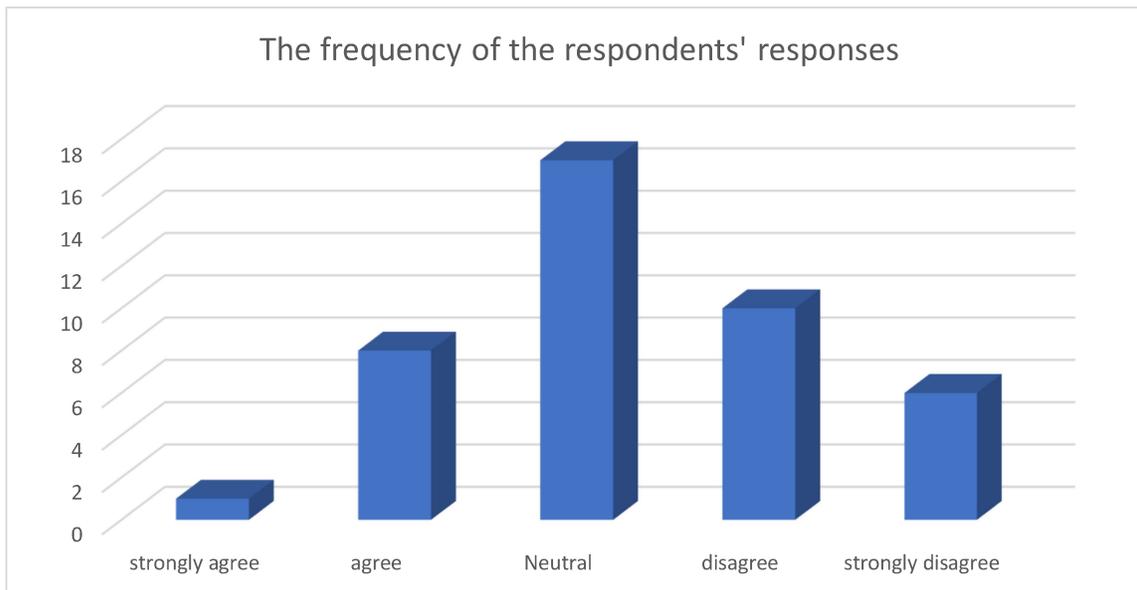
2.1.2. RESPONSES FROM THE RESPONDENTS REGARDING THEIR CHOICE FOR EARBUDS TO BLOCK OUT OUTSIDE NOISE.

The chart below shows the responses from the respondents regarding their choice for earbuds to block out outside noise and the responses were 21.4% strongly agree, 21.4% agree, 28.6% neutral, 19% disagree and 9.5% strongly disagree.



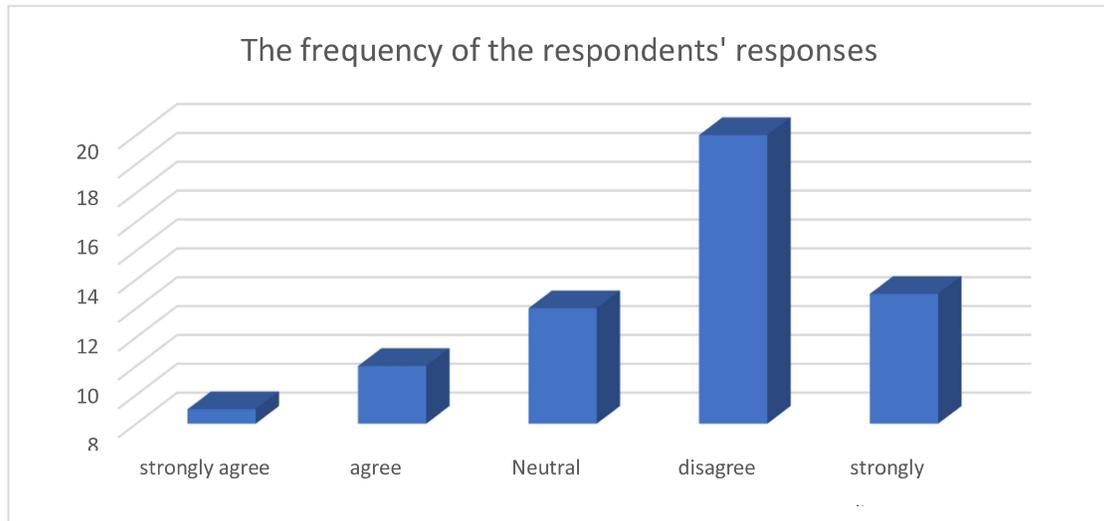
2.1.3. ATTITUDE OF THE RESPONDENTS TOWARDS THE PREFERENCE OF LISTENING TO CLASSICAL MUSIC WITHOUT LYRICS WHILE STUDYING.

