The impact of the coronavirus disease 2019 (COVID-19) on social and mental health of students in higher education institutions in India

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ABSTRACT

The coronavirus disease 2019 (COVID-19) pandemic affected people from all walks of life, as they were asked to self-quarantine in their houses to prevent the virus from spreading. The lockdown had major consequences for education, social and mental health, resulting in issues such as frustration, stress, and anxiety. To investigate the effects of the pandemic on the lives of students, we conducted case studies of 18 degree pursuing students from four educational institutions in Bangalore. The case studies identified there were clear impact on education, social and mental health of students. Findings of the study present us with a picture that is somewhat incomplete but clear on how students perceive the online classes during the COVID-19 pandemic in India and the challenges that need to be addressed by adopting innovative teaching methods and facilitating discussion. The following as the impact of COVID-19 on the higher education pursuing students: time spent on online classes and self-study, the medium used for learning, sleeping habits, daily fitness routine, and the subsequent effects on weight, social life, and mental health. Moreover, Four emerging themes were developed from the transcripts of the interviews with 18 participants these are virtual mode of education: lack of innovative teaching; COVID-19 impact on education: lack of experiential learning; Impact on emotions: lack of actual interaction and discussion; teacher-centric pedagogy: lack of students' perspective and impact on social life: lack of social gathering and interaction. These themes and data within them describe a number of challenges that are faced by higher education pursuing students in Bangalore.

KEY TERMS: *online education, higher education, students, COVID-19, innovative teaching, India*

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INTRODUCTION

The corona virus disease 2019 (COVID-19) has created a disaster-like situation across the globe; all have suffered a lot from the rapid spread of the pandemic. To outbreak the spread of COVID-19, physical distancing, wearing masks, washing hands and if it goes beyond control, governments have imposed lockdowns to cut the chain of spread of the Corona virus-2019. Every sector of society was quarantined in their houses. The disease affected the social, economic, and educational lives of all sectors of society. The students have not left. They struggled in terms of transforming from actual classes to online classes. Therefore, the present study was carried out by adopting an exploratory research design. Many students have faced loneliness and many have disconnected from physical and social life due to the many problems that have erupted due to the distanced mode of education. Hence, the researchers are curious to know the impact of COVID-19 lockdowns on education and the social and mental health of higher education students. Eighteen case studies were conducted in four different institutions in Bangalore. Four emerging themes were developed from the transcripts of the interviews with 18 participants. These are the virtual modes of education: lack of innovative teaching; COVID-19 impact on education: lack of experiential learning; impact on emotions: lack of actual interaction and discussion; teacher-centric pedagogy: lack of students' perspective and impact on social life: lack of social gathering and interaction. This article analyses the educational, social and mental health situations of higher education students during COVID-19 lockdowns and how the government, educational institutes, educators, counselors, and other stakeholders may help to cope with the aftermaths of the coronavirus lockdown.

BACKGROUND

The COVID-19 pandemic emergency has brought tremendous changes in higher education by disseminating remote learning method, because of remote learning many educational, social and mental health issues have come into picture. It is believed that the disease's continuous spread, travel restrictions, and the closure of educational institutions across the country will have a substantial impact on students' education, social lives, and mental health (Odriozola-Gonz´alez, Planchuelo-g´omez,´ Jesús, & De Luis-gar, 2020). Students from less privileged backgrounds have suffered the most detrimental consequences as a result of the COVID-19 pandemic to afford online education gadgets (Aucejo et al. 2020). Reduced family income, limited access to digital resources, and the high cost of internet connectivity have all affected students' academic lives. Furthermore, 1.5 billion students worldwide are currently deprived of a fundamental education (Lee, 2020) resulting in a negative psychological influence on their health Furthermore, changes in daily routine, such as a lack of outdoor activity, disrupted sleeping patterns, and social alienation, have impacted students' mental well-being (Cao, Fang & Hou, 2020). Investigates the roles of resilience, coping, and social support in dealing with psychological symptoms Chaturvedi Kunal et.al (2021) studied and examined in India about the probable implications of the COVID-19 pandemic on the lives of students in this article. According to their findings, there is a significant gap between the government's policy priorities and the implementation of these online education initiatives at the grassroots level. Furthermore, their study seeks to analyze the mental health of students of all ages using a variety of characteristics such as sleeping habits, daily fitness routines, and social support. Likewise, they examine several coping techniques employed by students to deal with the current circumstances.

