

**Social Distancing Covid 19: Use of ICT in Education  
Concerning, Ahmedabad and Chennai City**

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**Abstract:**

*The outbreak of COVID 19 around the whole world have to pause the lives and societies across the globe are in fear. Hon'ble Prime Minister Narendra Modi has declared 21 days total lockdown and executed section 144, where the emergency services and other daily essentials were made available in the market. To mitigate this disease social distancing is a must, hence this decision was taken. The purpose to write this research paper is to know that during lockdown where schools, colleges, universities, and institutes are closed how teachers and students are making use of ICT to enhance and enrich their knowledge. This study focus on Ahmedabad and Chennai. The Methodology used is Exploratory and Descriptive Study.*

**Keys words:** COVID 19, Ahmedabad, Chennai, Lockdown, ICT, etc.,

**Introduction:**

India is under lockdown since March 25 to tackle the spread of coronavirus pandemic, which has killed more than 800 people in India, infected more than 23,000. The Government of India under Prime Minister Narendra Modi ordered a nationwide lockdown for 21 days, limiting movement of the entire 1.3 billion population of India as a preventive measure against the 2020 coronavirus pandemic in India. It was ordered after a 14-hour voluntary public curfew on 22 March, followed by enforcement of a series of regulations in the country's COVID-19 affected regions. The lockdown was placed when the number of confirmed positive coronavirus cases in India was approximately 500.

Observers stated that the lockdown has slowed the growth rate of the pandemic by 6th April to a rate of doubling every six days, from a rate of doubling every three days earlier. As the end of the lockdown, period approached, state governments and other advisory committees recommended extending the lockdown. The governments of Odisha and Punjab extended the state lockdowns to 1 May. Maharashtra, Karnataka, West Bengal, and Telangana followed suit.

On 14 April, PM Modi extended the nationwide lockdown until 3 May, with a conditional relaxation after 20 April for the regions where the spread has been contained. But observed that Tamilnadu 9674 and Gujarat 9591 are the state's worst hit by the coronavirus outbreak in the country. While Chennai has 6971 active cases among 11224 positive tested cases and Ahmedabad City alone has 6910 cases.

**Objective:**

- 1.) To explore the benefits of ICT among the Students during the lockdown.
- 2.) To analyze the capacities and capabilities of faculties in making use of ICT during the lockdown
- 3.) To determine the consequences and applications of ICT

**Literature Review:**

According to Beas Dev Ralhan, CEO and Co-Founder of Next Education stated that through next learning platform, the mission would enable schools to take a step forward at the right time in the right direction so that their academic operations are not hampered amid the COVID-19 outbreak. Our 'school-in-a-box' platform allows schools to provide a virtual school through various tools like NextERP, NextLMS, live lectures, online classes, and more."

HRD Ministry has provided 10 online learning websites and resources for study during COVID 19 Lockdown. They are Swayam online course, UG/PG/MOOCs,e-PG Pathshala, e-content courseware in UG subjects, Swayamprabha, CEC-UGC youtube channel, National Digital Library, Shodhganga,e-Shoda Sindhu, Vidwan.

The Ganpat University of Ahmedabad has continued its teaching as per scheduled through Online Mode Only. This University has also made compulsory for all the students to attend the classes and the student's attendance is also recorded.

Gujarat University professors are making use of ZOOM technology for online teaching.

B.K.School of Professional and Management which is affiliated with the Gujarat University, here MBA students had appeared for online interviews with an asset management company which is appreciated by the parent's community.

Dr.Alkesh Patel and Dr.Nitesh Solanki have started the GUETA YouTube channel for B.A/B.Com Students of Gujarat University and affiliated Colleges to provide lectures on Core and Elective Subjects of English and Commercial Communication.

Sports and Media Department of Gujarat Technical University has started online Fitness Classes, where information and guidance related to health can be availed from home. In the fitness classes' people from across 9 countries have joined and from India people from 15 states have joined. It has got a wonderful response.

