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8. Impact of Lockdown Due to Covid-19 Pandemic on Social Life and Mental Health of Students in Higher Education: A Statistical View

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Abstract

Due to Covid-19 pandemic globally, there was lockdown in India since March 2020. Physical lectures and practical were not conducted due to lockdown from more than one year. Teaching and learning process were going on virtually. Students and teachers were locked in their houses. There were no physical activities for teachers and students both. Social life and mental health of students and teachers were drastically affected during this lockdown. It is an attempt to find the impact of lockdown due to Covid-19 pandemic on social life and mental health of students in higher education and prepare a statistical report on the basis of findings of survey.

Key words: Covid-19 pandemic, lockdown, virtual lecture, social life, mental health

Introduction

Covid-19 virus entered in India in January 2020 but it started increasing from March 2020. Indian Government declared lockdown to break the chain of Covid-19 virus. It was declared pandemic by World Health Organisation (WHO) on 11th March 2020. Government of India extended lockdown many times and focused on research for Indian Vaccine. 138 crores people of India were locked in their houses. Covid-19 pandemic affected drastically every sector including education sector. It also affected personal and social life of students and teachers. Due to lockdown, there were no physical activities for students, which affected their physical and

mental health. In this pandemic, students attracted more in social media like WhatsApp, Face Book, Instagram, etc that also affected their mental health. During this pandemic, it was a great challenge to start lectures and practical in colleges. Higher Educational Institutions adopted online lectures and practical through various online platforms like Google Meet, Zoom, etc. Higher Educational Institutions conducted training programmes for online lectures to train their teachers and students. Teachers and students both became familiar with new system of teaching and learning. This improved their new skill like information and communication technology (ICT). Teachers started to evaluate their students online through MCQ questions in google form, online project presentation, etc. Teachers also used online platforms for uploading their lecture notes and assignments. All these online activities improved ICT skills of students but there are also some negative effects on their social, physical, mental health.

Research Methodology

Here primary data were collected on random basis through a questionnaire in google form from under graduate and postgraduate students from University of Mumbai and its affiliated colleges Maharashtra during lock down in India. 794 students participated in this online survey. Statistical analysis was done by statistical software SPSS. Questionnaire was prepared on four scale bases. Descriptive statistics and Chi-square test were used for statistical analysis.

Research Findings

Gender Wise Distribution of Students

Out of 794 students, 67.1% female and 32.9 % male students were participated in this survey

Age Group Wise Distribution of Students

Out of 794 students, 32.1% students from age group 17 – 19 years, 52.5 % from age group 19 – 21 years, 14.2 % students from 21 – 23 years and remaining from age group more than 23 years were participated in this survey.

Location Wise Distribution of Students

Out of 794 students, 20.3 % students from rural and 79.7 % students from urban were participated in this survey.

Level Wise Distribution of Students

Out of 794 students, 12.6 % students from Post Graduate level and 87.4 % students from Under Graduate level were participated in this survey.

Stream Wise Distribution of Students

Out of 794 students, 25.4 % students from Arts, 23.6 % students from Commerce and Management and 51% students from Science and Technology were participated in this survey.

Safety Guidelines of Covid Protocol Followed by Students

Out of 794 students, 92.8 % students agreed to follow strictly the Safety guidelines of Covid Protocol while only 1.3% students don't follow it. 5.9 % students follow it at some what level.

Who is Responsible for Lock Down Due to Covid – 19 Pandemic?

Out of 794 students, Maximum students (74.7%) students were agreed to say that Public Carelessness is most responsible for lock down due to covid -19 pandemic.

No of Hours Per Day Spent by Students on Online Lectures during Lock Down due to Covid – 19 Pandemic.

More than 30 % students spent 2 – 4 hours' time per day, more than 40 % students spent 4 – 6 hours' time per day on online lectures

No of Hours Per Day Spent By Students on Self-Study During Lock Down Due To Covid – 19 Pandemic.