Education and technological use

There are several definitions of educational technology, one of the most common is "the effective use of technological instruments in teaching and learning" by incorporating students' experiences (Govender' and Khoza, 2017). These research (Amory, 2010; Khoza, 2019) are pessimistic in tone, further pioneering the most restricted and brief definition of educational technology, that it exists due to technology in education (software and hardware resources for learning) and technology of education (pedagogical resources in learning). Thus, in the context of this study, educational technology includes all physical and online resources utilised in learning, as well as the ideological resources that underpin the use of both physical and online resources. To demonstrate the significance of physical resources, Nocar et al. (2016) conducted a qualitative case study in China and the Czech Republic. The findings indicated that the employment of both traditional and modern physical resources for teaching yielded a successful result in terms of student knowledge acquisition. Furthermore, some researchers think that traditional physical resources (traditional education), such as stationary desks, books, and chalkboards, improve students' ability to memorise and recite content while studying, and that their use still represents the notion of slavery (Cuban, 1986; Freire, 1972). The utilisation of traditional physical resources, on the other hand, encourages a teacher-centered strategy, which is the most direct and successful manner of teaching students since it allows for face-to-face engagement (Hoadley and Jansen, 2014). As a result, Liu and Long (2014) suggest that conventional physical resources (television, chats, radio, posters, and so on) are irreplaceable and the foundation of any learning institution, even if current discourse demands the use of modern physical resources.

Furthermore, the value and application of current physical resources (technology instruments) may be seen in every corner of every university. This was confirmed in a study undertaken by Keengwe, Onchwari, and Wachira (2008) to provide a literature review on the use of current physical resources (computers, mobile phones, and others) for teaching and studying university courses. According to the report, modern physical resources give chances to help students' learning but require good and strategic design for maximum integration into the curriculum. As a result, universities have begun to integrate new physical resources into the curriculum for successful learning over the last two decades (Khoza, 2019; Mpungose', 2019). This implies that pupils should be equipped with necessary technology gadgets, such as netbooks, iPads, webcams, laptops and desktop PCs, mobile phones, and others. These kinds of new technology have made life easier for students, because they would find notes and all course information stored electronically and easily accessible (Amory, 2010; Waghid, 2018). In other words, the availability of current physical resources allows students to use any available resource to access online information.

Remote learning in the wake of COVID-19

According to van de Heyde and Siebrits (2019), online resources are software resources in education that assist physical resources in communicating learning. This includes, but is not limited to, application software packages (such as Microsoft Office 365), Internet browsers (such as Firefox and Chrome), social networking sites (such as Twitter and Facebook), and learning management systems (such as Moodle and Canvas) (Anderson, 2016; Bates, 2018). The emphasis of this study is on learning management systems and social media sites to improve e-learning. As a result, the significance of e-learning is demonstrated in a study undertaken by Swinnerton et al. (2018) in an unbundled University project studying the digitization and marketisation of higher education in both the United Kingdom and South Africa. Regardless of existing inequities, the study found that using e-learning for teaching and learning university courses is a substantially more effective strategy to ensure links between universities and the commercial sector.

Cavus and Zabadi (2014) contend that, in an effort to move away from the traditional paper and pen environment (face-to-face), learning management systems (web-based learning environment to disseminate content) are one of the most widely adopted and used online environments for e-learning in higher education institutions. This includes open-source software learning management systems (free, with changeable source code) such as Moodle, Open edX, and Chamilo, as well as cloud-based learning management systems (with a start-up cost and non-changeable source code) such as Canvas, Sakai, dot Learn, and others. According to Ajlan and Pontes (2012), nearly all learning management systems share elements such as pedagogy, learner environment, instructor tools, course and curriculum design, administrator tools, and technological specifications. However, their efficiency might vary due to a variety of factors such as user confusion, bandwidth needs, take-up and maintenance costs, manuals, modification, and adaption to the local environment (Anderson, 2016). However, in order to fulfill the needs of students and lecturers, efficient e-learning policies must be in place, according to a recent study conducted by Swartz et al. (2019) to investigate the core business in current South African universities.