University of Madras Vice-Chancellor P. Duraisawmy has instructed all the professors of affiliated colleges to productively utilize the lockdown period in uploading all the study material and complete the semester's syllabus online so that the students would be in a position to take up their end semester exams after returning to college from the lockdown.

Top educational institutions like IIT D, Delhi University, JNU, Jamia Milla Islamia, Netaji Subhas University of Technology, have shifted to teaching-learning procedure online, The study material is made available on weekly basis on the University's website by the respective teachers of all the departments/colleges/centers.

Top business schools like Indian Institute of Management Indore, Indian Institute of Management Ahmedabad, Indian Institute of Management Lucknow, Xavier School of

Management and more have postponed their convocation ceremonies to avoid large gatherings to avoid Social gatherings

Aligarh Muslim University has released an advisory for its students and staff members asking them to cancel avoidable travel outside Aligarh and avoid organizing or attending gatherings of more than 100 people for conferences, functions, workshops, seminars, etc. till April 15<sup>th</sup>.

Tamil Nadu Universities like Alagappa University, Karaikudi, Anna University, Chennai, Barathidasan University, Trichy, Barathidasan University, Coimbatore, Madurai Kamaraj University, Manonmaniam Sundaranar University, Tirunelveli, Mother Teresa University, Kodaikanal, Periyar University, Salem, Tiruvallur University, Vellore have started using ICT mode of Teaching

IIT MADRAS incubated its startup, they have announced of offering online skilling classes to their students due to lockdown. More than 100 technologists from top companies have volunteered to conduct 30 days free webinars on IT related skills presently in demand in the IT sector. They have online mentors who will be available to support students to practice concepts through Code kata, GUVI's online coding platform

IIT Madras declared Alagappa University as a single point of contact for NPTEL local chapter's e-learning classes which consist of the NME-ICT Program under the Initiative of the MHRD-NME-ICT.

Annamalai University Vice-Chancellor Professor V.Murugesan has directed all the faculties to engage students by providing them lecture materials and to educate them e-resources available on National Digital Library, NPTEL, AND MOOCs. He also directed the faculty members to get connected through social media and engage them in academic activities and maintain social distancing as advised by the government.

Pondicherry University community college principal Dr.G.Chandrasekaran advised their students to take precautionary measures to combat COVID 19. With effect to social distancing students were informed to clear their doubts through phone or skype call or message during working hours. Instructions were given to the faculties to conduct formative and summative assignment and model test and question banks which can be sent through mail or whatsapp group and advised the teachers to deliver short lectures by the way of short videos.

Sastra University announced its online classroom through Google classroom and the B.Tech students were advised to use the TCS-ION platform. Faculties were advised to handle lectures into small modules that are easily accessible by every student. Students were advised to productively use their internet bandwidth and maximize this opportunity availed during COVID 19 period. It is strictly advised that students are not to travel to their friend's homes and to maintain social distancing.

### **Social Distancing:**

According to the Centers for Disease Control and Prevention Social distancing is also called "physical distancing," which means keeping space between yourself and other people outside of your home. To practice social or physical distancing:

- Stay at least 6 feet (2 meters) from other people
- Do not gather in groups
- Stay out of crowded places and avoid mass gatherings

According to the World Economic Forum Social, distancing is a tool public health officials recommend to slow the spread of a disease that is being passed from person to person. Simply put, it means that people stay far enough away from each other so that the coronavirus – or any pathogen – cannot spread from one person to another.

According to MDH guidance for social distancing in school is to increase the physical space between members of the school community to reduce unintended exposures. However,

within the more limited set of a school classroom, more flexible arrangements are allowed. Small, closed classroom groups that serve a consistent group of students and teacher(s) offer the opportunity to more closely control the environment through monitoring of symptoms and adherence to ill-student policies. For example, it is easier to enforce processes that do not allow students into the classroom if they become ill. Additionally, classroom teachers can build routines for students to wash hands upon entering and leaving the classroom, and create regular cleaning practices for desks, equipment, writing utensils, and other classroom materials. In these situations, social distancing guidance will support a 3-foot radius around each student, resulting in a 6-foot total distance between any two students.