More than 90 % students spent 0 – 4 hours' time per day on self-study.

No of hours per day spent by students on social media during Lock Down due to Covid – 19 Pandemic.

More than 88 % students spent 0 – 4 hours' time per day on social media and more than 11 % students spent more than 4 hours' time on social media.

Students using Social Media as Stress Reliever during Lockdown

More than 66 % students use social media as stress reliever during lockdown.

Number of Hours Spent By Students on Their Fitness

During lockdown due to pandemic 34.8% students spent less than half hour, 32.6% half an hour to one hour, 18.3% one hour to one and half hours, 9.1% one and half hour to two hours and remaining 5.3% students spent more than two hours on their fitness.

Chi – Square Tests at 5% level of significance – 1: To test

: There is no significant association between location of students and behaviour of

- H_0 students following safety guidelines of Covid -19. Against

- H₁₁ : There is significant association between location of students and behaviour of students following safety guidelines of Covid -19.

		Do you follow the safety guidelines of Covid-19 pandemic strictly?			Total
		No	Some what	Yes	
Location	Rural	3		148	161
	Urban	7	37	589	633
Total		10	47	737	794

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.631 ^a	2	.729
Likelihood Ratio	.576	2	.750
N of Valid Cases	794		

∴ p value=0.729 and level of significance $\alpha=0.05$, i.e., p value > 0.05

Null hypothesis H₀₁ may be accepted at 5 % level of significance and conclude that there is no significant association between location of students and behaviour of students following safety guidelines of Covid -19.

Chi – Square Tests at 5% level of significance – 2: To test

- H₀₂: There is no significant association between stream of students and feeling aggressiveness in behaviour during lockdown. Against
- H₁₂ There is significant association between stream of students and feeling aggressiveness in behaviour during lockdown.

		Do you feel any aggressiveness in your behavior during lockdown?			Total
		No	Some what	Yes	
Your Stream	Arts	55	45	102	202
	Commerce and Management	66	24	97	187
	Science and Technology	107	95	203	405
Total		228	164	402	794

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.130 ^a	4	.025
Likelihood Ratio	11.759	4	.019
N of Valid Cases	794		

$\therefore p$ value=0.025 and level of significance $\alpha=0.05$, i.e., p value < 0.05

\therefore Null hypothesis H_{02} may be rejected at 5 % level of significance and conclude that there is significant association between stream of students and feeling aggressiveness in behaviour during lockdown.

Chi – Square Tests at 5% level of significance – 3: To test

- H_{03} : There is no significant association between stress of students and change in their Weights during lockdown. Against
- H_{13} : There is significant association between stress of students and change in their weight during lockdown.

		Is there any change in your weight during lockdown?			Total
		No change in weight	Weight decreased	Weight increased	
Have you felt any stress during lockdown?	No	67	21	47	135
	Some what	67	25	62	154
	Yes	125	125	255	505
Total		259	171	364	794

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40.843 ^a	4	.000
Likelihood Ratio	40.136	4	.000
N of Valid Cases	794		

$\therefore p$ value=0.000 and level of significance $\alpha=0.05$, i.e., p value < 0.05

\therefore Null hypothesis

- H_{03} may be rejected at 5 % level of significance and conclude that there is significant association between stress of students and change in their weight during lockdown.

Chi – Square Tests at 5% level of significance – 4: To test

- H_{04} : There is no significant association between time spent on online lectures by students and time spent on their fitness during lockdown. Against

- H_{14} : There is significant association between time spent on online lectures by students and time spent on their fitness during lockdown.

