

# Innovations

## Impact of Online Studies on Children in Punjab and Bihar, India

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### Abstract

*The term "COVID 19" refers to the corona virus disease that first appeared in 2019 and was discovered in Wuhan, China, in December of that same year. This was a pandemic viral sickness that severely damaged the biosphere as well as the lives of all living things. It had an impact on people on all levels of devastation, including their bodily, mental, and psychological health as well as their social, economic, cultural, educational, and political lives. It also had a detrimental impact regardless of one's age, gender, socioeconomic status, etc. Every group in the human population had been affected by the COVID-19 pandemic, including the elderly, the young, the young at heart, and children. In this regard, the mental, physical, and psychological health of school-age children was impaired by the impact of COVID-19, and the education of children was also negatively impacted. This research study aims to investigate the effects of online instructions on kids. Since its effects were the similar throughout the world, efforts to reduce its influence on children in Punjab and Bihar, two states in India, have been made. The study's focus regions were chosen at random. With descriptive and exploratory study designs, inductive methodology was applied. Data were gathered using a primary approach, such as a questionnaire, and secondary data were also gathered from a variety of study-related sources, including articles, journals, books, census data, etc. Additionally, using SPSS software, the data was examined both numerically and qualitatively. In light of the fact that online classes harm students' health, result in "loss in internet, strengthen learners' departure from real biosphere, weaken learners' logical aptitude, and facilitate face-to-face interactive association, this study explains the detrimental effects of online education on children. It demonstrates that e-learning is not the best method for teaching, with the intention of drawing attention to the drawbacks of online education and preventing their abuse in the real world.*

**Keywords:** 1. Impact, 2. Online Studies, 3. Health, 4. Children, 5. Education, 6. Coronavirus, 7. COVID-19.

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### 1. Introduction

The COVID-19 pandemic situation's ramifications were being felt on a global scale. The unique corona virus outbreak caused an international standstill in all facets of life (Ramane, Devare & Kaparkar, 2021). Over a billion students were affected globally as a result of the COVID-19 outbreak, which continued to force many governments to close schools in an effort to contain the virus (Lau, Li & Lee, 2021). The great majority of enrolled students worldwide had undergone periodic school closures during the COVID-19 pandemic in an effort to promote social segregation and, as a result, slow the virus' spread. Over 90% of the students, from those in early years through higher education, had their education disrupted as nearly 200 countries closed their schools (Garbe, Ogurlu, Logan & Cook, 2020). As a result, several schools started to provide online education, which was accessed by using web-based technical tools. Children were expected to continue their formal education when the schools were closed by learning at home. Parents of children who participated in online learning were more likely to be satisfied than those whose children did not have access to online learning possibilities to continue their learning because of the increased emphasis on academic accomplishment after beginning primary school (Lau, Li & Lee, 2021).

## **2. Background of the Study**

The style of instruction had shifted from a traditional standard system to a virtual and online framework as a result of educational facilities being closed in an effort to maintain social distance as a preventive and precautionary action against COVID-19. Web-based software called online learning systems was used to distribute, monitor, and manage courses online. The temporary solutions being developed for distant education ranged from Zoom and teacher podcasts to online classroom technologies like Google Classroom. The main goal was to provide students with knowledge so they could learn at their own pace and convenience. Effective learning required interaction between the instructor, the student, and the study material in addition to emotional and social support (Zaidi, Gul & Ahmad, 2020). In conventional school settings, parental involvement was a major contribution to students' academic success. Support from parents was shown to make a big difference in students' achievement in a virtual learning environment. However, as their children participated in online education while feeling greater instructional responsibility for their child's learning, parents must have taken on new and unfamiliar roles and obligations. As a result, parents frequently had a hard time figuring out what part they were supposed to play in their kids' online learning (Ogurlu & Cook, 2020).

## **3. Statement of the Problem**

It's critical to understand how education affects both children's individual lives and the future of society. Utilizing all resources to raise and grow healthy children for whom society is responsible is essential to the welfare of a society. In order to protect and develop children's personalities and skills, society needs to ensure that children are aware of and exercising their rights in all contexts, particularly at home and at school. Children must therefore understand their obligations and rights as citizens, which they can only do if they are familiar with the rights outlined in the United Nations Convention on the Rights of the Child (Bal & Yildiz, 2021).

