



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

THE STUDY OF IMPACT OF COVID-19 ON LEARNING- PERSPECTIVE OF NEW DELHI

Upasana Gutt – Assistant Professor (Trinity Institute of Professional Studies , Dwarka) –
Alisha Aggarwal – Student (Trinity Institute of Professional Studies , Dwarka)

ABSTRACT

The novel Coronavirus ailment (Covid-19) originated in Wuhan metropolis of China has unfold around the world. The World Health Organization (WHO) declared the coronavirus epidemic an endemic. Across the nation, Universities Colleges, Schools, Institutes postponed or cancelled all the campus events consisting of educational training, workshops, meetings, sports activities and other academic and nonacademic activities. As a result, students and teachers are required to shift from Back Board Classrooms to ICT based Classrooms like Zoom, Google Classroom, Cisco Web, Google Team.

This research aimed at accessing the impact of Covid-19 on learning through e-learning mode. In this research, a descriptive survey design is being used in which 13 Likert scale item of questionnaires are administered to 150 respondents of Delhi & NCR through random sampling method.

Keywords: e- learning, COVID-19, pandemic, learning, education

INTRODUCTION

Corona virus disease (COVID-19) is a communicable disease by newly virus named corona.

The people who are suffering from COVID-19 virus shows the symptoms like breathing problem and recover without any treatment. Senior citizens and the ones with severe medical problems like cardiovascular disease, chronic breathing problem, diabetes, and cancer are more likely to develop serious illness. The corona virus spread through saliva droplets or release from the nose when an infected person sneezes or coughs. The best way to prevent COVID-19 from spreading around the world is social distancing. Currently, there is no vaccination available for COVID-19. However, there are many medical trials ongoing to evaluate potential remedies. WHO will bring up to date information as soon as medical findings become available.

Scenario in India

The Government of India confirmed India's first case of Corona virus disease 2019 on 30 January 2020 in the state of Kerala, when a student from Wuhan travelled back to the state. As the number of confirmed COVID-19 positive cases closed 500, PM Modi on 19 March, asked all citizens to watch 'Janata Curfew' (people's curfew) on Sunday, 22 March. At the top of the curfew, Modi stated: "Janata Curfew is simply the start of an extended battle against COVID-19". After this, he stated the second lockdown on 24 March for a period of 21 days. He said that the sole solution to regulate the spread of coronavirus was to interrupt the cycle of transmission through social distancing. Modi ji stated that the lockdown would be imposed more strictly than the Janata Curfew.

PHASE 1 (25 March- 14 April)

On 25 March, the primary day of the lockdown where all services and factories were temporarily stopped. Arrests across the states were made for violating norms of lockdown like venturing out for no emergency, opening businesses and residential quarantine violations. The government held meetings with e-commerce websites and vendors to make sure a smooth supply of essential goods across the state during the lockdown period. Several states declare relief funds for the poor and affected people while the central government was finalizing a stimulus package.

As the end of the initial lockdown period came near, many state governments expressed their decision to increase it till the top of April. Among them were Odisha, Punjab, Maharashtra, Karnataka with some relaxations, West Bengal and Telangana.

PHASE 2 (15 April – 3 May)

On 14 April, PM Modi increase the nationwide lockdown till 3 May.

PHASE 3 (4 May – 17 May)

On 1 May, the Ministry of Home Affairs (MHA) and the Government of India (GoI) further increase the lockdown period to two weeks far off 4 May, with some relaxations.

PHASE 4 (18 May – 31 May)

On 17 May, the National Disaster Management Authority (NDMA) and the Ministry of Home Affairs (MHA) increase the lockdown for a period for two weeks far off 18 May, with further relaxations.

IMPACT OF COVID-19 ON EDUCATION

On 16 March, the union government declared a countrywide lock-down of schools and colleges. On 18 March, CBSE released revised guidelines for examination centers. This includes maintaining a distance of at least 1 meter between the students taking the exam with a class not having more than 24 students. If the rooms of the examination centers are small, divide the students and make them sit in different rooms. On 19 March, CBSE and JEE main examinations were postponed till 31 March.

