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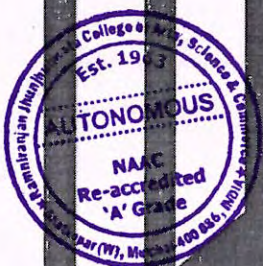
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## COVID 19: PROSPECTS AND CHALLENGES IN EDUCATION SECTOR

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*The Pandemic proved to be a curse as well as a boon for the Education Sector. Teaching without physical and personal contacts has brought in front many challenges for the teachers as well as students. Although the education sector has found its path and settled with the technological teachings yet the absence of Direct Teachings is felt. The power of a pen and paper has been passed on to the keypad and a camera. The impact of Covid on the education sector is seen in its dependency on technology and with the growing time. In this study, the prospects and challenges in the education sector influenced by Covid will be highlighted.*

**KEYWORDS:** Online Education, Covid – 19, Challenges

**I. INTRODUCTION**

The Novel Coronavirus (Covid 19) has given birth to a new normal and initialized an idea of social distancing. In this period of change, technology has been proved to help to cope up with this era and did not allow activities to stop; be it shopping or studying. (Adedoyin et al 2020). The whole education purpose of teachings, examinations, study materials etc. have been on Online platforms now. Migration of the method from offline to online has also brought in front many challenges. This study will discuss the prospects and challenges of online teachings of undergraduate students

**II. OBJECTIVES:**

1. To analyse the problems faced by the students in online education
2. To enlist certain negative impacts of COVID-19 and to suggest some effective solutions for continuing education during the pandemic situation.
3. To highlight various positive impacts of COVID-19 on education.
4. To study various measures taken by the institutes sector during this pandemic.

**III. LIMITATIONS:**

1. The study is restricted to the students who reside in the region of Mumbai suburbs only.
2. The number of students taken for this study may show a very small sample out of the whole population. Therefore, the result fetched out of such a small number of samples may or may not apply to the whole population.

**IV. RESEARCH METHODOLOGY:**

**Primary Data:** To get the data from students the survey method was used. The data has been collected from 360 respondents (students of UG & PG) by using a convenience random sampling method to fetch the results from the students in Mumbai with the help of a structured questionnaire.

**Secondary Data:** The data has been collected from research articles, journals, writ-up theses and web sources.

**Research Design:** The present study is analytical and descriptive. The study highlights the awareness level and the usage of technology methods among the students. It also highlights the challenges faced by them.

**Hypothesis: The following is the null Hypothesis set for the study:**

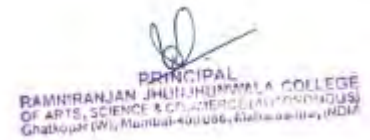
1. There is no significant relationship between a student's lack of connectivity, Data speed and their area of residence.
2. There is no significant relationship between time spent in a day for online class and health of the students.

**Sampling Plan:**

- 1) **Sample Unit:** Students from Mumbai
- 2) **Sample Size:** 360

  
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- 3) **Sample Selection:** Convenience Random Sampling Method
- 4) **Sampling Techniques:** Non probability
- 5) **Sampling instruments:** Structured Questionnaire
- 6) **Tool for Analysis:** Chi square test and Percentage analysis



**V. REVIEW OF LITERATURE**

**Adedoyin, O. B., & Soykan, E. (2020).**

Online education should be delivered using adequate planning and methods of instructions using theories and models, put the emergency covid migration of education from offline to online witnessed the absence of proper planning and development of teaching programmes. The global acceptance of online education will make the students used to the applications of technological devices for learning.

**Sun, L., Tang, Y., & Zuo, W. (2020)**

Online education was deeply studied and depicted that many students believe that teaching objectives are fully attained in online learning too. On the other hand, for many students online learning gave a relatively low atmosphere to focus due to less self-discipline and concentrations amid distractions due to improper and unstable network, noisy and disturbing background and also absence of proper equipment.

**Jena, P. K. (2020).**

The Pandemic seems to be existing for a longer period of time in future too, with this there is an urgent need to use the online platforms more efficiently and effectively. The Indian educational policies need to make availability of online education to the diverse backgrounds of the country including remote regions, marginalised and minority communities.