## **4. Objectives of the Study**

The main objective of the research was to explore and investigate the factors that affected the impact of online studies on children in Punjab and Bihar, India. The following were the specific objectives of the study:

1. To examine the physical and mental health of students
2. To assess the relationship gap between teachers and students
3. To evaluate the deterioration of reading and writing skills due to online learning

## **5. Significance and scope of the Study**

The findings of this study can be helpful to many important stakeholders, including the ministry of education, those who develop and implement educational policies, programs, and schemes, NGOs, donors, and social work professionals, as they will give vital insights on how children participate in online education while feeling more instructional responsibility for their students' learning.

## **6. Review of Literature**

Gopal, Singh & Aggarwal (2021) aimed at 'Impact of online classes on the satisfaction and performance of students during the pandemic period of covid-19' with objectives to recognize the factors touching student's satisfaction and performance concerning online classes during the pandemic period of COVID-19 and to start the connection between these variables. The authors of the current study assessed the various variables that were directly related to students' happiness and performance with online classes during COVID-19. Governments in each country forced all colleges and universities to operate online due to the global pandemic scenario. Since no one knows how long this pandemic will last, the educational approach was changed to an online format. Despite the fact that some of the instructors lacked IT skills, they restructured to deal with the unforeseen situation. The findings of the current study will help instructors improve online student performance and satisfaction.

Rahman (2021) studied 'students experience to derive effectiveness of covid -19 Lockdown induced emergency online learning: Evidences from Assam, India' with following some objectives as to measure the implementation instrument of covid-19 lockdown induced alternative online learning, its efficiency, from the perspective of scholar's experience and satisfaction. The most popular platform for online learning during COVID-19 lockdown, the tools used to implement online learning during COVID-19, such as lectures, PowerPoint modules, PDF/ Word files, audio recordings, video clips, projects, and quizzes, the length of online

class appearances, the device used to attend online classes during COVID-19, the kind of internet gathering, and the satisfaction level of students with various aspects of online learning during COVID-19. The study's findings included an inadequate depiction of emergency online learning that was carried out overnight and how the pandemic's outcome has changed how teaching and learning are conducted.

Shobhna & Sunita (2014) studied ‘Impact of E-Education on School Going Children’ with hypothesis castoff as there is no significant association between impressions across age, there is no significant relationship amongst impacts across gender. This knowledge allows us to conclude that the effect of e-education may not vary with age. The effects of e-education were similar and beneficial for both males and girls. However, the effects of education may vary by gender; boys have a positive perception of e-education rather than a propensity for further education.

**7. Research Methodology**

The nature of study is empirical and research methodology in the study has focused on inductive approach. Exploratory and descriptive research design has been used. In India two states, Punjab and Bihar, were selected to collect the data. Random sampling method was adopted to collect the data from the respondents. Ten respondents from each research area were selected for data collection i.e., 10 respondents/students from the state of Punjab and 10 respondents/students from the state of Bihar. Therefore, a total of 20 respondents/students from India were selected for the data collection. Data were collected by using questionnaire that was structured on google form online from respondents/students. Quantitative data were analyzed by using SPSS software where frequency and percentage was calculated. The qualitative data were analyzed by using all the information gathered from the study responses.

**8. Results and Discussion**

(In the State of Punjab)

1. *To examine the health status of students, their physical and mental health was categorized into the following sub research questions:*
  - a) Did online learning create issues of eye sight/eye vision?
  - b) Was taking online classes in wrong sitting posture was one of the commonest reasons to their back pain?
  - c) Did they have any health issues while using headphones during online classes?

**Table 1: Online learning created issues of eye sight/eye vision**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	20.0	20.0	20.0
	2.00	8	80.0	80.0	100.0
	Total	10	100.0	100.0	

Online learning created issues of eye sight/eye vision	Frequency	Percentage (%)
Yes	2	20.0
No	8	80.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

It was found from the above table that in Pathankot, the majority of students or respondents, i.e., 80 percent, were found not to have any sort of eye sight or eye vision issues while learning online. Based on the findings, it is reasonable to conclude that using mobile phones, personal computers, and other devices to conduct online classes does not impair students' vision.

