



Study on the Impact of Lockdown on Learning Status of Students during COVID-19 Pandemic

Pinky Game¹, Sharboni Chakraborty², Aliana³

2nd Semester M.Com (FA), Jyoti Nivas College Autonomous, PG Centre, Bangalore

ABSTRACT

A project is commonly acknowledged as a successful project when the aim of the project is achieved positively. This study was carried out to analyse the factors influencing the learning status of students during Covid-19 pandemic of various colleges and university in Bangalore. An online survey was conducted to collect the information. A structural questionnaire link using 'Google form' was sent through WhatsApp and email. A simple percentage was used to assess the learning status of the study participants. During the lockdown period around 76% of learners were involved in e-learning. Most of the learners used android mobile for attending the class or the meetings. Students have been facing various problems related to poor internet connectivity, anxiety and unfavourable study environment at home. The study suggest targeted intervention to create a positive space for study among students. Strategies are urgently needed to build a resilient education system in the state that will ensure to develop the skill for employability and the productivity of the young minds.

Keywords: Covid-19, Lockdown, Online Education

I. INTRODUCTION

The pandemic Covid-19 has spread over whole world and compelled the human society to maintain social distancing. It has significantly disrupted the education sector which is a critical determinant of a country's economic future.

After observing the corona virus pandemic situation the WHO advised to maintain social distancing as the first prevention step. So, every country started the action of lockdown to separate the contaminated people. The education sectors including schools, colleges and universities became closed. Classes suspended and all examinations of schools, colleges and universities including entrance tests were postponed indefinitely. Thus, the lockdown destroyed the schedules of every student. Though it is an exceptional situation in the history of education, COVID-19 has created many opportunities to come out of the rigorous classroom teaching model to a new era of digital model.

The lockdown has compelled many educational institutions to cancel their classes, examinations, internships etc. and to choose the online modes. Initially, the educators and the students were quite confused and didn't understand how to cope up with the situation of this sudden crisis that compelled closure of the educational activities. But latter on all realized that the lockdown has taught so many lessons to manage with the emergence of such pandemics. Thus, COVID-19 has created many challenges and opportunities for the educational institutes to strengthen their technological knowledge and infrastructure. The lockdown has given them a ray of hope for teachers and students to continue their educational activities through online. The teachers assigned work to students via internet, delivered lectures through live video conferencing using different Apps like Zoom, Google meet, Facebook, You tube, and Skype etc. There are WhatsApp groups of guardians, teachers, students and parents for affective communication through which they are always in touch to share their difficulties through this e-medium. In a nation like China that practices a considerably more centralization system, a change to digital learning may be simpler. Even in a nation like the U.S.A, there are some low- pay students who don't approach broad bands and unable to use computerized learning arrangement (Study Abroad Life). The same is the situation that happens with India where not every student is well equipped with the high-speed internet and digital gadgets and are along these lines of suffer. Numerous advanced educational institutions in India are not also equipped with digital facilities right now to cope up with sudden change from traditional education set up to the online education system.

II. REVIEW OF LITERATURE

Nanigopal Kapasia, P. P. (2020), The study 'Impact of lockdown on learning status of undergraduates and postgraduate student during COVID-19 pandemic in West Bengal, India'. Student have been facing various problems related to depression anxiety, poor internet connectivity, and unfavorable study environment at home. Most of the learners were used android mobiles for attending e-learning. Student from remote areas and marginalized sections mainly face enormous challenges for the study during the pandemic. The present study assessed the learning status of undergraduate and postgraduate students during this pandemic. Strategies are urgently needed to build a resilient education system in the state that will ensure to develop the skill for employability and the productivity of the young minds.

Chrysi Rapanta, L. B. (2020) states that The Covid-19 pandemic has raised significant challenges for the higher education community worldwide. Online teaching and learning imply a certain pedagogical content knowledge (PCK). Our findings point at the design of learning activities with certain characteristics, the combination of three types of presence (social, cognitive and facilitatory) and the need for adapting assessment to the new learning requirements. We end with a reflection on how responding to a crisis (as best we can) may precipitate enhanced teaching and learning practices in the post-digital era.

