



IMPACT OF ONLINE STUDY ON CHILDREN: A STUDY OF DIFFERENT STATES OF INDIA BY UJJWAL KUMAR

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Abstract

COVID 19 stands for Crown infection that was came into presence amid 2019 and it was started in Wuhan, China in December 2019. This can be a widespread irresistible infection that caused major devastation to life of all living creatures and influenced gravely to entire biosphere. It influenced to human creatures in all measurements of annihilation like physical, mental, mental wellbeing, social, financial, social, instructive, political life of all human creatures. In this respect, the school going children were impacted by the impact of COVID 19 in terms of mental, physical, mental wellbeing conjointly badly influenced to the instruction of children. Through this term paper it has been attempted to investigate the affect of online educating on children. As its impact is same in all over the world so that its affect was attempted to center on children in two states of India i.e., Punjab and Bihar.

The zones of the ponder were chosen by irregular inspecting. Inductive approach was utilized with graphic and exploratory inquire about plan. Information was collected by essential strategy like survey and auxiliary information was also collected from diverse sources of consider as articles, diaries, books, census, etc. In conjunction with this, the information was analyzed quantitatively as well as subjectively by utilizing SPSS computer program. This venture clarifies the negative impacts of online instructions on children in yielding that online lesson commits hurt to learner's wellbeing, result in "loss in web, fortifies learner's takeoff from genuine biosphere, debilitates learner's coherent fitness and facilitates confront to confront intuitively affiliation. It focuses e-learning isn't the culminate clarification to considering, for the trust of energizing people's center on negative result of online course so as to maintain a strategic distance from abuse in hone.

Keywords: Education, impact, socio-economic, poverty etc.

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INTRODUCTION

The coronavirus can be a group of infections that are the main cause of diseases such as flu, cold, wheezing and other respiratory indications. The coronavirus is an irresistible disease that spreads rapidly among people. COVID-19 started in Wuhan, China in December 2019. The coronavirus circulates in living organisms, but some of these infections can be transmitted between animals and humans (WHO, 2019).

As of March 28, 2020, there have been a total of 909 confirmed cases of COVID-19, including 862 Indians and 47 foreigners, according to MoHFW (Centers for Malady Control and Prevention, 2020). There was no vaccine or experimental cure for the coronavirus.

ONLINE STUDIES DURING COVID -19

The COVID-19 has caused in schools closed down all transversely the world. All comprehensive, over 1.2 billion children are out of the teaching space. As a result, instruction has assorted definitely, with the recognizing rise of e-learning, whereby teaching is commenced remotely and on progressed stages (WHO, 2019). Ask almost proposed that online learning has been revealed to expand holding of information, and take less time, imply the changes coronavirus have actuated might be here to stay. While countries are at unmistakable suppositions in their COVID-19 illness rates, around the world there are at appear more than 1.2 billion children in 186 nations impacted by school closings due to the far reaching (WHO, 2019).

OBJECTIVES OF THE STUDY

1. To assess the physical and mental wellbeing of understudies.
2. To analyze the relationship hole between instructors and understudies.
3. To think about the negative affect of social media on understudies /children.
4. To assess the collapse of perusing and composing aptitudes due to online learning.

REVIEW OF LITERATURE

Gopal R., Singh N., & Aggarwal A. (2021) pointed out "Impact of Online Courses on Completion and Implementation of Substitute Studies Amidst the Extended Period of covid-19" to recognize the components that affect students' online course fulfillment and implementation in the midst of an extended period of COVID-19 and begin to connect these factors. The strategy endorsed by the researchers is quantitative in nature and information was collected from 544 respondents

through an online survey who studied Business Administration (B.B.A or M.B.A) or Hospitality Administration courses in Indian universities. Basic condition modeling was canceled to analyze expected speculation. Four independent components of learning, i.e., teacher quality, course design, stimulating input, and student desire to study, appear to strongly influence student fulfillment and support student fulfillment and strongly bear student performance.

For an instructional organization, these four variables are critical to a high level of online course delivery and execution. This consideration is being done during the time of the COVID-19 disaster to verify the impact of online learning on students. As part of the current consideration, the creators assessed various components directly related to the fulfillment and presentation of students through online courses within the Covid-19 framework. Due to the widespread situation, all colleges and universities have been shifted to online mode by their respective governments. No one knows how long this extended will continue, so the instructional strategy has been moved to online mode.