In their study of first-year students' use of social media sites at one South African university of technology, Basitere and Mapatagane (2018) discovered that students become more interactive when they use platforms they are familiar with, such as social media sites, rather than learning management systems imposed by the university. Social media sites are Internet-influenced Web 2.0 technologies that enable users to form social networks in order to share content based on personal experiences, education, and society. Be a result, users of social media sites are referred to as 'prosumers' since they both produce (make) and consume (share) information (Clement, 2020; Ritzer and Jurgenson, 2010). Furthermore, a recent analysis undertaken by Manca (2020) on the integration of social media sites into learning indicated that, when compared to Instagram, WhatsApp, Pinterest, Snapchat, and others, Twitter and Facebook are the most used social media sites in higher education. Furthermore, social networking site material is easily accessible because it is compatible with both computers and mobile devices, making students' lives easier (Clement, 2020; Dlamini and Nkambule, 2019; Manca, 2020).

Remote learning and students' mental health during the COVID-19 pandemic

The findings show that the Covid-19 outbreak may be causing psychological consequences in students as well as the general public, such as anxiety, dread, and worry, among other things (Cao et al. 2020; Li et al. 2020; Wang et al. 2020). According to a longitudinal research, people in the Winter 2020 term were more sedentary, worried, and depressed than in previous academic terms. Furthermore, oscillations in Covid-19 news reporting are connected with a wide range of behaviours, including increased phone usage, decreased physical activity, and fewer sites visited (Huckins et al. 2020). According to findings from China in February 2020, college students' fear about the pandemic is related to their place of residence, source of parental income, if they live with parents, and whether a relative or an acquaintance was infected with Covid-19 (Cao et al. 2020). During the Covid-19 crisis, certain students may be more vulnerable to social isolation and the development of mental health disorders.

This is especially true when they live alone, have less direct contact with close family members and friends, receive less social support, and are less well-integrated into a student social network.

Dependency theory describes how dependency can be created in this view present study illustrate how virtual mode of education has created platform for remote access but under privileged student participants suffered a lot from affording a mobile, getting sufficient network, proper guidance and emotional and social support.

According to dependency theory, resources move from a "periphery" of poor and underdeveloped countries to a "core" of wealthy countries, benefiting the latter at the expense of the former. Impoverishes poor states while rich ones become enriched by the way poor states are integrated into the "world system". . This theory was officially developed in the late 1960s following World War II, as scholars searched for the root issue in the lack of development in Latin America (Ahiakpor,1985). In this theoretical view it was clearly indicates how virtual mode of education created dependency shift from classroom education system due to COVID-19 and also digital divide could be seen those students dwelling in remote areas. This means that when we talk to our peers or adults, we talk to them for the sake of communication. After we interact with other people, we tend to internalize what we uttered. In this view virtual mode of education is new for students but it is inevitable during COVID-19 hence the students have internalized the online mode of education with its limitations.

From the above background it was found that, only few studies have been conducted on impact of COVID-19 lockdowns on education, social and mental health of higher education pursuing students, no qualitative studies have been conducted. Hence the present study was conducted to fill the research gap.