Esteban M.Aucejo, J. F. (2020), The study ‘The Impact of COVID-19 on Student Experiences and Expectations: Evidence from a Survey’, Results show large negative effects across many dimensions. Due to COVID-19: 13% of students have delayed graduation, 40% have lost a job, internship, or job offer, and 29% expect to earn less at age 35. Moreover, these effects have been highly heterogeneous. One quarter of students increased their study time by more than 4 hours per week due to COVID-19, while another quarter decreased their study time by more than 5 hours per week.

Simon Jhon Perry, I. B. (2010), The study ‘The Influence of New Tools in Virtual Learning Environments on the Teaching and Learning Process in Chemical Engineering’ This paper looks at some of the potential solutions to these problems using tools available in Virtual Learning Environments (VLE’s). The use of e-assessment has been carried out on a moderate class size of both full-time and part-time distance learning students. The e-assessment has made it easier for a large class size to acquire information on their progress in a course, and allows teaching staff to assess areas that require more resource, and those students who may need further help. m. Malpractice, principally plagiarism, or collusion between students, has been shown that it can be detected using software tools available in VLE’s. However, interpretation of simple scores is needed to be treated with caution, and guidelines on the use of such tools needs to be provided for assessment staff.

III. RESEARCH METHODOLOGY

a. Statement of the Problem:

After going through various review of literature, it is evident that many studies were conducted on online learning. Some of them were related to student’s performance, some of them specify their study on students – teachers coordination on virtual learning and some analyzed the virtual classrooms and courses in a combined basis, but a very few work has been done specifically on the impact of lock down on learning status of students during COVID-19 Pandemic. This study is an attempt to add more research in this area.

b. Research Design:

Analytical research represent the organized study using the facts which are already available to come to a conclusion. Descriptive research is used to represent the data graphically.

c. Scope of the Study:

The scope explains the theoretical aspects of online learning in today’s pandemic scenario. the study has been carried on the efficiency of institutions, this study considered the steps which leads to analyse

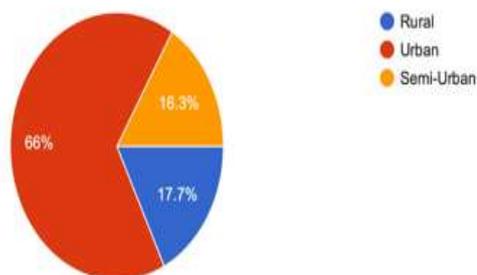
the perception of students for online learning as well as their problems which they are facing. The scope of online learning is very wide. Even there are various factors that are affecting the students in this lock down. In the coming future this online classes or learning will remove the traditional way of teaching.

d. Sources of Data:

Primary Data collected through google docs.

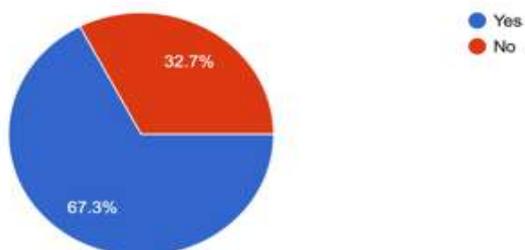
IV. DATA INTERPRETATION

Graph 4.1: Residential Area



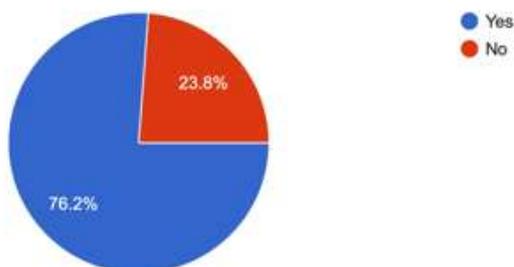
According to our survey, more than 16 percent of the students stay in rural area and 17 in semi urban, which is one of the reasons for the network issues or may be non-availability of internet connection properly.

Graph 4.2: Ownership of a Computer/Laptop



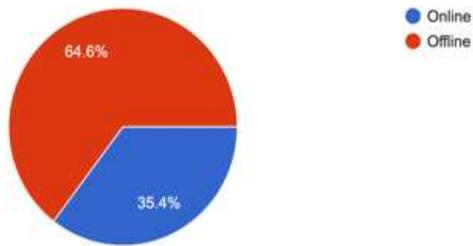
More than 32 percent of students don't even own a laptop or computer, which is one of the challenges faced by student for this online learning.