The table below shows the preference of listening to classical music without lyrics while studying and the responses were 2.4% strongly agree, 19% agree, 40.5% neutral, 23.8% disagree and 14.3% strongly disagree.



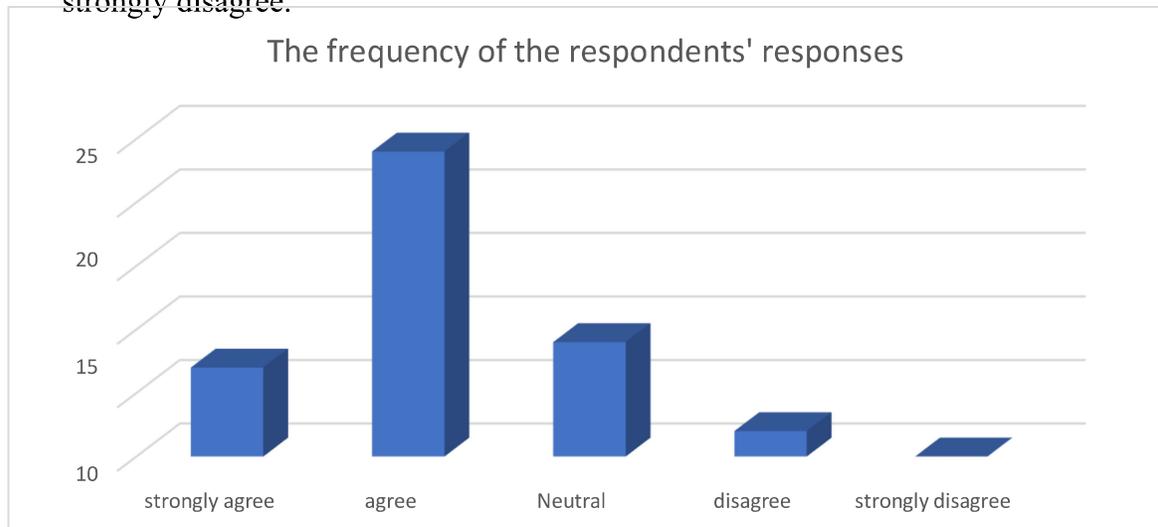
2.1.4. ATTITUDE OF THE RESPONDENTS TOWARDS THE PREFERENCE OF CHEWING WHILE CONCENTRATING ON STUDIES.

The table below shows the responses of the respondents towards the preference of chewing while studying during remote learning and the responses were 2.4% strongly agree, 9.5% agree, 19% neutral, 47.6% disagree and 21.4% strongly agree.



2.2.5. RESPONSES FROM THE RESPONDENTS' REGARDING WHETHER THEY FREQUENTLY TAKE PHYSICAL BREAK WHILE STUDYING.

The chart below shows the responses from the respondents' regarding whether they frequently take physical break while studying remotely and the responses were 16.7% strongly agree, 57.1% agree, 21.4% neutral, 4.8% disagree and 0% strongly disagree.