- Mishra S. and Shobhna M. (2014) studied "Effects of e-learning on school children" excluding speculation as there is no notable association between impressions across age, there is no notable relationship between effects on sexual orientation.
- The investigative technique confirmed by the researchers was related to the survey that was conducted on the bottom studies. The subject was designated from a school that has teaching accommodation in Lucknow city in Express Pradesh. 60 substitutes (30 boys and 30 young ladies) were considered. The age range of the subjects was 6-9 for long and 10-13 years as they were randomly assigned. The actual questionnaire was postponed for the review of the tests. The arrangement was completed with the help of Microsoft beyond expectations and the examination was done by SPSS (20th adaptation).

The t test was postponed for the informational examination. From this learning, it can be concluded that the effect of e-learning may not vary according to age. The impact of E-Education was unrecognizable to boys and young ladies and had a positive impression on them. But the impact of the lesson may vary by sex; Boys have a positive

impression of e-learning instead of an affinity for future learning.

RESEARCH METHODOLOGY

The adopted research methodology in the study is as follows:

Study approach: Inductive approach.

Study design: An exploratory and descriptive research design was used. Everything is empirical in nature. Study Universe: In India, two states were selected for data collection, one is Punjab and the other is Bihar. Sampling design:

A. Sampling Method: Random/stratified sampling was adopted for data collection. As the pandemic effect of covid 19 has been all over India and has touched every dimension of life of human beings. Therefore, any area from India is randomly selected to see the effect of online learning on school going students.

B. Sample Size: Five respondents from each area were selected for data collection i.e. 5 respondents/students from Punjab state 5 respondents/students from Bihar state. Therefore, a total of 20 respondents/students from India were selected for data collection.

Data collection method

Primary data sources: Primary data was collected using a questionnaire that was structured on a google form where data was collected by respondents/students.

Sources of Secondary Data: Secondary data was collected through various articles, reviews, academic books, census of India, newspapers, magazines etc.

Data analysis

Data were analyzed both quantitatively and qualitatively. Quantitative data were analyzed using SPSS software, where frequency and percentage were calculated. Qualitative data were analyzed using all information collected for the study area.

Format of Questionnaire

Questionnaire was categorized into four different objectives where related questions were asked from the respondents/students.

A. Assess the physical and mental health of students

1 Are you happy to take online courses?

- i. Yes.
 - ii. No.
2. Do you have any health problems while using headphones during online courses?
 - i. High problems.
 - ii. Medium problems.
 - iii. Low problems.
 - iv. No issues.
 3. Has online learning caused vision/eye vision problems?
 - i. Yes.
 - ii. No..
 4. Do you use headphones for online courses?
 - i. Yes. ii. No.

B. To analyze differences in teacher relationships:

1. How will student teacher interaction become more difficult during online learning?
 - a. Due to internet connection
 - b. Due to the absence of personal communication
 - c. The problem of insincerity and indiscipline
 - d. Others _____.
2. What effect does online teaching have on teaching and learning outcomes?
 - a. Negative effect on level of understanding.
 - b. Negative effect on focus and level of attention.
 - c. Negative influence on teacher-student bond
 - d. Others _____.
3. Did online courses negatively affect communication?
 - a. Strongly agree
 - b. Consent
 - c. Disagree
 - d. strongly disagree
4. Do online courses affect how children understand lessons?
 - a. Strongly agree
 - b. Consent
 - c. Disagreement
 - d. strongly disagreed.
5. Interaction between children and teachers can never compare to physical education?
 - a. Strongly agree
 - b. Consent
 - c. Disagreement
 - d. I definitely disagree.

C. To study the negative impact of social media on children:

1. Do you use any type of social networks?
 - i. Yes
 - ii. No.
2. What type of social media tools do you use for your online courses?
 - i. Mobile phones
 - II. Personal computers (PCs)
 - iii. Laptop computer
 - iv. Others.
3. Do you feel any kind of distraction from using social media?
 - i. Yes
 - ii. No.
4. What type of distractions do you have when using social media during online courses?
 - i. Notification between classes
 - ii. Calling between classes
 - iii. Low system battery
 - iv. Internet problems between classes.
5. How many hours do you spend on social networks during online courses?
 - i. 3-4 hours
 - ii. 4-5 hours
 - iii. 5-6 hours
 - iv. 6-7 hours.
6. Are social networks useful for your online courses?
 - i. Strongly agree

- ii. Consent
 - iii. Disagree
 - iv. strongly disagreed.
7. What are the positive effects of using social networks during online courses?
 - i. Saves time and money
 - ii. Useful in teaching pedagogy using various tools/techniques
 - iii. Concepts are made clearer by searching online
 - iv. Others___.
 8. What are the negative effects of using social media during online class?
 - i. Decreases ability to concentrate and learn
 - ii. Physical and mental health affected.
 - iii. It has an adverse effect on the socio-psychological state
 - iv. Others___.