Graph 4.3: Availability of Wifi/Internet Connection at Home



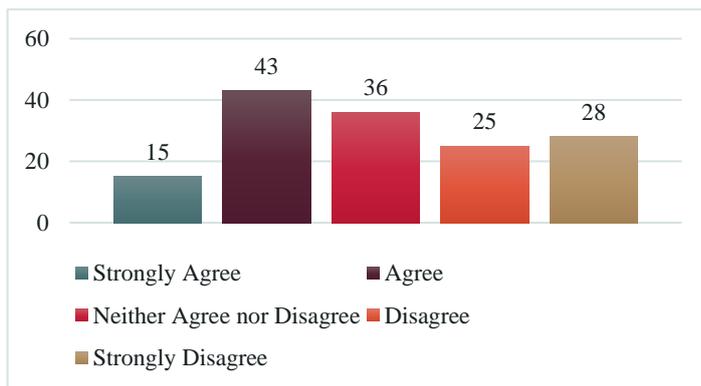
There are still 23 percent of students who does not have internet connection at home and they use their phone data for the classes, which might not be enough for the classes and assignments and that is why it's a challenge faced by many students.

Graph 4.4: Which Mode of Exams are better?



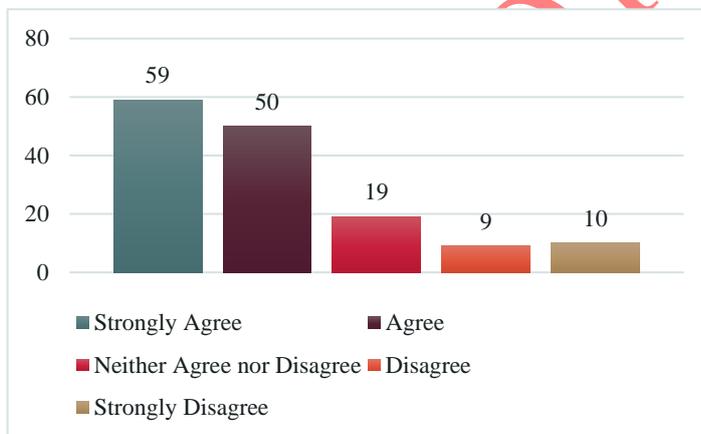
Most of the students, almost about 64 percentage feels that offline exams are more convenient because many of them are facing challenges and issues regarding online mode and network connectivity

Graph 4.5: Number of Students Satisfied with Online Teaching Methods & Lecture Materials



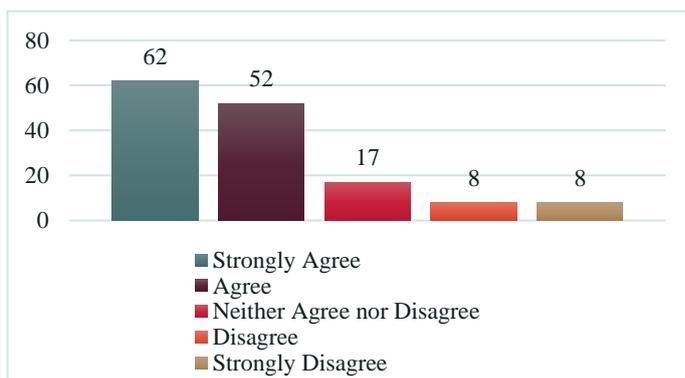
As we can see out of 147 students there are 53 students who disagree with the statement. And 36 students neither agree nor disagree so we can clearly say that majority of them are not satisfied with the online teaching

Graph 4.6: Number of Students Distracted Due to Unfavorable Conditions at Home



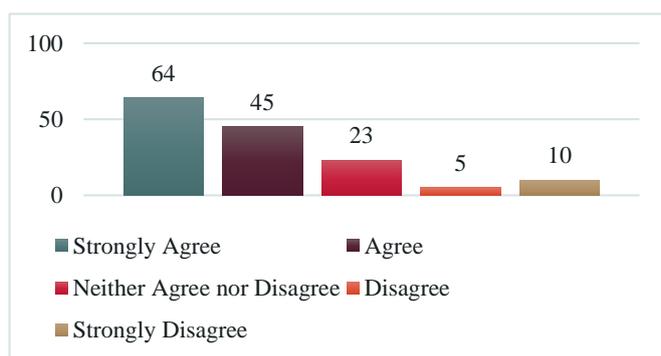
Most of the students strongly agree that they have unfavorable condition at home which is why they get distracted during the online classes.

