

A Study on the Impact of Online Mode Education of kids during the pandemic.

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Abstract

In the COVID-19 pandemic has affected education worldwide, leading to the near total schools, universities and colleges since March 2020. All the educational institutes have been shut down to break the chain of this novel virus COVID-19. It has significantly disrupted teaching learning of the school students. All the credit goes to the use of technological enhanced tools or applications in the field of education. A number of Application like WhatsApp, YouTube, zoom classes, Google meet etc. have been used to teach the students as well as kids at their homes. Teachers staying at home prepare their lessons and share it using technological enhanced application that is WhatsApp, you tube etc. Most of the faculties, students and administrators are

facing many problems because they were adjusted to the traditional classroom method.

In the initial stages of adopting online Methods of teaching, it is very important to provide development programs and training on how to access and adopt the various tools and techniques of online teaching.

Key words: COVID-19 pandemic, Online mode like WhatsApp, YouTube, zoom classes, Google meet.

Introduction: Education plays a vital role in the all-around and inclusive development of students as well as nations. Education provides the individual with knowledge and skill and enables the individual to know the duties and rights. It expands vision and outlook to see the whole world. It enables us to fight against corruption, injustice and many other evils in the society. So, learning of all the learners of all ages and stages must be safeguarded. In the COVID-19 pandemic has affected education worldwide, leading to the near total schools, universities and colleges since March 2020. All the

educational institutes have been shut down to break the chain of this novel virus COVID-19.

The Indian education system is generally based on regular and traditional classroom Method with limited scope for online mode of teaching. Due to lockdown caused by Covid-19 Pandemic, the government and education authorities suggested the online mode of teaching. Currently various methods for conducting online classes are available such as video Conferencing, video recording and sharing, audio notes, PPT, etc., with the help of various Software and smart phone applications, namely Google Meet, Zoom, Google Classroom, Microsoft Teams, etc.

Virtual Platforms working in India: With educational institutes closed due to the COVID-19 pandemic, the government has been encouraging online education to achieve academic continuity. Most high-end private and public institutions have made the switch smoothly using online platforms such as Zoom, Google classrooms, Microsoft teams, etc., while many still find it a herculean task. The challenges of online education are multifaceted. It is time that we Indians, as a society, understand the realms of online education – in India, for India.

Types of Virtual Learning Platforms:

Google Meet (formerly known as Hangouts Meet) is a video-communication service developed by Google. It is one of two apps that constitute the replacement for Google Hangouts, the other being Google Chat.

Zoom Meetings (commonly shortened to Zoom, and stylized as zoom) is a proprietary video telephony software program developed by Zoom Video Communications. The free plan allows up to 100 concurrent participants, with a 40-minute time restriction. Users have the option to upgrade by subscribing to a paid plan. The highest plan supports up to 1,000 concurrent participants for meetings lasting up to 30 hours.

Microsoft Teams is a proprietary business communication platform developed by Microsoft, as part of the Microsoft 365 family of products. Teams primarily compete with the similar service Slack, offering workspace chat and videoconferencing, file storage, and application integration. Teams is replacing other Microsoft-operated business messaging and collaboration platforms, including Skype for Business and Microsoft Classroom. Throughout the COVID-19 pandemic, Teams and other software such as

Zoom and Google Meet, gained much interest as many meetings have moved to a virtual environment. As of 2021, it has about 250 million monthly users

Statement of the problem: There are many challenges faced by the kids during Online classes as there is lack of experts monitoring which in turn leads to inexperience in gaining their basic knowledge. Online classes for kids has increased vulnerability to online dangers, increases social isolation which automatically results in poor inappropriate communicative skills. Online mode education has to be assisted by parents to avoid distraction, which in turn increases the stress level of parents in supervising their kids. As there is no proper guidance, kids could lack in proper discipline, in basic mannerisms from scratch, lack in grasping basic knowledge.

Objectives of the study:

- To Analyse the kids' mentality towards virtual classes.
- To identify the problems faced by kids in online classes and how they are exposed to a stressful home environment.
- To study how Parents from various backgrounds support their Children's learning at home during lockdown.

METHODOLOGY:

The study is analysed with the help of both primary and secondary data. The primary data was collected through questionnaire and secondary data was collected from journal, websites and other periodicals.

SAMPLING TECHNIQUE:

By adopting convenient sampling methods, a sample of 85 respondents were selected from the parents of those kids who are studying below 5th Std.

Statistical Tools:

The collected data analyzed by using the following statistical tools namely Percentage Analysis and Ranking Method.

Review of literature:

Pathak et al. (2019) studied perception and attitude of students towards E-learning. Main objective of the study were to investigate the attitude and perception of students towards e-learning in relation to gender, locality and current level of education. The findings of the study revealed high positive attitude and perception of students towards E-learning. The student's attitude and perception was

positive towards E-learning. Student's 4 belongingness did not influence their attitude and perception towards E-learning. Attitudes and perceptions of college students were positive towards E-learning while diploma students had a neutral attitude and perception towards E-learning.

Oktem (2020) studied attitude of physical education and sports education students towards e-learning. Main objective of the study was to investigate the attitude of sports education students towards e-learning. The results of the study revealed that there were no significant differences on the basis of gender towards E-learning tendency and its avoidance. There were no significant differences among students of different departments towards online learning tendency but the score of coaching department students towards E-learning avoidance was lower than physical education department and sports management department students. Attitude of students towards e-learning tendency and e-learning avoidance were significantly different on the basis of grades.