On 20 March, Maharashtra government cancelled examinations for class 1 to 8 and promoted the students to the next classes, whereas examinations for class 9 and 11 were postponed till 15 April. Madhya Pradesh Board of Secondary Education postponed board exams for class 10 and 12 and asked school principals to promote or detain students of class 5 to 8 based on their performance in previous terms. Board exams of class 10 and 12 were postponed in Kerala. Assam government cancelled all exams till 31 March. The Union Public Service Commission also

postponed the interview for the Civil Services Examination 2019 to be held from 23 March to 3 April. The SSC exams in Tamil Nadu and Puducherry were postponed to 15 April.

The corona virus transmits through person to person around the world. The virus forced people to keep their social distancing maintain. It also inhibited not only education system, even to the world of business, tourism, and health. The government announced for the closure of schools and colleges or institutions in an effort to curb the COVID-19 transmission. Since the outbreak of a pandemic caused by corona virus in India, many ways have been taken by the government to prevent citizens getting infected by corona virus. WHO declared some instructions for prevention from corona virus disease.

Colleges have launched more online accessibility in this lockdown. They started online classes through Zoom , take assessments on Google classroom. They organizes online placements through online GD , interviews, test for their final year students and also organizes online internship for their second year students. They even started webinar, video conferencing on issues of lockdown, mental health impact on students. They also organizes daily or weekly sessions on managing stress and anxiety , leadership and management , these sessions turned out to be highly beneficial for the students. Few colleges providing their hostel rooms for quarantine patients.

Teachers manages their daily online classes through internet networking according to their college time table. In online classes, only difference is that it is the virtual learning rather than physical classes in colleges. They held PTM's on monthly basis for parent's feedback on e-learning classes. Every school/college puts an effort which is very appreciable for prevention the spread of covid-19 as well as take care of their students future.

RESEARCH OBJECTIVE

To study impact of Covid-19 on learning through e-learning mode.

SCOPE OF STUDY

- Scope of study is limited to New Delhi, India
- Scope includes students of colleges, schools and institutions.

RESEARCH DESIGN

The type of research design that we are using here is descriptive design. The study makes use of online survey to reach to the respondents since the outbreak did not permit physical contact of individuals.

Research Instruments

Structured questionnaire was built and used as the research tool for gathering the data. The questionnaire was made up of open & close-ended items for the students to respond to the five type of Likert scale ranged from “Strongly agree” (SA), “Agree” (A), “Neutral”(N) “Disagree” (D) to “Strongly Disagree” (SD).

DATA COLLECTION PROCEDURE

Therefore, an easy random sampling approach was taken to manage the study of questionnaire to choose individuals after the motive of the research explained to them and the confidentiality assured.

DATA COLLECTION SOURCES

PRIMARY DATA: In this study, Google forms are used to design the questionnaire and collect data via e mail and social media platform to get the responses from the target category.

SECONDARY DATA: In this study following sources of secondary data collection have used- Internet, Newspapers, Book, Articles, magazines and blogs.

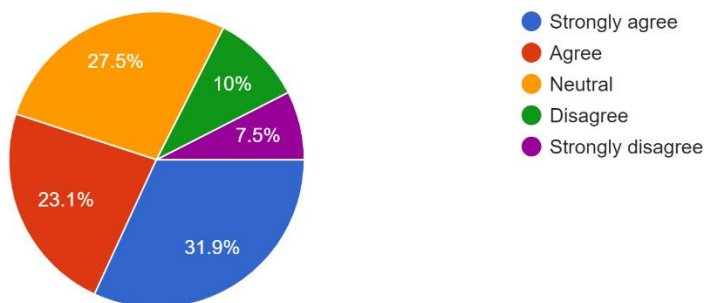
SAMPLE SIZE AND SAMPLING TECHNIQUE

In this study, simple random sampling technique is used to select the sample for study. This technique was adopted to ensure unbiased sampling.