RESULTS AND DISCUSSION

In Punjab State and Pathankot District For assessment of physical and mental health of students: Physical and mental health of students was divided into the following subsections:

1. Are you happy to attend online courses?
2. Do you have any health problems while using headphones during online courses?
3. Has online learning caused vision/eye vision problems?
4. Taking online courses in the wrong sitting position is one of the most common reasons we can attribute to the recent increase in back pain?
5. Do you use headphones for online

Happy while Attending Online Classes

| Valid | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| 1.00 | 1 | 20.0 | 20.0 | 20.0 |
| 2.00 | 4 | 80.0 | 80.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |

| Are you happy to attend online classes? | Frequency | Percentage (%) |
|---|-----------|----------------|
| Yes | 1 | 20.0 |
| No | 4 | 80.0 |
| Total | 05 | 100.0 |

The above table shows that in Pathankot area the happiness level of majority of the students i.e. 80 percent were found to be dissatisfied/dissatisfied with attending online courses while only 20 percent were recorded for happy/satisfied with attending the course. online courses. From the

above discussion it can be concluded that the students/respondents in Pathankot area were found unhappy or dissatisfied while attending online courses and wanted to be conducted by physical or offline courses.

Online learning has created issues in eye sight/eye vision

| Valid | Frequency | Percent | Valid Percent | CumulativePercent |
|--|-----------|------------------|-----------------------|-------------------|
| 1.00 | 1 | 20.0 | 20.0 | 20.0 |
| 2.00 | 4 | 80.0 | 80.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |
| Online learning has created issues in eye sight/eye vision? | | Frequency | Percentage (%) | |
| Yes | | 1 | 20.0 | |
| No | | 4 | 80.0 | |
| Total | | 05 | 100.0 | |

It was found from the over table that in Pathankot the Lion's share of students/respondents i.e., 80 percent were found not to having any sort of eye locate or eye vision issues whereas online learning. It can be said onthe premise of over comes about

that's a great sign not to influence the eye vision of understudies whereas doing online classes by utilizing versatile phones or Individual Computers etc.

Do you have any health issues while using headphones during online classes?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Valid 1.00 | 2 | 40.0 | 40.0 | 40.0 |
| 2.00 | 0 | 00.0 | 00.0 | 40.0 |
| 3.00 | 3 | 60.0 | 60.0 | 60.0 |
| 4.00 | 4 | 00.0 | 00.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |

| Do you have any health issues while using headphones during online classes? | Frequency | Percentage (%) |
|--|------------------|-----------------------|
| High Issues | 2 | 40.0 |
| Medium Issues | 0 | 00.0 |
| Low issues | 3 | 60.0 |
| No issues | 0 | 0.00 |
| Total | 05 | 100.0 |

Over table uncovers that in Pathankot greatest number of respondents (understudies) i.e., 60 percent detailed that they were having moo wellbeing issues whereas utilizing earphones amid online classes, while identical proportion of students/respondents i.e., 40 percent understudies were found to have tall wellbeing issues whereas utilizing earphones amid online classes. It can be concluded from the over comes about that students/respondents within the zone of Pathankot were found to having wellbeing issues whereas doing online classes either by utilizing earphones

or not.

To analyze the relationship gap between teachers: The relationship gap between teachers andstudents was analyzed based on the following questions:

1. How educator understudy interaction ended up harder amid online classes?
2. What is the impact of online educating on teaching-learning result?
3. Online classes influence children's understanding of educating classes .

How teacher student interaction become harder during online classes

| | Frequency | Percent | Valid Percent | CumulativePercent |
|------------|-----------|---------|---------------|-------------------|
| Valid 1.00 | 2 | 40.0 | 40.0 | 40.0 |
| 2.00 | 1 | 20.0 | 20.0 | 60.0 |
| 3.00 | 3 | 40.0 | 40.0 | 100.0 |
| 4.00 | 0 | 00.0 | 00.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |

| How teacher student interaction become harder during online classes? | Frequency | Percentage (%) |
|---|------------------|-----------------------|
| Due to internet connectivity. | 2 | 40.0 |
| Due to absence of face-to-facecommunication. | 1 | 20.0 |
| Problem of insincerity andindiscipline | 2 | 40.0 |
| Others | 0 | 00.0 |
| Total | 05 | 100.0 |

from the over table it can be concluded that what were the reasons behind teacher-student interaction gottento be difficult. Here it was found within the zone of Pathankot that 40 percent of respondents were detailed that it was due to poor/weak web association amid online classes and 40 percent of

understudies were too said that it was due to the issue of unscrupulousness and indiscipline whereas rest of the understudies i.e., asit were 20 percent answered that it was due to the nonattendance of face-to confront communication.