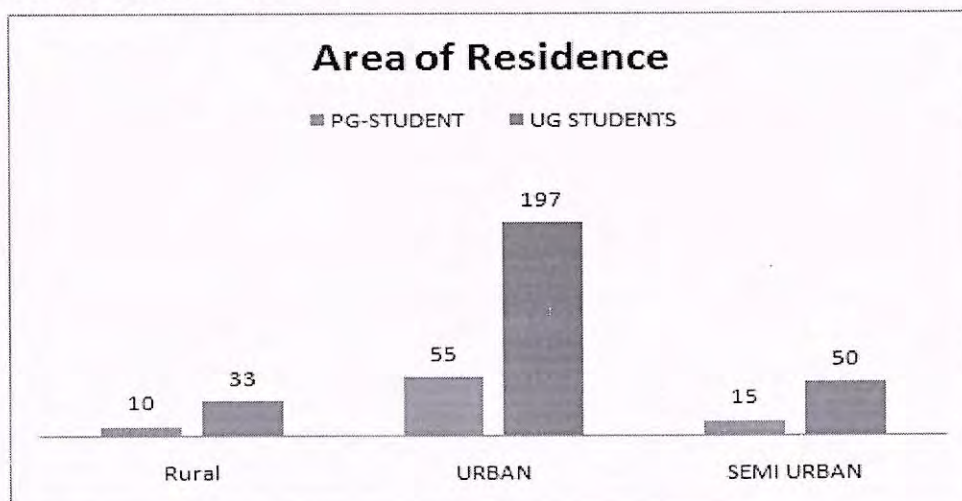
**VI. DATA ANALYSIS AND INTERPRETATION:**

**1. Number of Students (In terms of Gender and Class)**

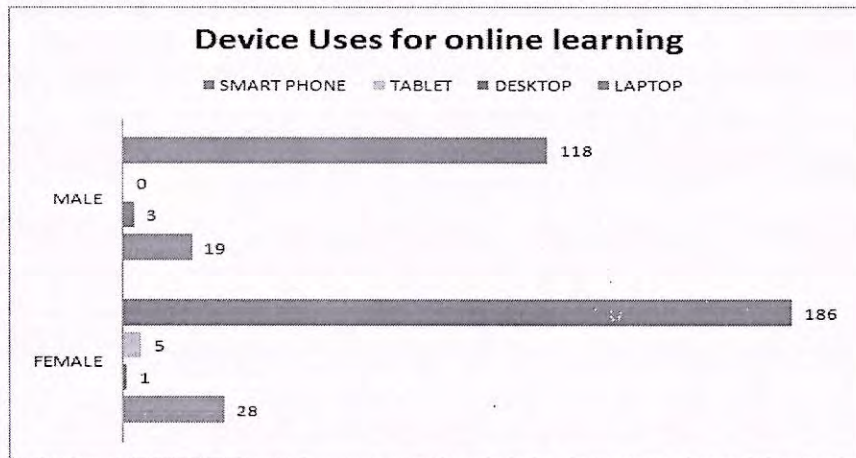
GENDER (TOTAL)	UG (%)	PG (%)
MALE (140)	109 (77.85%)	31 (22.14%)
FEMALE (220)	171 (77.72%)	49 (22.27%)

Out of 360 respondents, the total Female respondents are 220 which is 61.1% and rest 140 respondents are Males which is 38.9%. The Class level of the Undergraduate students among women is 77.85% and that of Males are 77.72%. That means around 22.14% of Females and 22.27% of Males are from Post graduate Level.

**1. Area of Residence:** The number of students belonging to Rural, Semi Urban and Urban areas are 43 (11.9%), 65 (18.1%) & 252 (70%) respectively. The students belonging to UG are more from Urban area: (197/360) i.e., 54.22%, Rural area: (33/360) i.e., 9.17% and Semi Urban areas: (50/360) i.e., 13.89% Hence number of students belonging to PG in Urban areas: (55/360) 15.27%; Rural areas: (10/360) 2.77% and Semi Urban areas: (15/360) 4.17%.