**Table 2: Taking online classes in wrong sitting posture as one of the commonest reasons to back pain**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	40.0	40.0	40.0
	2.00	4	40.0	40.0	80.0
	3.00	2	20.0	20.0	100.0
	4.00	0	00.0	00.0	100.0
	Total	10	100.0	100.0	

Taking online classes in wrong sitting posture as one of the commonest reasons to back pain	Frequency	Percentage (%)
High Issues	4	40.0
Medium Issues	4	40.0
Low Issues	2	20.0
No Issues	0	00.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

It can be said from the above table that the majority of students/respondents, i.e., 40 percent, were having high issues and 40 percent were having medium issues in the area of Pathankot and were found to have a recent rise in back pain from taking online classes in the wrong sitting posture. It shows that in the area of Pathankot, the students were found to have suffered from back pain while taking online classes in the wrong sitting posture.

**Table 3: Health issues while using headphones during online classes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	40.0	40.0	40.0
	2.00	0	00.0	00.0	00.0
	3.00	6	60.0	60.0	60.0
	4.00	0	00.0	00.0	100.0
	Total	10	100.0	100.0	

Health issues while using headphones during online classes	Frequency	Percentage (%)
High Issues	4	40.0
Medium Issues	0	00.0
Low Issues	6	60.0
No Issues	0	00.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

The above table reveals that in Pathankot, the maximum number of respondents (students), i.e., 60 percent, reported that they were having low health issues while using headphones during online classes, whereas the equivalent ratio of respondents, i.e., 40 percent, were found to have high health issues while using headphones

during online classes. It can be concluded from the above results that students in the area of Pathankot were found to have health issues while doing online classes, whether they used headphones or not.

2. Relationship gap between teachers and students was assessed based on the following questions:

- a) How did teacher-student interaction become harder during online classes?
- b) What was the effect of online teaching on teaching-learning outcome?
- c) Did online classes affect children’s understanding of teaching classes?

**Table 4: Teacher-student interaction became harder during online classes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	40.0	40.0	40.0
	2.00	2	20.0	20.0	60.0
	3.00	4	40.0	40.0	100.0
	4.00	0	00.0	00.0	100.0
	Total	10	100.0	100.0	

Teacher-student interaction became harder during online classes	Frequency	Percentage (%)
Due to internet connectivity	4	40.0
Due to absence of face-to- face communication	2	20.0
Problem of insincerity and indiscipline	4	40.0
Others	0	00.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

What were the causes of difficult teacher-student interactions, according to the table above? Here it was found in the area of Pathankot that 40 percent of respondents reported that it was due to poor or weak internet connection during online classes, and 40 percent of students also said that it was due to the problem of insincerity and indiscipline, while the rest of the students, i.e., only 20 percent, replied that it was due to the absence of face-to-face communication.

**Table5: Effect of online teaching on teaching-learning outcome**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	40.0	40.0	40.0
	2.00	4	40.0	40.0	80.0
	3.00	2	20.0	20.0	100.0
	4.00	0	00.0	00.0	100.0
	Total	10	100.0	100.0	

Effect of online teaching on teaching-learning outcome	Frequency	Percentage (%)
Negativelyaffectedthe understanding level	4	40.0
Negatively affected the focus and attention level	4	40.0
Negativelyaffectedthe teacher-student bond	2	20.0
Others	0	00.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

It was found from the above table that when it was tried to see the effect of online learning on teaching-learning outcomes in the area of Pathankot, 40 percent of respondents said online teaching has negatively affected the understanding level, and 40 percent of respondents and students replied that online learning has negatively exaggerated the focus and attention level, while 20 percent of students replied that online teaching has also affected the teacher-student bond. It can be said from the above discussion that in the area of Pathankot, the effect of online teaching on teaching and learning outcomes was found to be negative in all aspects of the teaching and learning process.

