

ROLE OF MOBILE PHONE FOR LEARNING AMONG THE COLLEGE STUDENTS DURING THE COVID 19 PANDEMIC

Abstract

The COVID-19 pandemic has been an effect of worldwide alteration in learning methods all-over countries, and the practice of skill quickly and creatively to sustain learning and teaching. Digital platforms help students in learning. It provides and boosts skills and education with delight, handles with ease, and quarrying learning encourages reflection. Such benefits make it possible to learn from numerous perspectives. When a pandemic is resolved, there will be the overdramatic change in the learning system. Here we focus on some optimistic and adverse effects of Covid 19 on education.

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I. INTRODUCTION

The sudden outbreak of the pandemic COVID – 19 in December 2019 in the Wuhan city of China has literally knocked down the global economy due to its contagious spread to most of the nations in the world. The pandemic has overwhelmingly disrupted the functioning and outcomes of all education systems across the globe affecting the students of all levels from kindergarten to college (García & Weiss, 2020). The closing down of schools, colleges and universities brought about challenges in the smooth functioning of the system in many parts of the world. The classes became empty learning discontinued and the examinations indefinitely stalled off in 150 countries as closures of institutions are a critical pillar of societal unfriendliness tools to mitigate the feast of the pandemic (IBRD, 2020).

The state of affairs in Kerala was also no exception to this general global trend. However, as the second wave of the pandemic has shown some relief, the state conducted the terminating examinations of all the major courses in May and June. The schools and colleges had a virtual reopening switching over the class from brick and mortar class rooms to virtual class rooms. With the direction of the University Grants Commission (UGC), the higher education system of the state started functioning online. As the smart phones are ubiquitous among students in the state, the classes virtually kicked off on the min screens of these gadgets. Using various e - platforms for social connections including Google meet, Zoom meet, Jio meet and social networking sites such as What's app and Google class rooms, students interact with their teachers so as not to let the pandemic to throw spanner in the smooth functioning of the new academic semester.

Mobile phone shows energetic part in the online admittance of the class rooms. Studies point out that more than 73 percent of the students attend online classes through the smart phone plat forms, 18 percent of the students use broad band amenities including wi – fi and 9 percent use both for the classes and the capacities relies upon Google class rooms, Google meet and videos on You Tube.(Rafi, Varghes, & Kuttichira, 2020). Thus the mobile phones are incredibly the larger platform on which the juggernaut of online class moves around. Optimising accessible solutions to this platform reduces the disengagement of the students at higher education centres including colleges.

However, the municipal education system was not initiated nor equipped to handle with the over whelming dares of the pandemic It suffers from several lacunae including the lack of IT infrastructure, expertise and training to sustain education and knowledge and to provide safety net supports that children get from the real world class rooms. Besides, in many ways the crisis has widened the existing socio economic disparities as number of the people lost their jobs due to the lock down in many parts of the state enforced to contain the super spread of the disease. Hence meeting the cost of online education is burdensome .for many. The system suffers due to poor network faculties causing disruptions in the continuous delivery of the classes. The loss of information is large due to this. The socialisation and the extracurricular and other activates which imitate the physical, mental and cultural development suffers as a result many of the objectives of education wouldn't be realised. Increased exposure to the devices make them addicted to them causing mobile phone dependency and problematic mobile phone use are likely to be accentuated. This would brew up numerous health issues which in turn make the future generation morbidity prone individuals. Hence the online class may be temporary solution to the discontinuity of the

education due to break down of the pandemic. The sooner we open the colleges and universities after the easing of the pandemic, the better would be the physical, mental and cultural well being of the future generation of the society. Main objective of this paper is to understand the positive and negative effects of COVID 19 pandemic in Kerala economy.

II. POSITIVE EFFECTS OF COVID 19 ON EDUCATION

1. **Rise in blended learning:** Universities and colleges will shift to a model of blended learning where both face to face transfers along with an online model will become a norm. This will require all teachers to become more technology savvy and go through some training to bring them to the level that would be required. (Rafi, Varghes, & Kuttichira, 2020)
2. **Learning management systems to be the new norm:** An occasion will exposed up for those companies that have been emerging and consolidation learning supervision systems for use by universities and colleges. This has the impending to grow at a very fast leap.
3. **Improvement in learning material:** There is a great chance for universities and colleges to start improving the quality of the learning material that is used in the teaching and learning process. Since blended learning will be the new format of learning there will be a push to find new ways to design and deliver excellence content specifically due to the fact that the use of learning supervision systems will bring about more ingenuousness and transparency in academics (García & Weiss, 2020).
4. **Rise in collaborative work:** The teaching community to a large extent has been very insulated and more so in a country like India. There is a new occasion where collaborative teaching and learning can take on new forms and can even be monetized (García & Weiss, 2020)

III. NEGATIVE EFFECT OF COVID 19 ON EDUCATION

1. **Passive learning by students:** The sudden shift to online learning without any preparation especially in countries like India where the mainstay for online learning was not ready and the prospectus was not designed for such a arrangement has created the risk of most of our students becoming unreceptive learners and they seem to be losing interest due to low levels of attention duration. (Rafi, Varghes, & Kuttichira, 2020)
2. **Unprepared teachers for online education:** Online learning is a unusual kind of process and not all teachers are virtuous at it or at least not all of them were ready for this unexpected switch from face to face learning to online learning.
3. **Technical difficulties:** Technology shows a gigantic part in online learning. Consequently, several teachers and students bargain it fairly hard to regulate to learning and teaching from the limitations of a computer screen.

Digital education will have a limited scope as compared with the written and handy material which is provided in an educational institute. Moreover, the confirmation of the educational material is at palisade. E-learning will always provide the students with

different information in different ways. So, the authenticity of the educational material should be tested before these materials are disseminated with the students. (IBRD, 2020)

IV. CONCLUSION

In short, we can conclude that the increased penetration of the mobile phones in Kerala helped the state to launch the online class during the closures of colleges and university centres during COVID 19 Pandemic. However, there are several challenges which threaten the quality of education and equitable accessible of the same among various socio economic groups. Besides, the prolonged use of such devices will drive the youth into situations of severe health issues. Hence the mobile phone dependent online education cannot be considered as a long term sustainable solution and the real world classroom education cannot be substituted with online class rooms. It can serve only as a supplementary mechanism to augment the knowledge contraction by the students.

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