What is the effect of online teaching on teaching-learning outcome?

| | Frequency | Percent | Valid Percent | CumulativePercent |
|------------|-----------|---------|---------------|-------------------|
| 1.00 | 2 | 40.0 | 40.0 | 40.0 |
| 2.00 | 2 | 40.0 | 40.0 | 80.0 |
| Valid 3.00 | 1 | 20.0 | 20.0 | 100.0 |
| 4.00 | 0 | 00.0 | 00.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |

| What is the effect of onlineteaching on teaching-learningoutcome? | Frequency | Percentage (%) |
|---|-----------|----------------|
| Negatively affected theunderstanding level. | 2 | 40.0 |
| Negatively affected the focusand attention level. | 2 | 40.0 |
| Negatively affected theteacher-student bond | 1 | 20.0 |
| Others | 0 | 00.0 |
| Total | 05 | 100.0 |

It was found from the over table that when it was attempted to see the impact of online learning on teaching-learning result within the region of Pathankot, at that point 40 percent of respondents/students said online educating has contrarily influenced to the understanding level and 40 percent of respondents/students answered that online learning has contrarily overstated to the

center andconsideration level, whereas 20 percent of understudies answered that online educating has tooinfluenced to the teacher-student bond. It can be said from the above discourse that within the zone of Pathankot the impact of online educating on teaching-learning result was found to be awful in all viewpoints of teaching-learning handle.

Online classes affect children’s understanding of teaching classes?

| | Frequency | Percent | Valid Percent | CumulativePercent |
|------------|-----------|---------|---------------|-------------------|
| 1.00 | 2 | 40.0 | 40.0 | 40.0 |
| Valid 2.00 | 3 | 60.0 | 60.0 | 100.0 |
| 3.00 | 0 | 00.0 | 00.0 | 100.0 |
| 4.00 | 0 | 00.0 | 00.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |

| Online classes affect children’s understanding of teaching classes? | Frequency | Percentage (%) |
|---|-----------|----------------|
| Strongly agreed. | 2 | 40.0 |
| Agreed. | 3 | 60.0 |
| Disagreed. | 0 | 00.0 |
| Strongly disagreed. | 0 | 00.0 |
| Total | 05 | 100.0 |

From the above-mentioned table, it is uncovered that in Pathankot the 60 percent of respondents/students i.e., 60 percent backed as concurred concerning that online classes influence children’s understanding of instructing classes, while 40 percent of respondents/students too concerned as emphatically concurred as online classes influence children’s understanding of instructing classes. It can be said from the over

dialog that within the zone of Pathankot 100 percent of respondents/students were found to giving their concern that online classes influence children’s understanding of educating classes.

To study the negative impact of social media on children:

The negative impact of social media on children can be identified by followed by below questions:

1. What sort of social organizing implies do you utilize for your online classes?
2. What type of diversions do you've got whereas utilizing social media organizing amid online classes?
3. What positive impacts are there by utilizing social media organizing whereas online classes?
4. What negative impacts are there by utilizing social media organizing whereas online classes?

What type of social networking means do you use for your online classes?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Valid 1.00 | 5 | 100.0 | 100.0 | 100.0 |
| 2.00 | 0 | 00.0 | 00.0 | 100.0 |
| 3.00 | 0 | 00.0 | 00.0 | 100.0 |
| 4.00 | 0 | 00.0 | 00.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |

| What type of social networking means do you use for your online classes? | Frequency | Percentage (%) |
|--|-----------|----------------|
| Mobile Phones. | 5 | 100.0 |
| Personal Computers (PC). | 0 | 00.0 |
| Laptop. | 0 | 00.0 |
| Others. | 0 | 00.0 |
| Total | 05 | 100.0 |

From the over table it was watched that within the region of Pathankot 100 percent of respondents/students were found to utilize versatile phones as a social organizing implies to go to the online classes. It was too found within the zone of Pathankot that no understudy was found to utilizing the Individual Computers, tablets or other

organizing implies to go to their online classes. It too appears that on the off chance that they are utilizing as it were versatile phones to go to their online classes, at that point there are higher chances to induce influenced by wellbeing issues due to radiations emerge from portable phones.