A total sample size is 150.

ANALYSIS

1. I am capable to study effectively from the home.

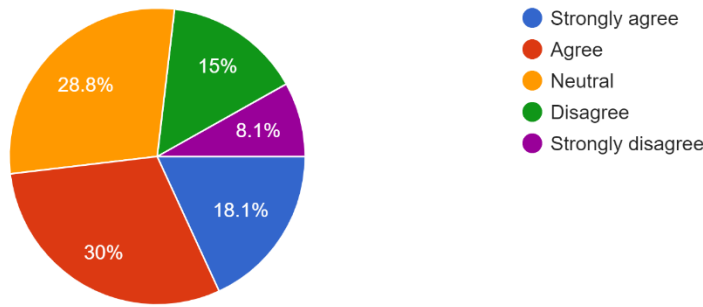


31.9% of the students are strongly agreed as they are able to studying effectively from the home, 27.5% of the students are neither agreed nor disagreed in respect to study effectively from the home, 23.1% of the students are agreed for studying effectively from the home, 10% of the respondents are disagreed as they are not able to learn effectively from the home, 7.5% of the students are totally disagreed as they are not able to learn effectively from the home.

Agree – 23.1%

Disagree – 10%

2. The E- learning system is very effective.

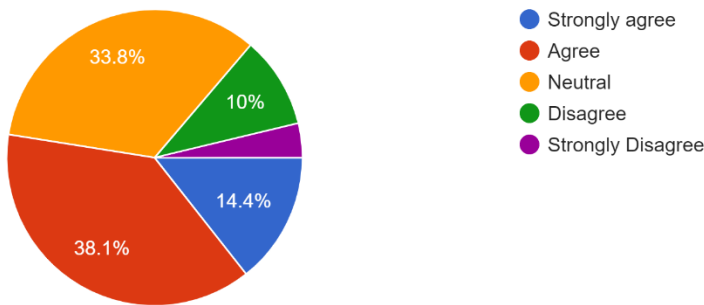


30% of the students are agreed that the E-learning system is effective , 28.8% of the students are neither agreed nor disagreed in respect to the E-learning system is very effective, 18.1% of the students are totally agreed with the effectiveness of E-learning system, 15% of the students are disagreed with the effectiveness of E- learning system , 8.1% of the students are totally disagreed with the effectiveness of E-learning system.

Agree – 48%

Disagree – 23%

3. I have finer computer skills to be able to access E-learning platform.

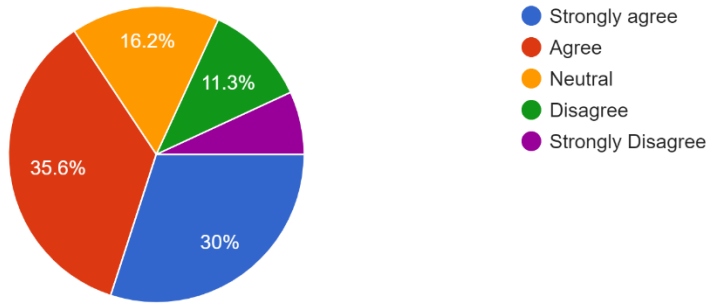


38.1% of the students are agreed that they have superior computer skills to access E-learning platform, 33.8% of the students are neither agreed nor disagreed that they have superior computer skills to access E-learning platform, 14.4% of the students are totally agreed that they have superior computer skills to access E-learning platform, 10% of the students are disagreed that they have not superior skills to access e-learning platform, 3.7% of the students are totally disagreed that they have superior computer skills to access e-learning platform.