**Table6: Online classes affect children’s understanding of teaching classes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	40.0	40.0	40.0
	2.00	6	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	10	100.0	100.0	

Online classes affect children’s understanding of teaching classes	Frequency	Percentage (%)
Strongly agreed	4	40.0
Agreed	6	60.0
Disagreed	0	00.0
Strongly disagreed	0	00.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

According to the table above, 60 percent of respondents in Pathankot supported and agreed that online classes affect children's understanding of classroom instruction, whereas 40 percent of respondents were also concerned and strongly agreed that online classes affect children's understanding of classroom instruction. According to the discussion above, in the Pathankot area, 100 percent of respondents expressed concern that online classes affect children's understanding of classroom instruction.

**3. Deterioration of reading and writing skills was evaluated due to online learning:**

- a) What type of problems do you face for reading and writing during having online classes?
- b) How much content from books (as softcopy and hardcopy) can you be able to read?

**Table7: Problems faced by students for reading and writing during having online classes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	0	00.0	00.0	00.0
	2.00	2	20.0	20.0	20.0
	3.00	0	00.0	00.0	20.0
	4.00	6	60.0	60.0	80.0
	5.00	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

<b>Problems faced by students for reading and writing during having online classes</b>	<b>Frequency</b>	<b>Percentage (%)</b>
It has a bad influence on writing the content by which writing became poor	0	00.0
It causes the distractions to read the content from the books which are showing by teachers on online teachers and another is that students are reading from hardcopy of their own books	2	20.0
It affects the understanding level about the content while reading during online classes	0	00.0
All of the reasons	6	60.0
None of the reasons	2	20.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

According to the above table, in Pathankot, the type of problems faced by respondents related to reading and writing during having online classes were in the majority, i.e., 60 percent, and were related to all of the reasons mentioned, as it has a negative influence on writing the content, causing writing to become poor, it causes distractions to read the content from the books that are shown by teachers in the online classroom, and another is that students were not able to read the content. Only 20% of respondents or students, on the other hand, stated that the type of problem they were experiencing with reading and writing during online classes was solely due to the fact that it causes distractions to read the content from the books that teachers are showing online, and another is that students are reading from hard copies of their own books. It can be said from the above discussion that in the area of Pathankot, the type of problems faced by students related to reading and writing during online classes were found to be affected by all of the mentioned reasons.

**Table8: Content from books (as softcopy and hardcopy) to be able to read**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	1.00	6	60.0	60.0	60.0
	2.00	4	40.0	40.0	100.0
	3.00	0	00.0	00.0	100.0
	4.00	0	00.0	00.0	100.0
	Total	10	100.0	100.0	

<b>Content from books (as softcopy and hardcopy) to be able to read</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Less than 10 pages	6	60.0
20-30 pages	4	40.0
30-40 pages	0	00.0
More than 40 pages	0	00.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

It can be said from the above table that in Pathankot, the majority of the respondents, i.e., 60 percent, were able to read less than 10 pages of book content from books in softcopy and hardcopy, whereas 40 percent of the respondents were found to be able to read 20–30 pages of book content in softcopy and hardcopy. It can be deduced from the above discussion that in the area of Pathankot, 100 percent of the students were only able to read 10 to 30 pages of book content in softcopy and hardcopy. It also shows that in the mentioned area, it was found to be very difficult to read the book content through online classes.

**(In the State of Bihar)**

1. *To examine the health status of students, their physical and mental health was categorized into the following sub research questions:*
  - a) Did online learning create issues of eye sight/eye vision?
  - b) Was taking online classes in wrong sitting posture was one of the commonest reasons to their back pain?
  - c) Did they have any health issues while using headphones during online classes?

**Table9: Online learning created issues of eye sight/eye vision**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	80.0	80.0	80.0
	2.00	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

Online learning created issues of eye sight/eye vision	Frequency	Percentage (%)
Yes	8	80.0
No	2	20.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

The above table reveals that it was found from the above table that in Bihar, the majority of students or respondents, i.e., 80 percent, were found to have eye sight or eye vision issues while participating in online learning. Based on the findings, it is possible to conclude that there is a negative impact on students' eye vision while taking online classes via mobile phones, personal computers, and so on.