What type of distractions do you have while using social media networking during online classes?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Valid 1.00 | 0 | 00.0 | 00.0 | 00.0 |
| 2.00 | 0 | 00.0 | 00.0 | 00.0 |
| 3.00 | 1 | 20.0 | 20.0 | 20.0 |
| 4.00 | 4 | 80.0 | 80.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |

| What type of distractions do you have while using social media networking during online classes? | Frequency | Percentage (%) |
|--|-----------|----------------|
| Notifications in between the classes. | 0 | 00.0 |
| Calling in between the classes. | 0 | 00.0 |
| Low battery of the system. | 1 | 20.0 |
| Internet issues in between the classes | 4 | 80.0 |
| Total | 05 | 100.0 |

It is derived from the over table that in Pathankot the lion's share of the understudies i.e., 80 percent were found to having web issues in between the classes as the sort of diversions whereas doing the

online classes, while as it were 20 percent of respondents/students were found to having the low battery of the framework issue as a diversion whereas doing

What positive effects are there by using social media networking while online classes?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Valid 1.00 | 0 | 00.0 | 00.0 | 00.0 |
| 2.00 | 2 | 40.0 | 40.0 | 40.0 |
| 3.00 | 3 | 60.0 | 60.0 | 100.0 |
| 4.00 | 0 | 00.0 | 00.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |

| What positive effects are thereby using social media networking while online classes? | Frequency | Percentage (%) |
|---|-----------|----------------|
| Saves time and money. | 0 | 00.0 |
| Helpful in teaching pedagogy by using different tools/techniques. | 2 | 40.0 |
| Concepts are clearer by online searching | 3 | 60.0 |
| Others. | 0 | 00.0 |
| Total | 05 | 100.0 |

Over table appears that within the range of Pathankot when it was inquired that what were the positive impacts of utilizing social media organizing whereas online classes at that point, the lion's share of the respondents/students said that their concepts were clearer by online looking, though 40 percent of the understudies answered

that social media organizing was accommodating in instructing instructional method by utilizing diverse tools/techniques. On the premise of over discourse, it can be said that in Pathankot the social media organizing was found to be having positive impacts.

What negative effects are there by using social media networking while online classes?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| 1.00 | 3 | 60.0 | 60.0 | 60.0 |
| 2.00 | 2 | 40.0 | 40.0 | 100.0 |
| Valid 3.00 | 0 | 00.0 | 00.0 | 100.0 |
| 4.00 | 0 | 00.0 | 00.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |

| What positive effects are thereby using social media networking while online classes? | Frequency | Percentage (%) |
|---|-----------|----------------|
| Decreases the concentration & learning abilities. | 3 | 60.0 |
| Affected physical and mental health. | 2 | 40.0 |
| It badly affected socio-psychological condition. | 0 | 00.0 |
| Others. | 0 | 00.0 |
| Total | 05 | 100.0 |

It can be said from the over table that whereas looking the negative impacts of social media organizing whereas online classes it was found in Pathankot that 60 percent of respondents/students answered that social media organizing utilize diminishes the concentration and learning capacities of the understudies, though 40 percent of the respondents/students answered that social media organizing has influenced to the physical and

mental wellbeing of the understudies. It can be said from the over discourse within the range of Pathankot the negative impact of social media organizing on students was laid within the shape of concentration level weakening, decay to the mental and physical wellbeing and primarily related to influence the mental level.

In the State of Bihar

To evaluate the physical and mental health of students: The physical and mental health of students was categorized into following sub headings:

To evaluate the physical and mental health of students: The physical and mental health of students was categorized into following sub headings:

11. Are you happy to attend online classes?
12. Do you have any health issues while using headphones during online classes?
13. Online learning has created issues in eye sight/eye vision?
14. Taking online classes in wrong sitting posture is one of the commonest reasons that we can attribute to recent rise on back pain?
15. Are you using headphones for online classes?

Happy/Unhappy while Attending Online Classes.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Valid 1.00 | 2 | 40.0 | 40.0 | 40.0 |
| 2.00 | 3 | 60.0 | 60.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |

| Are you happy to attend onlineclasses? | Frequency | Percentage (%) |
|--|-----------|----------------|
| Yes | 2 | 40.0 |
| No | 3 | 60.0 |
| Total | 05 | 100.0 |

Over table uncovers that over table uncovers that within the region of Bihar the bliss level of lion's share of the understudies i.e., 60 per cent was found as unhappy/unsatisfied to go to the online classes, thought it was recorded as as it were 40 per cent in case of happy/satisfied whereas going to the online classes. It can be concluded shape the above

discussion that students/respondents within the region of Bihar were found to be troubled or unsatisfied whereas going to online classes and they needed to be conducted physical or offline classes.