Agree – 62%

Disagree – 15%

4. E-learning classes are comfortably accessible at any time.

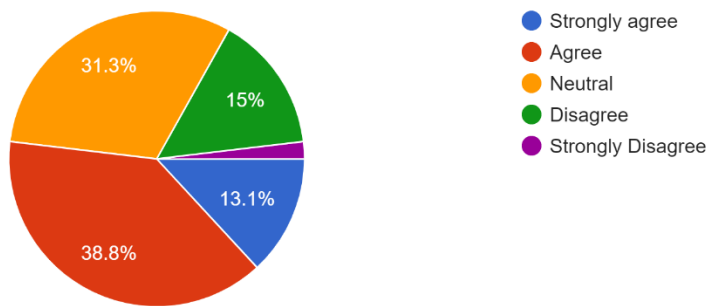


35.6% of the students are agreed in respect to comfortably accessible of online classes at any time, 30% of the students are strongly agreed respect to comfortably accessible of online classes at any time, 16.2% of the students are neither agreed nor disagreed with the comfortably accessible of online classes at any time, 11.3% of the students are disagreed with the comfortably accessible of online classes at any time, 6.9% of the students are strongly disagreed with the comfortably accessible of online classes at any time.

Agree – 65%

Disagree – 17%

5. I often face disruption of the daily e-learning classes due to internet network error.

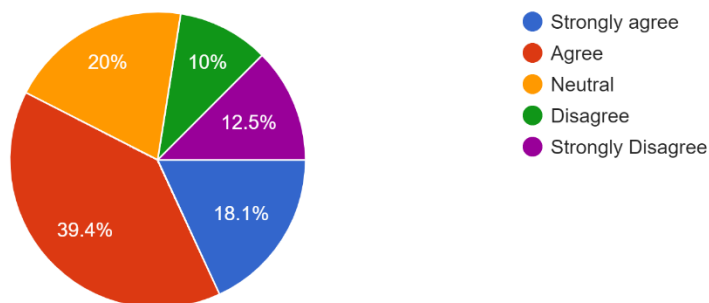


38.8% of the students are agreed that they faced disruption of online classes due to internet network problem, 31.3% of the students are neither agreed nor disagreed that they faced any disruption of online classes due to internet network problem, 15% of the students are disagreed as they are not faced any disruption of online classes due to internet network problem, 13.1% of the students are totally agreed that they faced disruption of online classes due to internet network problem, 1.8% of the students are totally disagreed that they are not faced any disruption of online classes due to internet network problem.

Agree – 51%

Disagree – 17%

6. E-learning classes helps in preparation of exams.

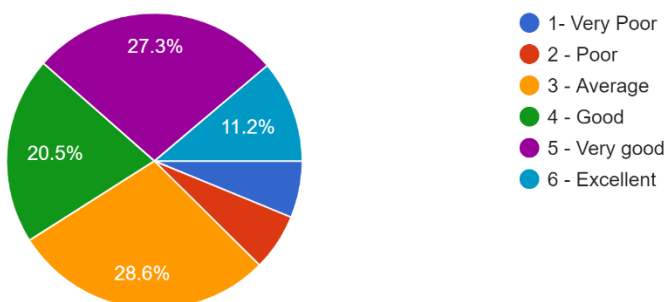


39.4% of the students are agreed that online classes helps in their preparation of exams, 20% of the students are neither agreed nor disagreed that online classes helps in their preparation of exams, 18.1% of the students are totally agreed that the online classes helps in their preparation of exams, 12.5% of the students are totally disagreed that online classes helps in their preparation of exams, 10% of the students are disagreed that online classes helps in their preparation of exams

Agree – 57%

Disagree – 22.5%

7. Kindly rate the effectiveness of E-learning.



28.6% of the students gives average rating of effectiveness of online learning, 27.3% of the students gives very good rating of effectiveness of online learning, 20.5% of the students gives good rating of effectiveness of online learning, 11.2% of the students gives excellent rating of effectiveness of online learning, 6.2 % of the students gives equal rating of effectiveness of online learning

Effective- 59%

Ineffective- 10%

CONCLUSION

The objective of this research is to study impact of Covid-19 on learning through e-learning mode. Though, more than 50% of students have agreed that they can effectively study from home without any disruption. It came to light that pandemic has posed challenge on effective learning of students because of lack of technical know-how, lack of good network internet facilities. Due to disruptions students have faced break in their regular schedule of learning as more than 50% of students faced disruption of the daily e-learning classes due to internet network error. The study, therefore, recommends that teachers along with students need to be introduced to different e-learning platforms and

their effective usage. These challenges need to be addressed effectively at the level of teachers, students and institutes because online learning is a future because of this pandemic.