CHAPTER-3

DISCUSSION AND FINDINGS

DISCUSSION

- 26.2% are Male, 73.8% are Female and 0% of the respondents prefer not to say.
- 7.1% of the respondents belongs to the age group below 14 years old, 9.5% between 15-17 years old, 59.5% between 18-20 years old, 21.4% between 21-23 years old and 7.1% above 23 years of age.
- 4.9% of the respondents belongs to General, OBC 2.4%, SC 0% and ST 92.9%.
- 9.5% of the respondents belongs to Under Matriculation, 19% Under Senior Secondary, 59.5% Postgraduate, 7.1% Undergraduate and 4.8% others.
- 61.9% of the respondents belongs to Nuclear Family and 38.1% belongs to Joint Family.
- 26.2% of the respondents belongs to the family size of 2 to 4 members, 59.5% 5 to 8 members, 11.8% 9 to 12 members and 2.4% above 12.
- 4.8% of the respondents finds distance learning poor, 23.8% below average, 57.1% average, 14.3% good and 0% excellent.
- The responses of the respondents to whether they face any challenges with the device's hardware and the responses were 76.2% yes, 19% yes, but it doesn't work well and 4.8% no, I share with others.
- The respondents used a laptop, desktop, smartphone, or tablet for distance learning and the responses were 40.5% Laptop and Smartphone, 4.8% Desktop and Smartphone, 2.4% Tablet and Smartphone, 52.4% Smartphone only and 0% Others.
- The average amount of time the respondents spent while taking an online course and the responses were 61.9% 1-3 hours, 23.8% 3-5 hours, 14.3% 5-7 hours, 0% 7-10 hours and 0% 10+ hours.
- The respondents find their School/Universities helpful during online mode of education and the responses were 7.1% not at all helpful,

38.1% slightly helpful, 47.6% moderately helpful, 4.8% very helpful and 2.4% extremely helpful.

- The respondents find their Scholl/Universities effective during online mode of education and the responses were 14.3% not at all effective, 44.9% slightly effective, 35.7% moderately effective, 7.1% very effective and 0% extremely effective.
- The overall percentage on how the respondents managed time while studying remotely on the scale of 1 to 5, 1 being not at all well managed and 5 being extremely well managed. The responses were 4.8% 1, 21.4% 2, 61.9% 3, 7.1% 4 and 4.8% 5.
- The respondents enjoyed learning remotely or not and the responses were 11.9% yes, absolutely, 52.4% yes, but I would like to change a few things, 26.2% no, there are quite a few challenges and 9.5% no, not at all.
- The respondents find their respected teachers during online mode of education and the responses were 4.9% not at all helpful, 22% slightly helpful, 39% moderately helpful, 31.7% very helpful and 2.4% extremely helpful.
- The attitude of the respondents towards the preference of studying in a quiet or peaceful environment and the responses were 64.3% strongly agree, 31% agree, 4.8% neutral, 0% disagree and 0% strongly disagree.
- The responses from the respondents regarding their choice for earbuds to block out outside noise and the responses were 21.4% strongly agree, 21.4% agree, 28.6% neutral, 19% disagree and 9.5% strongly disagree.
- The preference of listening to classical music without lyrics while studying and the responses were 2.4% strongly agree, 19% agree, 40.5% neutral, 23.8% disagree and 14.3% strongly disagree.
- The responses of the respondents towards the preference of chewing while studying during remote learning and the responses were 2.4% strongly agree, 9.5% agree, 19% neutral, 47.6% disagree and 21.4% strongly disagree.
- The responses from the respondents' regarding whether they frequently take physical break while studying remotely and the responses are majority with agree.

FINDINGS

From the study results, it becomes clear that due to the suspension of the education process all over the world to discourage the spread of corona-virus among students online learning is adopted to avoid discontinuity of learning. Though the method has been the only feasible solution at the time of the lockdown has its own set of limitations. The results also put forth that when students were interviewed to find out their perception about the impact of this pandemic on different education system and online learning adoption it was established that both the gender groups hold similar perception about the online learning procedure and its impact on the student's education process.