Do you have any health issues while using headphones during online classes?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-----------|--------------|---------------|--------------------|
| Valid 1.00 | 0 | 00.0 | 00.0 | 00.0 |
| 2.00 | 3 | 60.0 | 60.0 | 60.0 |
| 3.00 | 1 | 20.0 | 20.0 | 80.0 |
| 4.00 | 1 | 20.0 | 20.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |

| Do you have any health issues while using headphones during online classes? | Frequency | Percentage (%) |
|---|-----------|----------------|
| High Issues | 0 | 00.0 |
| Medium Issues | 3 | 60.0 |
| Low issues | 1 | 20.0 |
| No issues | 1 | 20.0 |
| Total | 05 | 100.0 |

It was found from the over table that in Bihar the Larger part of students/respondents i.e., 60 per cent were found to having a medium wellbeing issue whereas online learning. While 20% have moo

issues and other 20 % has no issues. It can be said on the premise of over a result that's a not good indication that there's an impact of utilizing earphones amid online classes.

Online learning has created issues in eye sight/eye vision In Bihar

| | Frequency | Percent | Valid Percent | CumulativePercent |
|--------------|-----------|--------------|---------------|-------------------|
| Valid 1.00 | 4 | 80.0 | 80.0 | 80.0 |
| 2.00 | 1 | 20.0 | 20.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |

| Online learning has created issues in eye sight/eye vision? | Frequency | Percentage (%) |
|---|-----------|----------------|
| Yes | 4 | 80.0 |
| No | 1 | 20.0 |
| Total | 05 | 100.0 |

Over table uncovers that it was found from the over table that in Bihar the Lion's share of students/respondents i.e., 80 per cent were found to having an eye locate or eye vision issues whereas online learning. It can be said on the premise of over comes about that's a not good indication that there's impact on eye vision of understudies whereas doing online classes by utilizing portable phones or Individual Computers etc.

To analyze the relationship gap between teachers:

The relationship gap between teachers and students was analyzed based on the following questions:

11. How teacher student interaction become harder during online classes?
12. What is the effect of online teaching on teaching-learning outcome?
13. Online classes affect children's understanding of teaching classes?

How teacher student interaction become harder during online classes?

| | Frequency | Percent | Valid Percent | CumulativePercent |
|-------|-----------|---------|---------------|-------------------|
| 1.00 | 1 | 20.0 | 20.0 | 20.0 |
| 2.00 | 3 | 60.0 | 60.0 | 80.0 |
| 3.00 | 1 | 20.0 | 20.0 | 100.0 |
| 4.00 | 0 | 00.0 | 00.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |

| How teacher student interaction become harder during online classes? | Frequency | Percentage (%) |
|--|-----------|----------------|
| Due to internet connectivity. | 1 | 20.0 |
| Due to absence of face-to-facecommunication. | 3 | 60.0 |
| Problem of insincerity andindiscipline | 1 | 20.0 |
| Others | 0 | 00.0 |
| Total | 05 | 100.0 |

From the over table it can be derived that what were the reasons behind teacher-student interaction ended up difficult. Here it was found within the zone of Bihar that 20 percent of respondents were detailed that it was due to poor/weak web association amid online classes and 20 percent of understudies were moreover said that it was due to the issue of deviousness and indiscipline whereas

rest of the understudies i.e., 60percent answered that it was due to the nonappearance of face-to confront communication. It implies lion's share of the understudies considers that due to need/nonattendance of face-to-face communication. The interaction between instructors and understudies gotten to be harder amid online classes.

What is the effect of online teaching on teaching-learning outcome?

| | Frequency | Percent | Valid Percent | CumulativePercent |
|-------|-----------|---------|---------------|-------------------|
| 1.00 | 4 | 80.0 | 80.0 | 80.0 |
| 2.00 | 0 | 00.0 | 00.0 | 80.0 |
| 3.00 | 1 | 20.0 | 20.0 | 100.0 |
| 4.00 | 0 | 00.0 | 00.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |

| What is the effect of onlineteaching on teaching-learningoutcome? | Frequency | Percentage (%) |
|---|-----------|----------------|
| Negatively affected theunderstanding level. | 4 | 80.0 |
| Negatively affected the focusand attention level. | 0 | 00.0 |
| Negatively affected the teacher-student bond | 1 | 20.0 |
| Others | 0 | 00.0 |
| Total | 05 | 100.0 |

It was found from the over table that when it was attempted to see the impact of online learning on teaching-learning result within the zone of Bihar, at that point 80percent of respondents/students said online educating has contrarily influenced to the understanding level, whereas 20 per cent of understudies answered that online instructing has moreover influenced to the teacher-student bond. It can be said from the above discourse that within the region of Bihar the impact of online instructing on teaching-learning result was found to be terrible in all perspectives of teaching-learning handle.