THE RATIONALE OF THE STUDY

Several articles have already been published by researchers all around the world, presenting research on many elements of the COVID-19 pandemic problem, including its effects on physical and mental health, the economy, society, and the environment. The most significant limitations of this research on student life when their higher education institution is physically closed are: (1) the data are from the early stages of the pandemic; (2) a relatively quantitative sample and (3) a focus on a limited number of aspects of a student's life. Indeed, the majority of studies are restricted to academic work or personal difficulties (Händel, Stephan, Gläser-Zikuda, Kopp & Bedenlie, 2020) (Edelhauser & Lupu-Dima, 2020), a student's mental health (Zimmermann, Bledsoe & Papa,2020) (Patsali, Patsali, Mousa, Papadopoulou, & Papadopoulou, 2020), or a combination of both (Sahu, 2020). After reviewing the existing literature, we found that no qualitative study on how students have dealt with the unanticipated and unprecedented crisis of the COVID-19 pandemic and its effects on their present and future lives has been conducted. As a result, our work makes a fresh, innovative, and timely contribution to the field of knowledge on higher education in the context of the global health crisis caused by COVID-19(Fetzer, et al., 2020) by focusing on student life during the COVID-19 pandemic and to explore qualitative narrations of the degree pursuing students the present study was conducted.

METHODS AND MATERIALS

The present study was exploratory in nature; hence exploratory research design was adopted. The case study method was used to elicit qualitative data from eighteen higher education pursuing students from different streams. An in-depth interview was conducted with eighteen students, six from arts, six from commerce, and six students from science stream respectively. The researchers asked four different questions to the higher education pursuing students to explore their opinions on COVID-19 lockdowns and their impact on education, emotions, and social life. These four questions were posed i.e. what is your opinion on the online mode of education? Can you tell me about COVID-19 impact on education? How do you feel about COVID-19 lockdowns? What is your opinion on social life during COVID-19? Your suggestions for improving the virtual mode of education, for collecting qualitative data the below case study procedure was followed.

Table 1: Brief profiles of the higher education pursuing students in the study

INSTITUTIONS*	RESPONDENTS**	STREAM	DOMICILE	GENDER	GRADE***
A	5	2 Arts 2 Commerce 1 Science	2 Rural 3 Urban	Male-3 Female-2	Second Grade-2 Third Grade-3
B	6	2 Arts 2 Commerce 2 Science	2 Rural 4 Urban	Male-4 Female-2	Second Grade-2 Third Grade-4
C	4	2 Science 2 Commerce	2 Rural 2 Urban	Male-2 Female-2	Second Grade-2 Third Grade-2
D	3	2 Arts 1 Science	1 Rural 2 Urban	Male-2 Female-1	Second grade-1 Third Grade-2

*In order not to identify the students, we used pseudonymous to signify the institutions of study.
**Number of respondents interviewed in each institution.
***The grade represents the year of study of the participants during the interview.

FINDINGS

Five emerging themes were developed from the transcripts of the interviews with 18 participants: (1) Virtual mode of education: lack of innovative teaching; (2) COVID-19 impact on education: lack of experiential learning; (3) Impact on emotions: lack of actual interaction and discussion; (4) Teacher-centric pedagogy: lack of students' perspective and (5) Impact on social life: lack of social gathering and interaction. These themes and data within them describe a number of challenges that are faced by higher education pursuing students in Bangalore.

Virtual model of education: lack of innovative teaching

As indicated by the literature virtual mode of education is inevitable for the COVID-19 situation but 14 students opined that due to lack of innovative teaching methods classes are boring, whether faculty use innovative teaching methods like using experiential videos, discussions, assignments, presentations by students, cartoons, telling moral stories for a warm-up and discussing current affairs with teaching contents would be a better way to promote innovative teaching. There are many physical issues erupted due to virtual mode of education those who are come from urban area their perception entirely differs, one of the participant #S9 responded.

> *I come from an urban area I do attend all online classes but I am losing interest in attending classes because I get bored because not using an innovative method of teaching while the online mode of teaching I mean if faculty may use experiential videos, assignments, group discussions, and discussing current affairs would be better to understand and come away from monotonous one side communication.*

It was observed most of the online classes are held teacher-centric there is no space for students to discuss it seems. Whether faculty could create a platform through the virtual classrooms to facilitate discussions, giving some assignments/ presentations, and conducting brainstorming sessions would be helpful to higher education perceiving students.