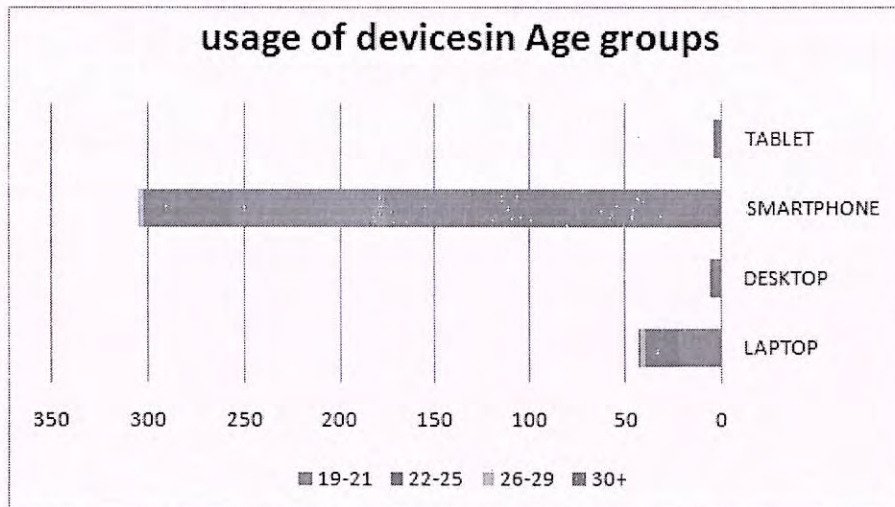


3. The usage of Devices such as smartphones, tablets, desktop and laptop among Male and female:



186 Females (51.67%) and 118 Males (32.78%) are currently using smartphones, and only 5 females (1.38%) are using Tablet no male is using a tablet.

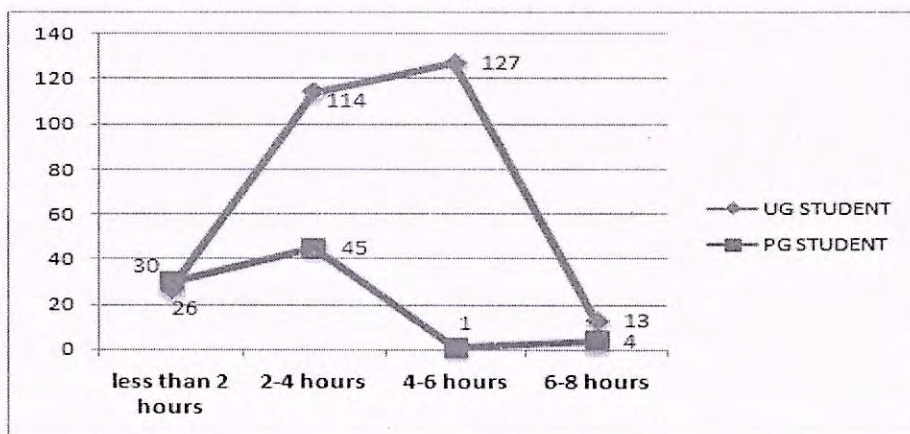
4. The usage of devices such as smartphones, Tablet, Desktop and Laptop for different Age groups.



Students belonging to the age group of 19-21 years are more attractive towards the utilization of Smartphones (256/360) rather than using Tablets. The age group of 22-25 This group also shows the highest interest in using smartphones i.e., 47 / 360 and 18 respondents are attracted to Laptop as sources and only a few i.e., 3 respondents are using Tablet.

The People belonging to the age group of 26-29 years are also attracted to the usage of Laptop, desktop, smartphone and tablet, which is proportionately lesser than those people belonging to 19-21 years of age, i.e., 3, 0, 2 and 0 respectively.

5. The time spend in a day for online classes among UG students & PG students:



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The time spent by students on their studies Under the category of UG and PG students. It can be seen that 127 UG students spent 4-6 hours which is higher than PG students that is only 1. Students spending less than 2 hours are 30 from PG and 26 from UG. There are only 4 PG students in the category of 6-8 hours.

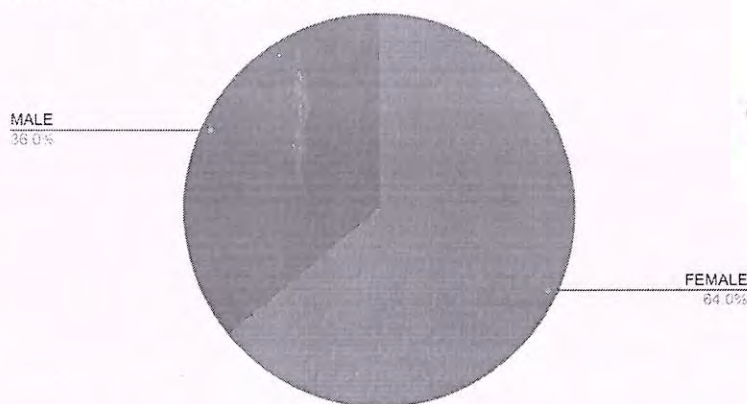
6. Number of students face interruptions during online class due to lack of connectivity, data speed and limit:

Interruption during online class due to	Always	Sometime	Never
Lack of connectivity	81	258	21
Data speed	83	195	82
Data limit	57	158	145

In this case 81 students Always face Connectivity problems (22.5%), whereas 258 students face connectivity issues Sometime (71.67%) and 21 students (5.83%) said they never faced connectivity errors. In the case of the Data limit, 82 students (82/360) answered that they never face data limit issues 83 Students face problems always and 195 face data limits always. for Data speed, 57, 158 & 145 students said they face problems always, sometimes & Never Respectively.