Online classes affect children's understanding of teaching classes?

| | Frequency | Percent | Valid Percent | CumulativePercent |
|-------|-----------|---------|---------------|-------------------|
| 1.00 | 0 | 00.0 | 00.0 | 00.0 |
| 2.00 | 5 | 100.0 | 100.0 | 100.0 |
| 3.00 | 0 | 00.0 | 00.0 | 100.0 |
| 4.00 | 0 | 00.0 | 00.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |

| Online classes have negatively affected communication? | Frequency | Percentage (%) |
|--|-----------|----------------|
| Strongly agreed. | 0 | 00.0 |
| Agreed. | 5 | 100.0 |
| Disagreed. | 0 | 00.0 |
| Strongly disagreed. | 0 | 00.0 |
| Total | 05 | 100.0 |

From the above-mentioned table, it is uncovered that in Bihar the 100 percent of respondents/students i.e., 60 per cent upheld as concurred concerning that online classes influence children's understanding of instructing classes, it can be said from the over talk that within the zone of Bihar 100 per cent of respondents/students were found to giving their concern that online classes influence children's understanding of educating classes..

To study the negative impact of social media on children: The negative impact of social media

on children can be identified by followed by below questions:

1. What type of social networking means do you use for your online classes?
2. What type of distractions do you have while using social media networking during online classes?
3. What positive effects are there by using social media networking while online classes? What negative effects are there by using social media networking while

What type of social networking means do you use for your online classes?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Valid 1.00 | 5 | 100.0 | 100.0 | 100.0 |
| 2.00 | 0 | 00.0 | 00.0 | 100.0 |
| 3.00 | 0 | 00.0 | 00.0 | 100.0 |
| 4.00 | 0 | 00.0 | 00.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |

| What type of social networking means do you use for your online classes? | Frequency | Percentage (%) |
|--|-----------|----------------|
| Mobile Phones. | 5 | 100.0 |
| Personal Computers (PC). | 0 | 00.0 |
| Laptop. | 0 | 00.0 |
| Others. | 0 | 00.0 |
| Total | 05 | 100.0 |

From the over table it was watched that within the zone of Bihar 100 per cent of respondents/students were found to utilize portable phones as a social organizing implies to go to the online classes. It was too found within the zone of Bihar that no understudy was found to utilizing the Individual

Computers, tablets or other organizing implies to go to their online classes. It too appears that in case they are utilizing as it were versatile phones to go to their online classes, at that point there are higher chances to induce influenced by wellbeing issues due to radiations emerge from portable phones.

What type of distractions do you have while using social media networking during online classes?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Valid 1.00 | 2 | 40.0 | 40.0 | 40.0 |
| 2.00 | 2 | 40.0 | 40.0 | 80.0 |
| 3.00 | 0 | 00.0 | 00.0 | 80.0 |
| 4.00 | 1 | 20.0 | 20.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |

| What type of distractions do you have while using social media networking during online classes? | Frequency | Percentage (%) |
|--|-----------|----------------|
| Notifications in between the classes. | 2 | 40.0 |
| Callings in between the classes. | 2 | 40.0 |
| Low battery of the system. | 0 | 00.0 |
| Internet issues in between the classes | 1 | 20.0 |
| Total | 05 | 100.0 |

It is derived from the over table that in Bihar the larger part of the understudies i.e., 20 per cent were found to having web issues in between the classes as the sort of diversions whereas doing the online classes, though 40 per cent of respondents/students

were found to having the calling in between the classes issue as a diversion whereas doing the online classes. And 40 per cent were found to having notice in between classes issue as a diversion whereas going to online classes.

What positive effects are there by using social media networking while online classes?

| | Frequency | Percent | Valid Percent | CumulativePercent |
|------------|-----------|---------|---------------|-------------------|
| 1.00 | 0 | 00.0 | 00.0 | 00.0 |
| 2.00 | 1 | 20.0 | 20.0 | 20.0 |
| Valid 3.00 | 4 | 80.0 | 80.0 | 100.0 |
| 4.00 | 0 | 00.0 | 00.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |

| What positive effects arethereby using social media networking while online classes? | Frequency | Percentage (%) |
|--|-----------|----------------|
| Saves time and money. | 0 | 00.0 |
| Helpful in teaching pedagogyby using differenttools/techniques. | 1 | 20.0 |
| Concept sare clearer byonline searching | 4 | 80.0 |
| Others. | 0 | 00.0 |
| Total | 05 | 100.0 |

Over table appears that within the region of Bihar when it was inquired that what were the positive impacts of utilizing social media organizing whereas online classes at that point, the lion's share of the respondents/students said that their concepts were clearer by online looking, though 20 percent of the understudies answered that social media

organizing was accommodating in educating instructional method by utilizing diverse tools/techniques. On the premise of over dialog, it can be said that in Bihar the social media organizing was found to be having positive impacts.