		How many hours per day spent by you on your fitness?					Total
		0-0.5	0.5-1.0	1.0-1.5	1.5-2.0	More than 2 Hours	
How many hours per day spent by you for online lecture?	0-2	26	24	18	6	6	80
	2-4	63	96	53	17	21	250
	4-6	126	103	48	41	11	329
	6-8	61	36	26	8	4	135
Total		276	259	145	72	42	794

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	37.270 ^a	12	.000
Likelihood Ratio	37.353	12	.000
N of Valid Cases	794		

∴ p value=0.000 and level of significance $\alpha=0.05$, i.e., p value < 0.05

∴ Null hypothesis H_{04} may be rejected at 5 % level of significance and conclude that there is significant association between time spent on online lectures by students and time spent on their fitness during lockdown.

Chi – Square Tests at 5% level of significance – 5: To test

- H_{05} : There is no significant association between time spent on online lectures by students and time spent on their self-study during lockdown. Against
- H_{15} : There is significant association between time spent on online lectures by students and time spent on their self-study during lockdown.

		How many hours per day spent by you for self-study?				Total
		0-2	2-4	4-6	6-8	
How many hours per day spent by you for online lecture?	0-2	59	14	4	3	80
	2-4	131	91	25	3	250
	4-6	171	131	21	6	329
	6-8	65	53	16	1	135
Total		426	289	66	13	794

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.867 ^a	9	.003
Likelihood Ratio	25.728	9	.002
N of Valid Cases	794		

∴ p value=0.003 and level of significance $\alpha=0.05$, i.e., p value < 0.05

∴ Null hypothesis H₀₄ may be rejected at 5 % level of significance and conclude that there is significant association between time spent on online lectures by students and time spent on their self-study during lockdown.

Conclusions

1. 92.8 % students agreed to follow strictly the Safety guidelines of Covid Protocol while only 1.3% students don't follow it. 5.9 % students follow it at some what level.
2. Maximum students (74.7%) students were agreed to say that Public Carelessness is most responsible for lock down due to covid -19 pandemic.
3. More than 88 % students spent 0 – 4 hours' time per day on social media and more than 11 % students spent more than 4 hours' time on social media.
4. More than 66 % students use social media as stress reliever during lockdown.
5. During lockdown due to pandemic 34.8% students spent less than half hour, 32.6% half an hour to one hour, 18.3% one hour to one and half hours, 9.1% one and half hour to two hours and remaining 5.3% students spent more than two hours on their fitness.
6. There is no significant association between location of students and behaviour of students following safety guidelines of Covid -19.
7. There is significant association between stream of students and feeling aggressiveness in behaviour during lockdown.
8. There is significant association between stress of students and change in their weight during lockdown.
9. That there is significant association between time spent on online lectures by students and time spent on their fitness during lockdown.
10. There is significant association between time spent on online lectures by students and time spent on their self-study during lockdown.

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9. A Study on the Workings of Crypto Currency

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Absrtact

Cryptocurrency has become one of the biggest asset classes in the recent years. Many investors have waited with bated breath to invest in crypto market due to its popularization while a large number of investors find it difficult to understand the process, risk factor and even the concept of digital currency and follow the traditional ways of investment.

The paper explains the concept and types of various cryptocurrencies and its functioning in regular trading. The paper also focuses on the regulations and legislations towards crypto currencies in India and how it influences the various laws in India to manage it and also discussed various technologies related to crypto market.

Key Words - Crypto currency, bitcoin, block chain, miners, mining, public ledger, peer to peer networking, cryptography

Introduction

Cryptocurrency is such a head-scratching concept, isn't it? Many people have difficulty in understanding the technology that powers crypto currency, let alone how it works as an investment. Over the past decades, the worth of crypto currency has sky rocked beyond many investors' expectations.

A crypto currency is a digital currency designed to work as a medium of exchange through a computer network that is not reliant on any central authority, such as a government or a bank, to uphold or maintain it. Bitcoin is a digital currency that generates through Bitcoin mining just like natural resources. They are finite in numbers and we mine them, Bitcoins are also finite in numbers and we mine them.

Crypto currencies run on a distributed public ledger called block chain, which holds a record of all the transactions of the holder. Crypto currency can be converted through an exchange or a broker. One can convert digital currency into cash just by selling it as the general