COVID-19 impact on education: lack of experiential learning

As explained in literature COVID-19 smashed on education system out of 18 students 12 students opines that actual classroom situation is required to better understanding about the problematic subjects such as Mathematics, Accounts and so on also some of the subjects demand field-based practice they are struggling a lot get experiential learning. One of the science participant #S2 replied that,

> *I am doing my B.Sc in Science you now the importance of Mathematics in this virtual model created many problems to understand many theorems and calculations. But faculties struggle a lot to make understand all the problems of Mathematics but it is not as effective as actual classroom teachings.*

It was observed from the interview that, it is a bit difficult to teach problematic subjects through online classes because it consists of many calculations to be solved through different methods. Also, it was evident from the view of a BSW (Bachelor of Social Work) student she was struggling a lot to get field exposure during COVID-19 because physically she is not allowed to any developmental organization for concurrent fieldwork. BSW participant responded that# S10

> *In Social Work, fieldwork is a part of the curriculum due to COVID-19 prevalence it is very difficult to do fieldwork, to compensate for the fieldwork alternative measures are followed but this alternative will not give experiential learning. However, by conducting case studies over telephonic interviews partial benefit we have got but we miss much more learning which happens through actual fieldwork.*

For this study, seven students from rural areas and eleven from urban areas were interviewed. One of the rural students responded that during the COVID-19 lockdowns, parents used to give home and farm-related work due to that we face difficulties authentic listening to the virtual classes. As participant #6 said:

> *I hail from a rural area during the COVID-19 pandemic I have to stay back at home there are many house chores and farm-related activities that go on the entire year if I am at home my parents ask me to do home chores and farm works as a helping hand to parents, meanwhile it is difficult to listen properly the online classes.*

It was observed that most of the houses of rural areas mainly depended on agriculture hence there are many works used to execute on a routine basis thus those students who hail from rural areas ought to involve all the agricultural activities in their free time. During COVID-19 parents presumes their offspring are free thus they used to give all home chores as well as agricultural works.

Participant #S12 comes from a rural area he narrated his difficulties in attending online classes

> *I am feeling bad because I am unable to listen to class properly because of network issue my native is far away from the network area I have to walk around two kilometers to get internet though I get internet the classes are not properly audible due to the reason I am unable to understand class content.*

This is the problem of many students who hail from remote areas where the network is an issue even though keen interest to attend class and get fruitful knowledge they struggle to get.

Impact on emotions: lack of actual interaction and discussion

As many studies conducted on the COVID-19 impact on emotions. All the 18 respondents opined they have been experiencing emotional issues such as anxiety, stress, loneliness due to COVID-19 lockdowns and lack of interaction with friends, and overuse of electronic gadgets. One of the respondent # S14 said:

> *Due to COVID-19 lockdowns, I feel detached from my social life I am so worried about my friends and my surroundings because this pandemic has created physical distance. Sometimes I feel life is nothing when I see many people losing their life due to COVID-19 I scare and I feel anxious about our future.*

By observing the above statement it was clear pandemic has created many mental issues among students especially anxiety, stress, and loneliness if it persists for a long time it would lead to depression, one of the participant # S11 opined:

> *I feel depressed by hearing my relatives are dying due to the pandemic. I am getting distracted from education because of physical distance from friends, family members, faculties and college ambiance. Sometimes I feel pressured, bored, and feeling isolated from all social relations.*

From the above opinion, it was clear students undergoing emotional anxiety because of a lack of interactions and discussions it hindering the learning ability of the students.

Teacher-centric pedagogy: lack of students' perspective

In this view 14 of students (out of 18 of them) said there should be student-centric education.

Participant #S2 opined that:

> *It is very difficult to understand some of the concepts kept in syllabi some of the concepts are not really useful at all though these concepts inevitably need to read and understand I feel the curriculum should be experiential must have activity-based so that we can understand properly.*

It was observed from the above opinion that, exposure, field-based, and activities-based education is need of the hour syllabi must be linked with field and rather more relaying upon teacher-centric pedagogy model we should empathetically look for students views and wishes try to include in syllabi. Respondent # S5 opined that:

> *Sometimes I feel outdated by observing the outside world and my education due to pandemic much more fluctuation happens thus I feel our curriculum need to evolve based on the virtual model of education and how to make effective by using these online flat form these contents need to be developed to amplify dissemination of knowledge and skills by using these platforms.*

From the observations, it was clear students expect innovative teaching by using ICT's even in actual classroom teaching and online mode of teaching and students expect the teacher-centric pedagogy must transform into student-centric experiential-based education and learning system.