What negative effects are there by using social media networking while online classes?

| | Frequency | Percent | Valid Percent | CumulativePercent |
|------------|-----------|---------|---------------|-------------------|
| 1.00 | 4 | 80.0 | 80.0 | 80.0 |
| 2.00 | 1 | 20.0 | 20.0 | 100.0 |
| Valid 3.00 | 0 | 00.0 | 00.0 | 100.0 |
| 4.00 | 0 | 00.0 | 00.0 | 100.0 |
| Total | 05 | 100.0 | 100.0 | |

| What negative effects are there by using social medianetworking while online classes? | Frequency | Percentage (%) |
|---|-----------|----------------|
| Decreases the concentration&learning abilities. | 4 | 80.0 |
| Affected physical and mentalhealth. | 1 | 20.0 |
| It badly affected socio-psychological condition. | 0 | 00.0 |
| Others. | 0k | 00.0 |
| Total | 05 | 100.0 |

It can be said from the over table that whereas looking the negative impacts of social media organizing whereas online classes it was found in Bihar that 80 per cent of respondents/students answered that social media organizing utilize diminishes the concentration and learning capacities of the understudies, though 20 per cent of the respondents/students answered that social media organizing has influenced to the physicaland mental wellbeing of the understudies. It can be said from the over talk within the range of Bihar, the negative impact of social media organizing on students was laid within the frame of concentration level disintegration, decay to the mental and Eur. Chem. Bull. 2023, 12(Special Issue 5), 2567 – 2580

physical wellbeing and primarily related to influence the mental level.

CONCLUSION

Information was collected from two state of India. It was collected from two areas of Punjab i.e., Pathankot and Jalandhar and two sates of India and state of Bihar. The talk on the premise of comes about and discourse is as takes after:

The online stage may be the as it were way to reach understudies amid lockdown, but the advanced medium comes with its claim challenges. Whereas understudies and instructors living in farther ranges are confronting inconvenience due to

moderate web and network issues, city-dwellers as well discover it challenging. So agreeing to our case consider on the subject “effects of online considers on students”. The reason of the ponder was to distinguish the physical and mental wellbeing of understudies amid online considers, relationship crevice between understudies and instructors amid online classes, affect of social media on understudies and to assess the collapse of perusing and composing aptitudes due to online learning. The study was volume by nature, and information were collected from 20 respondents from online thinks about from three diverse states (Punjab and Bihar).

The affect that online considers have a tremendous on understudies. It seem influence them in positive and negative way it fair depends on the sort of individual it is. There are plenteous number of focal points and disadvantages of online instruction.

It was found within the think about that the range of Pathankot the bliss level of lion's share of the understudies i.e., 80 percent was found as unhappy/unsatisfied to go to the online classes, though it was recorded as as it were 20 percent in case of happy/satisfied whereas going to the online classes. It can be concluded frame the over dialog that students/respondents within the zone of Pathankot were found to be troubled or unsatisfied while going to online classes and they needed to be conducted physical or offline classes, though within the zone of Jalandhar the bliss level of larger part of the understudies i.e., 20 percent was found as unhappy/unsatisfied to go to the online classes, though it was recorded as as it were 80 percent in case of happy/satisfied whereas going to the online classes. It can be concluded frame the over discourse that students/respondents within the region of Jalandhar were found to be troubled or unsatisfied whereas going to online classes and they needed to be conducted physical or offline classes. On the other hand, within the zone of Bihar the bliss level of lion's share of the understudies i.e., 60 per cent was found as unhappy/unsatisfied to go to the online classes, whereas it was recorded as as it were 40 per cent in case of happy/satisfied whereas going to the online classes. It can be concluded frame the over dialog that students/respondents within the zone of

Bihar were found to be troubled or unsatisfied whereas going to online classes and they needed to be conducted physical or offline classes.

Comparable comes about were found in all areas such as within the range of Pathankot, Jalandhar and Bihar. It was nearly showing same comes

about in other parameters such as to assess the physical and mental wellbeing of understudies, to dissect the relationship hole between teachers, to ponder the negative affect of social media on children, conjointly to recognize the collapse of perusing and composing abilities. Hence, from the over discussion it can be conclude that online learning influenced to the ponders of understudies to 6th to 12th review of understudies. Its impact was laid on mental, physical and mental wellbeing of the understudies and it found to gravely influenced to the thinks about and learning of the understudies by online mode of instructing.

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