Subedi et al. (2020) studied impact of e-learning during COVID -19 pandemic among students and teachers. Main objectives of the study were to investigate

attitude of students and teachers towards benefits of e-learning, problems faced by teachers and students while using electronic media during online classes and to assess the association of problems faced by students and teachers during online class with some demographic variables. The findings of the study revealed that majority of the respondents regarding use of medias, irregularity of student's joining and leaving the class, lack of interaction with students, unavailability of study materials, headache and electricity problems. There was a significant association of attitude and problems or activities of students and teachers in relation to selected demographic variables.

Raheem and Khan (2020) studied the role of E-learning during COVID-19 period. Main objective of the study was to investigate the role of e-learning in English language teaching and learning in COVID-19 crisis. E-learning had a positive effect on student's English language. In COVID-19 period E-learning used as the most effective way of teaching and learning with the help of different applications. Teaching learning materials were available for the students through different online modes

Kids in Primary education

No. of Kids	No. of Respondents	Percentage (%)
1	22	26
2	53	62
3	10	12
Total	85	100

Majority that is 62 percent of them have 2 kids in Primary Education.

Kids Enjoyment Towards Online Mode of Education

Particulars	No. of Respondents	Percentage (%)
Yes	57	67
No	28	33
Total	85	100

Majority that is 67 percent of them enjoyed online classes.

Kids mentality when introduced to online classes

Particulars	No. of Respondents	Percentage (%)
Happy	63	74
Worried	22	26
Total	85	100

Majority that is 74 percent of them felt happy when they were introduced to online classes.

Platform preference for online class

Application	No. of respondents	Percentage (%)
Zoom	35	41
Google Meet	36	42
WhatsApp	14	17
Others	0	0
Total	85	100

Majority that is 42 percent of the respondents have used Google Meet platform.

Network issue during online class

Particulars	No. of Respondents	Percentage (%)
Always	33	39
Rarely	52	61
Total	85	100

Majority that is 61 percent of them have faced network issue rarely.

Time limit for the break

Range	No. of Respondents	Percentage (%)
5 Minutes	4	5
10 Minutes	32	38
15 Minutes	37	43
20 Minutes	12	14
Total	85	100

Majority that is 43 percent of them had 15 Minutes Break during the Online Classes.

Virtual classes highly preferred

Particulars	No. of Respondents	Percentage (%)
Students	44	52
Teachers	11	13
Parents	2	2
None of the above	28	33
Total	85	100

Majority of them that is 52 percent of the respondents felt that the virtual class is a piece of cake for Students.

**Ranking of difficulties
according to their perspective
while attending online class
when having more than one kid**

Particulars	1 a	2 b	3 c	4 d	5 e
Lack of device	16	9	13	12	38
Lack of Network Stability	5	21	13	34	11
Clash of Timings	5	22	42	1	7
Distraction	11	30	13	26	7
Lack of Monitoring	45	8	6	4	21

Particulars	1 (a*1)	2 (b*2)	3 (c*3)	4 (d*4)	5 (e*5)	Total (z)	Percentage (z/1291*100)	Rank
Lack of Device	16	18	39	48	190	311	24%	I
Lack of Network Stability	5	42	39	136	55	277	21%	II
Clash of Timings	5	44	126	44	35	254	20%	III
Distraction	11	60	39	104	35	249	19%	IV
Lack of Monitoring	45	16	18	16	105	200	16%	V
Total						1291	100%	

The above table Indicates that as regard to the difficulties on

having more than 1 kid for attending online class “Lack of Device” has the highest score and it ranked as first followed by Lack of network Stability, Clash of timings, Distraction and Lack of Monitoring act II, III, IV, V rank respectively.

SUGGESTIONS:

- Online learning and teaching could be a greatest opportunity as a result of this crisis.
- The Teachers may Organizing Regular Sessions with proper supervision, Initiating Debates, Quizzes or discussions on easy topics for kids.
- Taking regular feedback from kids and their parents for betterment of understanding during the Pandemic.
- Using creative tools to teach for kids to make the session more inclusive.

- Creating classroom games through E-learning platforms to make more fun for their Relaxation.
- Teachers must allow the students to explain a topic out of their own Interest.
- At the time of Pandemic, the technology and internet is an important requirement. So, the digital capabilities and the required infrastructure must reach to the remotest and poorest communities to facilitate the students to continue their education during pandemics.
- Many children miss the Applause from the teachers, so the teacher should praising them after the kids complete the task or finish the class.

CONCLUSION

The kids during online learning faced several challenges due to the struggle to complete adaptation to online classes and the lack of interaction between students and

their tutors. The sudden shift to digital learning was challenging for both parents and kids to adapt, but it appears that they adapted quickly to the new situation. E-Learning platforms motivate student – centered learning, and they are easily adjustable during abrupt crises, such as COVID-19. Moreover, the government should advice tele communication companies to improve the students' services at an affordable price. Although the concerns describe by parents of kids in primary education, in this study may only be representative for the period right after campus lock down, the study provide the perspective on the unique period of time for kids in primary education. Even if the COVID-19 crisis stretches longer, there is an urgent need to take efforts on maximum utilization of online platform so that kids not only complete their primary education in this academic year but also to get ready for the future digital oriented environment. The concept of “Study from home” has greater

relevance in such pandemic situation to reduce spread of COVID-19. India should develop creative strategies to ensure that all children must have sustainable access to learning during pandemic COVID-19. The Indian policies must include various individuals from diverse backgrounds including remote regions, marginalized and minority groups for effective delivery of education. As online practice is benefiting the kids immensely, it should be continued after the lockdown. Further detailed statistical study may be undertaken to explore the impact of COVID-19 on education system of India.

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