Weeks after officials first detected the novel coronavirus in the U.S., many colleges and universities nationwide announced, in astoundingly rapid succession, that they would ditch face-to-face classes in favor of online instruction. Some institutions ordered students to stay home after spring break, while others, such as Harvard University, told on-campus residents to vacate their dormitories.

### **Research Methodology:**

**Research Design:** Descriptive and Exploratory research were done with the help of a structured questionnaire.

### **Data Collection Sources:**

- 1) **Secondary Data Collection Sources:** Secondary data was collected from the Internet, Periodicals, Journals, Magazines, Newspaper
- 2) **Primary Data Collection Sources:** Structured and organized questionnaire

### **Data Collection Tool:**

Structured Questionnaire

### **Sample Planning:**

**Sample Method:** Non-Random Sampling

**Sample Unit:** Chennai and Ahmedabad City

**Sample Size:** Teachers from various Institutions/Universities/Colleges and Students who are pursuing higher education in various streams of Universities/Colleges/Institution.

### **Limitations:**

They are listed below:

- The geographical scope is limited to Chennai and Ahmedabad City
- The conclusions derived are based on the basis of the answers provided by the respondents through the Questionnaire.
- Time constrain.

### **Data Analysis and Interpretation:**

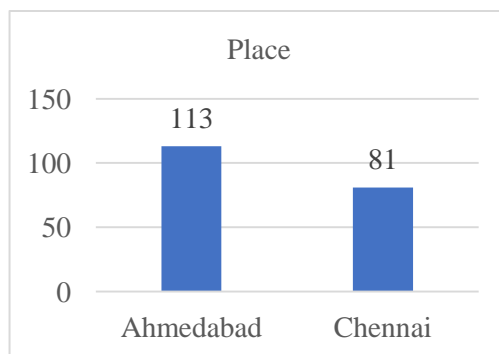


Figure 1. Place of Respondent

**Interpretation:** From the above graph it can be interpreted that 113 respondents are from Ahmedabad and 81 respondents are from Chennai.

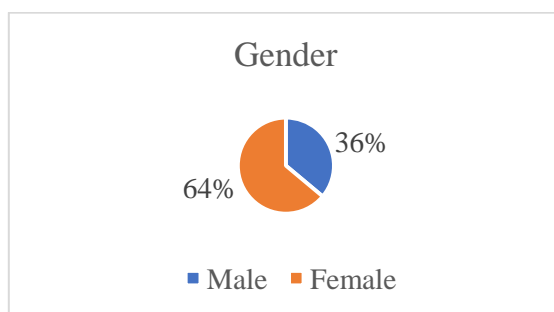


Figure 2 . Gender

**Interpretation:** From the above graph it can be interpreted that 64% of respondents are female and 36% of respondents are male.

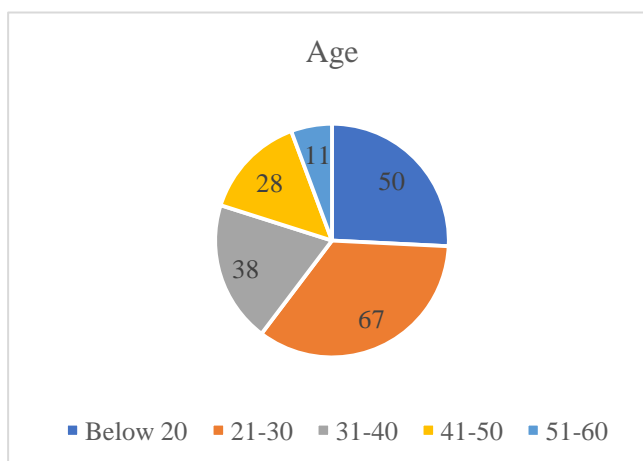
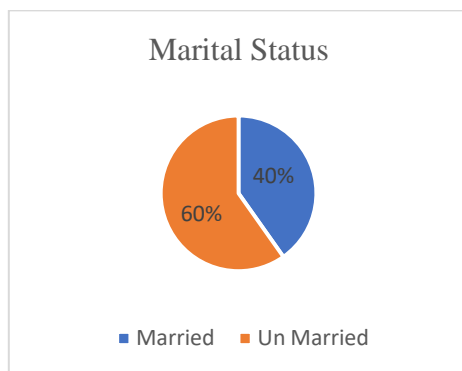