References

Applefield, J. M., Huber, R., & Moallem, M. (2000). *Constructivism in theory and practice: Toward a better understanding. The High School Journal*, 84(2), 35-53.

Barrett, S. (2020). *Coronavirus on campus: College students scramble to solve food insecurity and housing challenges. CNBC.*

Bateman, A., & Waters, J. (2013). *Asymmetries of knowledge between children and teachers on a New Zealand bush walk. Australian Journal of Communication*, 40(2), 19-31.

Belinda, L. (2020). *Coronavirus Forces Families to Make Painful Childcare Decisions. Time*, 88-93.

Cecco, L. (2020, 3 28). *Retrieved from Schools Race to Feed Students Amid Coronavirus Closures: <https://www.npr.org/>*

Chin, T., Foley, J., Doto, L., Gravelle, R., & Weston, J. (1960). *Morbidity and mortality characteristics of Asian strain influenza. Public Health Reports*, 75(2), 148-158.

Cohen, L., Manion, L., & Morrison, K. (2008). *The Methodology of Educational Research. Athens: Metaichmio.*

Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs. Washington, DC: National Association for the Education of Young Children.*

Farda, R. (2020, February 2020 23). *Iran Announces Closure of Universities, Schools As Coronavirus Death Toll Rises. Tehran, Tehran, Iran.*

Feuer, W. (2020, 3 29). *WHO officials warn health systems are 'collapsing' under coronavirus: 'This isn't just a bad flu season. CNBC.*

Greenberg, K. H. (2005). *The cognitive enrichment advantage family-school partnership handbook. Ox Knoxville: KCD Harris & Associates Press.*

Llamas, A., & Tuazon, A. P. (2016). *School practices in parental involvement, its expected results and barriers in public secondary schools. International Journal of Educational Science and Research*, 6(1), 69-78.

Maurice, J. (2016). *Cost of protection against pandemics is small. The Lancet*, 387 - 412.

McLeod, S. A. (2019). *Constructivism as a theory for teaching and learning. Simply psychology. Retrieved from <https://www.simplypsychology.org/constructivism.html>*

Ngumbi, E. (2020). *Coronavirus closings: Are colleges helping their foreign, homeless and poor students? USA Today*, 11-14.

Okendu, J. (2012). *The influence of instructional process and supervision on academic performance of secondary school students of River State, Nigeria. Academic*

Rewar, S., Mirdha, D., & Rewar, P. (2015). *Treatment and Prevention of Pandemic H1N1 Influenza*. *Annals of Global Health*, 81(15), 645-653. doi: <http://dx.doi.org/10.1016/j.aogh.2015.08.014>

RNZ. (2020). *Coronavirus: What you need to know about school and uni closures*. Wellington : Radio New Zealand.

Simon, M. (2020, 03 29). CNN. Retrieved from CNN web site: <https://fox40.com/news/coronavirus/>

Troncoso, A. (2016). *Zika threatens to become a huge worldwide pandemic*. *Asian Pacific Journal of Tropical Biomedicine*, 87 - 89.

UN. (2020). *290 million students now stuck at home*". Paris: UN News.

UNESCO. (2020, March 29). Retrieved from UNESCO web site: <https://en.unesco.org/covid19/educationresponse>

UNESCO. (2020). *Adverse consequences of school closures*. Geneva: UNESCO. UNESCO. (2020, 3 23). *COVID-19 Educational Disruption and Response*. Retrieved from

Google: <http://www.wikipedia.com>

UNESCO. (2020). *COVID-19 Educational Disruption and Response*. Geneva: UNESCO.