Impact on social and mental life: lack of social gathering and interaction.

It was evident from the literature review that the COVID-19 pandemic disrupted the social life of all people it is the same with higher education pursuing students, all students have agreed that they are feeling isolated and socially detached. The #S16 respondent replied that:

Since COVID-19 series of lockdowns and physical distance, I have been feeling alone and detached from friends, siblings, and relatives some time I feel sad because of social detachments.

It was observed that due to COVID-19 students are facing detachment from a social gathering, fewer interactions though electronic gadgets created a platform to connect emotional and social satisfactions are missing from the social fabric. Participant #S13 opined that:

Sometimes I feel stressed, by watching more television programs and social media to cope with this situation I want to go outside but it is not possible to go outing in this COVID-19 situation. Sometimes I get negative thoughts such as indulging in some kind of addiction.

It was observed COVID-19 has created a monotone lifestyle and led to some kind of addiction. From overindulging to electronic and social media some kind of stress and anxiety erupting in the mind of youth, some trap themselves into a vicious cycle by negative thoughts. These negative thoughts are evidence of a lack of social engagement and social detachment.

DISCUSSION

The narration of these 18 higher education pursuing students cannot be generalized to the entire higher education pursuing students of India. As an exploratory qualitative study with a conveniently selected sample group, the findings of this study cannot be generalized to all higher education pursuing students or programmes in India. However, the results of the present study will help academia to understand the students' perspective on online education at the higher education level and the challenges faced by students in India. As highlighted by the respondents, due to lack of class control classes are boring, whether faculty use innovative teaching methods like using experiential videos, discussions, assignments, presentations by students, cartoons, telling moral stories for a warm-up, and discussing current affairs with teaching contents would be a better way to promote innovative teaching. The concept of innovative teaching in the online mode of education can be found in the work of Leighsa Sharoff (2019). According to his narration, the overall goal of online education is the same as face-to-face didactic methodology: to provide students with an excitement to learn, engage, and seek knowledge. With online learning, new issues develop that necessitate the educator's innovation and creativity in fulfilling educational objectives and outcomes. Individual and group assignments can be an effective blend that helps students study independently and collaboratively. The type of assignments is orchestrated by the course content, with the majority of work in an e-learning course being independent with an infusion of collaboration. Individual completion of work assignments allows students to learn at their own pace, while discussion contributes to a better grasp of the content by exchanging insights and points of view (Sharoff, 2019).

It was observed that most of the houses of rural areas mainly depended on agriculture hence there is much work used to execute on a routine basis thus those students who hail from rural areas ought to involve all the agricultural activities in their free time. During COVID-19 parents presumes their offspring are free thus they used to give all home chores as well as agricultural works.

A study indicated that students were not well prepared for integrating their work, family, and social lives with their study life in an online learning environment. Students were also found to be underprepared for a variety of e-learning and academic-type abilities. In addition, students have a low degree of preparation when it comes to using Learning Management Systems (Parkes, Stein & Reading, 2014).

From the study, it was observed most of the online classes are held teacher-centric there is no space for students to discuss it seems. Whether faculty could create a platform through the virtual classrooms to facilitate discussions, giving some assignments/ presentations and conducting brainstorming sessions would be helpful to higher education perceiving students.

There are numerous technologies available for online education, but they can be challenging to use at times. These difficulties and challenges linked with modern technology include downloading errors, installation issues, login issues, audio and visual glitches, and so on. Online teaching can be monotonous and uninteresting for students at times. Students never find time to do online learning since it requires so much time and flexibility. Personal attention is another major concern with online learning. Students desire two-way contact, which might be tough to execute at times. The learning process will not be fully realized unless students put what they have learned into practice. Online education might be largely theoretical at times, making it difficult for students to practice and learn effectively. A major issue is also the poor quality of the course content. Students believe that the main impediments to online learning are a lack of community, technological issues, and challenges understanding instructional goals (Song, Singleton, Hill, & Koh, 2004).