7. Impact on Physical Health:

IMPACT ON PHYSICAL HEALTH

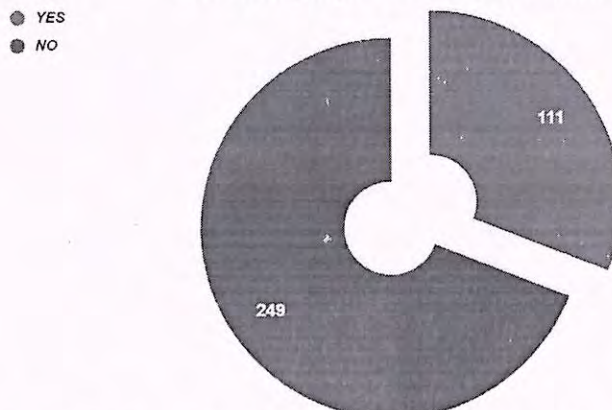


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228 /360 have experienced strain in eyes due to long hours of online classes & also experienced muscle pain due to wrong posture during online class i.e.; 63.33% of the students have faced the problem of their physical health and 36.67% of students don't have any health issues.

8. The quality of online education graduates and the traditional education graduates will be the same: -

The quality of online education graduates and the traditional education graduates will be the same



249 students (69.16%) have replied yes but 111 students (30.84%) students don't agree with the same.

**VII. HYPOTHESIS TESTING:**

**1(a) There is no significant relationship between a student's lack of connectivity and their area of residence:**

Lack of connectivity/ Area of Residence	Rural	Suburban	Urban	Result (chi-square test)
Always	17	11	54	Calculated value= 13.67
Sometimes	21	52	184	Table value= 9.488
Never	5	2	14	Result= Significant

The above table suggests that there is a significant relationship between a student's lack of connectivity and their area of residence. Therefore, the null hypothesis is rejected.

**1(b) There is no significant relationship between a student's Data speed and their area of residence:**

Data Speed/ Area of Residence	Rural	Suburban	Urban	Result (chi-square test)
Always	19	10	48	Calculated value= 16.05
Sometimes	21	44	164	Table value= 9.488
Never	3	11	40	Result= Significant

The result mentioned suggests that there is a significant relationship between a student's Data speed and their area of residence. Hence, the null hypothesis is rejected.

**2(a) There is no significant relationship between time spent in a day for online class, and student's eye strain:**

Time Spent/Strain in Eyes	Yes	No	Result (chi-square test)
Less than 2 hours	33	22	Calculated value= 11.98
2 - 4 hours	103	56	Table value= 7.815
4 - 6 hours	102	26	Result= Significant
6 - 8 hours	15	3	

The above table suggests that there is a significant relationship between time spent in a day for online class, and student's eye strain. So, the null hypothesis is rejected.

**2(b) There is no significant relationship between time spent in a day for online class, and student's muscle pain:**

Time Spent/Muscle Pains	Yes	No	Result (chi-square test)
Less than 2 hours	35	20	Calculated value= 8.23
2 - 4 hours	108	51	Table value= 7.815
4 - 6 hours	103	25	Result= Significant
6 - 8 hours	13	4	

The above table suggests there is a significant relationship between time spent in a day for online class, and student's muscle pain. Hence, the null hypothesis is rejected.

**VIII.SUGGESTIONS:**

1. There should be proper Continuous Evaluation of internal and external components to maintain the quality of education where case study methods and open-ended questions should be included.
2. Recording of all the lectures should be done and provided to the students which will give them access to education even if they miss the class due to network connectivity issues.
3. Class timing should be kept between time gaps which will help to reduce eye strain due to continuing watching the lecture.
4. Telecom industries must implement schemes for students for unlimited internet or fast data which can help them overcome the hindrance to their online studies.


**IX. CONCLUSION**

COVID19 pandemic opened the door for using the technological instruments in education specially in higher education where students are mostly mature enough to use, adopt and understand the various Devices (Smartphones, Laptop, Tabs, Computer) and Applications for their learning work. Factors such as lack of connectivity, data speed, and data limit led to creating interruptions during the online studies of the students. Problems such as impact on physical health are seen among the students where strain in eyes, back ache, stiffness in shoulder, hand pain, headache, etc. are the most important to consider and proper preventive measures should be taken into consideration to get rid of all these problems.

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