**Table10: Taking online classes in wrong sitting posture as one of the commonest reasons to back pain**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	0	00.0	00.0	00.0
	2.00	8	80.0	80.0	80.0
	3.00	2	20.0	20.0	100.0
	4.00	0	00.0	00.0	100.0
	Total	10	100.0	100.0	

Taking online classes in wrong sitting posture as one of the commonest reasons to back pain	Frequency	Percentage (%)
High Issues	0	00.0
Medium Issues	8	80.0
Low Issues	2	20.0
No Issues	0	00.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

It can be said from the above table that the majority of respondents, i.e., 80 percent, were having medium issues and 20 percent were having low issues in the area of Bihar and were found to have a recent rise in back pain

from taking online classes in the wrong sitting posture. It shows that in the area of Bihar, the students were found to suffer from back pain while taking online classes in the wrong sitting posture.

**Table11: 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	6	60.0	60.0	60.0
	3.00	2	20.0	20.0	80.0
	4.00	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

Health issues while using headphones during online classes	Frequency	Percentage (%)
High Issues	0	00.0
Medium Issues	6	60.0
Low Issues	2	20.0
No Issues	2	20.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

It is found from the above table that in Bihar, the majority of respondents, i.e., 60 percent, were found to have a medium health issue while learning online, whereas 20% had low issues and the other 20% had no issues. Based on the findings, it is possible to conclude that using headphones during online classes has no discernible effect.

**2. Relationship gap between teachers and students was assessed based on the following questions:**

- a) How did teacher-student interaction become harder during online classes?
- b) What was the effect of online teaching on teaching-learning outcome?
- c) Did online classes affect children’s understanding of teaching classes?

**Table12: Teacher-student interaction became harder during online classes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	20.0	20.0	20.0
	2.00	6	60.0	60.0	80.0
	3.00	2	20.0	20.0	100.0
	4.00	0	00.0	00.0	100.0
	Total	10	100.0	100.0	

Teacher-student interaction became harder during online classes	Frequency	Percentage (%)
Due to internet connectivity	2	20.0
Due to absence of face-to- face communication	6	60.0
Problem of insincerity and indiscipline	2	20.0
Others	0	00.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

What were the causes of difficult teacher-student interactions, according to the table above? Here it was found in the area of Bihar that 20 percent of respondents reported that it was due to poor or weak internet connection during online classes, and 20 percent of students said that it was due to the problem of insincerity and indiscipline, while the rest of the students, i.e., 60 percent, replied that it was due to the absence of face-to-face communication. It means the majority of the students experienced that due to the lack or absence of face-to-face communication, the interaction between teachers and students becomes harder during online classes.

**Table13: Effect of online teaching on teaching-learning outcome**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	80.0	80.0	80.0
	2.00	0	00.0	00.0	80.0
	3.00	2	20.0	20.0	100.0
	4.00	0	00.0	00.0	100.0
	Total	10	100.0	100.0	

Effect of online teaching on teaching-learning outcome	Frequency	Percentage (%)
Negatively affected the understanding level	8	80.0
Negatively affected the focus and attention level	0	00.0
Negatively affected the teacher-student bond	2	20.0
Others	0	00.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

It is revealed from the above table that when it was tried to see the effect of online learning on teaching and learning outcomes in the area of Bihar, 80 percent of respondents said that online teaching had negatively affected the understanding level, while 20 percent of students replied that online teaching had also affected the teacher-student bond. It can be said from the above discussion that in the area of Bihar, the effect of online teaching on teaching and learning outcomes was found to be negative in all aspects of the teaching and learning process.

**Table14: Online classes affect children’s understanding of teaching classes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	0	00.0	00.0	00.0
	2.00	10	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	10	100.0	100.0	

Online classes affect children’s understanding of teaching classes	Frequency	Percentage (%)
Strongly agreed	0	00.0
Agreed	10	100.0
Disagreed	0	00.0
Strongly disagreed	0	00.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

From the above-mentioned table, it is revealed that in Bihar, 100 percent of respondents agreed that online classes affect children’s understanding of classroom instruction. It can be said from the above discussion that in the area of Bihar, 100 percent of students were found to express their concern that online classes affect children’s understanding of teaching classes.