It was narrated by the students that, actual classroom situation is required to better understanding about the problematic subjects such as Mathematics, Accounts and so on also some of the subjects demand field-based practice they are struggling a lot get experiential learning.

There are numerous barriers to online learning, ranging from learner issues to educator issues to content issues. It is difficult for institutions to engage students and include them in the teaching–learning process. It is difficult for teachers to transition from offline to online mode, change their teaching methodologies, and manage their time. It is difficult to content that not only covers the curriculum but also engages students (Kebritchi, Lipschuetz & Santiague, 2017).

It was observed from the above opinion that, exposure, field based and activities based education is need of the hour syllabi must be linked with field and rather more relaying upon teacher centric pedagogy model we should empathetically look for students views and wishes try to include in syllabi. This is the problem of many students who hail from remote areas where the network is an issue even having keen interest to attend class and get fruitful knowledge they struggle to get basic technological support.

Dhavan (2020) stated in a prior study that e-learning requires a significant amount of time and money. It is not as simple as it appears; considerable money is required for buying the devices and equipment, maintaining the equipment, training human resources, and developing online content. As a result, an effective and efficient educational system for online education must be designed. In this difficult time, ensuring digital equity is critical. Some teachers and pupils might not have access to all digital gadgets, the internet, or Wi-Fi. Lack of suitable digital tools, no internet connections, or unstable Wi-Fi connections can cause a lot of problems, causing many students to miss out on learning possibilities. Institutions should make efforts to ensure that every student and faculty member has access to the necessary resources. They must also ensure that all educational apps work on mobile phones in the event that students do not have laptop computers. As a result, initiatives must be done to bridge the digital divide (Dhawan, 2020).

The present study was narrated by the participants due to COVID-19 students are facing detachment from a social gathering, fewer interactions though electronic gadgets created a platform to connect emotional and social satisfactions are missing from the social fabric and also found It was observed COVID-19 has created a monotone lifestyle and led to some kind of addiction. From overindulging to electronic and social media some kind of stress and anxiety erupting in the mind of youth, some trap themselves into a vicious cycle by negative thoughts. These negative thoughts are evidence of a lack of social engagement and social detachment.

Similar findings could be observed by studies were conducted by   Aslan et al., 2020; Odriozola-González et al., 2020; Saravanan et al., 2020; Son et al., 2020 they found students' most-reported emotions during the lockdown are discouragement, boredom, confusion, and worry, all of them negative emotions. On the contrary, those less prevalent are the positive emotions of calm and trust. Despite previous articles mainly focusing on negative emotions (Aslan et al., 2020; Odriozola-González et al., 2020; Saravanan et al., 2020; Son et al., 2020), future studies on students' mental health should also include positive feelings to understand to what extent these decrease due to the pandemic situation. Assessing positive feelings during a public health crisis is essential as it has been shown that positive emotions can help maintain and improve human mental health (Yamaguchi et al., 2020).

CONCLUSION

To conclude, the results of this study cannot be generalized to higher education pursuing students across the globe. However, the findings of the study present us with a picture that is somewhat incomplete but clear on how students perceive the online classes during the COVID-19 pandemic in India and the challenges that need to be addressed by adopting innovative teaching methods and facilitating discussion. In addition to that, Indian National Education policy 2020 envisage that student centric education need to be established in the place of teacher centric education and almost 40 percent of the teaching must include e-learning hence developing e-content is important role of a teacher to boost students with full of resources, this will cater the student come with preparation to class during actual class innovative activities can be carried out. In this purview the COVID-19 lockdowns paved the way for e-learning and e-content development endeavors of faculty as well as students. Also higher education institution should not neglect negative impact of virtual mode of education on social and mental health to reduce that, innovative methods of teaching and learning need to be incorporated in pedagogy.

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