Graph 4.7: Response on Lack of Students and Teachers Interaction during Online Classes



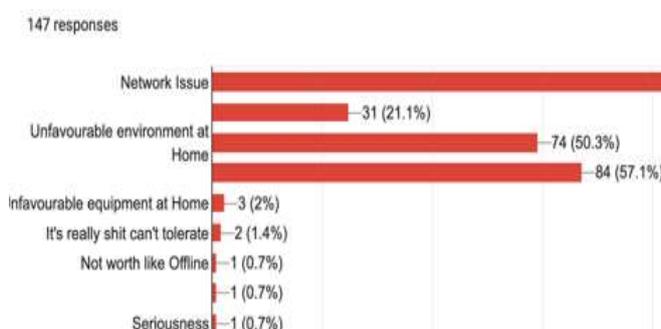
Most of the students agree that there is lack of student teacher interaction during online classes which is one of the reasons why students don't prefer online mode of teaching.

Graph 4.8: Number of Students Going Through Mental Stress Because of Online Learning



Most of the students strongly agree that they were going through some kind of stress during this lockdown because of the online learning. And only 10 percent of them didn't had any kind of stress because of online classes.

Graph 4.9: Which among these is The Biggest Challenge in Online Learning?



From this above graph we can interpret that network is one of the biggest challenge faced by all the students followed by unfavorable conditions at home.

V. FINDINGS

The online survey which was conducted through questionnaire with the help of google form disclosed that there are both types of students, one who are happy with this online mode and considered it as an opportunities to learn in a new environment and then there are ones who find many difficulties and have to face different challenges for the online mode of classes. But the majority are facing issues with online mode and they prefer offline mode.

VI. SUGGESTIONS

After this survey and as a student even we are going through this same situation, we can suggest few of the measures.

1. For the practical subjects, teachers can use blackboard for better experience.
2. They should not have more than 3 classes in a day
3. They should consider that most of the students want offline mode exam.
4. Only positive attitude will help the student to overcome the challenges in online learning.
5. For students, it should be better to avoid distraction like social media. And sit at quite place to not get disturbed by family members for better concentration.

VII. CONCLUSION

After taking the opinion of the students, it is understood that Lockdown has a definite effect on education. Due to Lockdown issues, students can't concentrate on their studies and some students say that there is positive impact. These issues have increased the cost of education to some extent and these issues have not only affected the education sector but also all sectors. Some students also think that it is an opportunity to innovate on lockdown issues. Few students are more stressed because of this online learning and they are facing many challenges in this new environment of learning.

VIII. Bibliography

1. Chrysi Rapanta, L. B. (2020), Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity, *Postdigital Science and Education*, 1-23.
2. Demuyakor, J. (2020), Coronavirus (COVID-19) and Online Learning in Higher Institutions of Education: A Survey of the Perceptions of Ghanaian International Students in China, *Online Journal of Communication and Media Technologies*, 1-9.
3. Esteban M. Aucejo, J. F. (19 August 2020), The Impact of COVID-19 on Student Experiences and Expectations: Evidence from a Survey, *Journal of Public Economics*, 1-43.
4. Nanigopal Kapasia, P. P. (2020), Impact of lockdown on learning status of Undergraduate and Postgraduate student during COVID-19 pandemic in West Bengal India, *Children and Youth Services Review*, 1-5.
5. Simon Jhon Perry, I. B. (2010), The Influence of New Tools in Virtual Learning Environments on the Teaching and Learning Process in Chemical Engineering, *Chemical Engineering Transactions*, 1051-1056.