CHAPTER-4

CONCLUSIONS AND SUGGESTIONS

CONCLUSION

It is visible that the impact of the coronavirus will tarry for years. India has already planned to teach the numbers of students at home owing to its very vast 4G network. In India, almost everywhere 4G connectivity is available at a very low cost. Due to powerful network connections, students can learn in the classroom environment as they are sitting directly in the classroom. Online teaching offers flexibility in teaching and learning and it also offers more tools and techniques for making the class motivating. The focus of online teaching is more on students and hence it promotes students centered learning instead of old teacher-centered learning. Indian students, teachers and parents are not habitual of a virtual classroom. Traditional classroom was the only way of learning for them. But now suddenly Indians have to shift their traditional classes to online classes. Thus, the system is required to work on our teacher's training for online classrooms tool, so that they can teach the students more effectively and build our future generation. India was not prepared for these dramatic changes so it was a big challenge for our nation's population. Thus, depending upon the findings of the study it can be concluded that both male and female students consider online learning as an effective and most suitable tool in this lockdown time due to COVID-19 pandemic.

School administrations are required to train their teacher to the level that enables the smooth online learning system. From the future point of view, virtual classes will contribute to our nation's educational growth. We should support our government to adopt online classes and help our students to give them the best future.

SUGGESTIONS:

Some suggestions that can be given from the finding are:

- By trying to establish a routine that factors in age-appropriate education programs that can be followed online, on the television or through YouTube.
- Digital platforms provide an opportunity for children to keep learning, take part in play and keep in touch with their friends. But increased access online brings heightened risks for children's safety, protection and privacy. By discussing the usage of internet with students so that they know how it works, what they need to be aware of, and what appropriate behavior looks like on the platforms they use, such as video calls.
- By finding out how to stay in touch with the teacher or school to stay informed, asking questions and get more guidance. Parent groups or community groups can also be a good way to support each other with your home schooling.

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PART-1

DEMOGRAPHIC PROFILE OF THE RESPONDENTS

1. Gender
 - Male
 - Female
 - Prefer not to say

2. Age
 - 12-14
 - 15-17
 - 18-20
 - 21-23
 - Above 23

3. Caste
 - General
 - OBC
 - SC
 - ST

4. Educational Qualification
 - Under Matriculation
 - Under Senior Secondary
 - Postgraduate
 - Undergraduate
 - Others

5. Family Type
 - Nuclear
 - Joint

6. Family Size
 - 2 to 4 members
 - 5 to 8 members
 - 9 to 12 members
 - Above 12

PART-2

AFFECT ON DISTANCE LEARNING AMONG THE STUDENTS

7. How do you feel overall about distance education?
 - Poor
 - Below Average
 - Average
 - Good
 - Excellent

8. Do you have access to a device for learning online?
 - Yes
 - Yes, but it doesn't work well
 - No, I share with others

9. Which device do you use for distance learning?
 - Laptop and Smartphone
 - Desktop and Smartphone
 - Tablet and Smartphone
 - Smartphone only
 - Others

10. How much time do you spent each day on an average on distance education?
 - 1-3 hours
 - 3-5 hours
 - 5-7 hours
 - 7-10 hours
 - 10+ hours

11. Hoe helpful is your School/University been in offering you the resources to learn at home?
 - Not at all helpful
 - Slightly helpful
 - Moderately helpful
 - Very helpful
 - Extremely helpful

12. How effective has remote learning been for you?
 - Not at all effective
 - Slightly effective
 - Moderately effective
 - Very effective
 - Extremely effective

13. How stressful is distance learning for you during the COVID-19 pandemic?
- Not at all stressful
 - Slightly stressful
 - Moderately stressful
 - Very stressful
 - Extremely stressful
14. How well could you manage time while learning remotely? (Consider 5 being extremely well and 1 being not at all)
- 1
 - 2
 - 3
 - 4
 - 5
15. Do you enjoy learning remotely?
- Yes, absolutely
 - Yes, but I would like to change a few things
 - No, there are quite a few challenges
 - No, not at all
16. How helpful are your teachers while studying online?
- Not at all helpful
 - Slightly helpful
 - Moderately helpful
 - Very helpful
 - Extremely helpful