3. *Deterioration of reading and writing skills was evaluated due to online learning:*

- a) What type of problems do you face for reading and writing during having online classes?
- b) How much content from books (as softcopy and hardcopy) can you be able to read?

**Table15: Problems faced by students for reading and writing during having 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	0	00.0	00.0	00.0
	4.00	10	100.0	100.0	100.0
	5.00	0	00.0	00.0	100.0
	Total	10	100.0	100.0	

Problems faced by students for reading and writing during having online classes	Frequency	Percentage (%)
It has a bad influence on writing the content by which writing became poor	0	00.0
It causes the distractions to read the content from the books which are showing by teachers on online teachers and another is that students are reading from hardcopy of their own books	0	00.0
It affects the understanding level about the content while reading during online classes	0	00.0
All of the reasons	10	100.0
None of the reasons	0	00.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

According to the above table, in Bihar, the type of problems faced by respondents related to reading and writing during having online classes were in the majority, i.e., 100 percent related to all of the reasons mentioned, as it had a negative influence on writing the content, causing poor writing; it caused distractions to read the content from the books that were shown by teachers in the online classroom; and another was that students were reading in the wrong way. It can be said from the above discussion that in the area of Bihar, the types of problems faced by students related to reading and writing during online classes were found to be affected by all of the mentioned reasons.

**Table16: Content from books (as softcopy and hardcopy) to be able to read**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	0	00.0	00.0	00.0
	2.00	8	80.0	80.0	80.0
	3.00	2	20.0	20.0	100.0
	4.00	0	00.0	00.0	100.0
	Total	10	100.0	100.0	

Content from books (as softcopy and hardcopy) to be able to read	Frequency	Percentage (%)
Less than 10 pages	0	00.0
20-30 pages	8	80.0
30-40 pages	2	20.0
More than 40 pages	0	00.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

It can be said from the above table that in Bihar, the majority of the students, i.e., 80 percent, were able to read 20–30 pages of book content in softcopy and hardcopy, whereas 20 percent of the students were able to read 30–40 pages of book content in softcopy and hardcopy. It can be deduced from the above discussion that in the area of Bihar, 100 percent of the students were only able to read 20 to 40 pages of book content in softcopy and hardcopy. It also shows that in the mentioned area, it was found to be very difficult to read the book content through online classes.

**9. Conclusion and Recommendations**

The online platform might be the only way to reach students during lockdown, but the digital medium came with its own challenges. While students and teachers living in remote areas were facing trouble due to slow internet and connectivity issues, city dwellers too found it challenging. So, according to the topic "Impact of online studies on students," the aim of the study was to explore and describe the physical and mental health of students during online studies, the relationship gap between students and teachers during online classes, and to evaluate the deterioration of reading and writing skills due to online learning. During the study of Pathankot area, it was discovered that the majority of the students, i.e., 80 percent, were unhappy or dissatisfied with attending the online classes, whereas only 20 percent were happy or satisfied with attending the online classes. It can be concluded from the preceding discussion that students or respondents in the Pathankot area were unhappy or dissatisfied with online classes and preferred that they be conducted in person or offline. On the other hand, in the area of Bihar, the happiness level of the majority of the students, i.e., 60 percent, was found to be unhappy or unsatisfied with attending the online classes, whereas it was recorded as only 40 percent in the case of being happy or satisfied while attending the online classes. It can be deduced from the above discussion that students in the area of Bihar were found to be unhappy or unsatisfied while attending online classes, and they wanted to be conducted in physical or offline classes too. It was almost showing equivalent results in other parameters, such as evaluating the physical and mental health of students, analyzing the relationship gap between teachers, and also evaluating the deterioration of reading and writing skills. Therefore, from the above discussion, it can be stated that online learning affected the studies of students from the 6<sup>th</sup> to the 12<sup>th</sup> grade. Its effect was laid on the mental, physical, and psychological health of the students, and it was found to badly affect their studies and learning through the online mode of teaching.

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