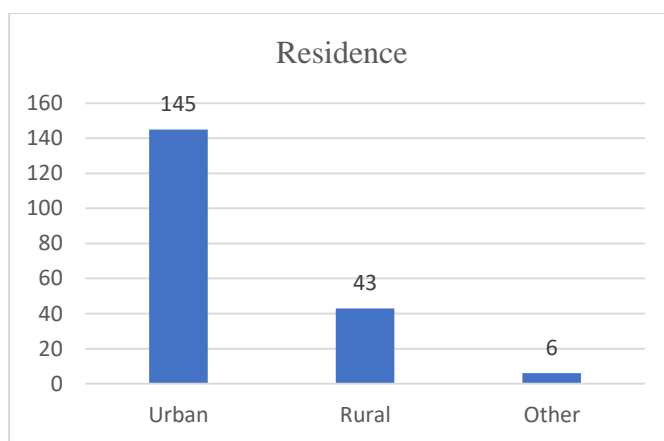
Figure 3. Age

**Interpretation:** From the above graph it can be interpreted that 67 respondents are between 21-30, 50 respondents are below 20, 38 respondents are between 31-40, 28 respondents are between 41-50 and 11 respondents are between 51-60 age group.



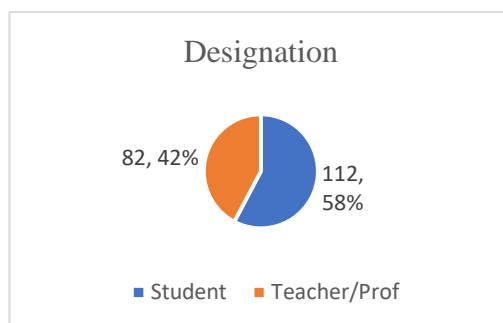
**Figure 4. Marital Status**

**Interpretation:** From the above graph it can be interpreted that 60% of respondents are unmarried and 40% are married.



**Figure 5. Residence**

**Interpretation:** From the above graph, it can be interpreted that 145 respondent is lives in the Urban region, 43 respondent lives in a rural region, and 6 lives in other places.



**Figure 6 . Designation**

**Interpretation:** From the above graph it can be interpreted that 42% are Teachers/Professors and 58% are Students.

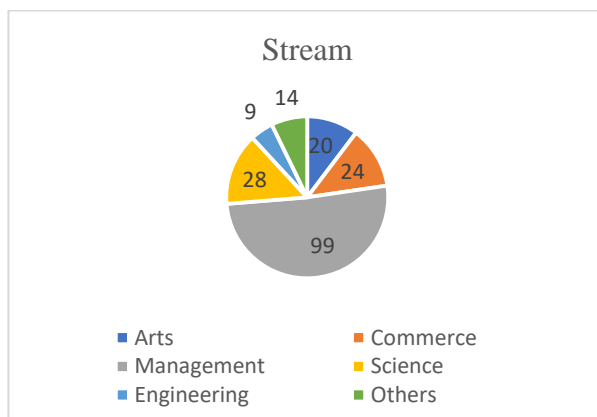


Figure 7 . Stream

**Interpretation:** From the above graph it can be interpreted that maximum number of respondents are from Management stream (99), Science (28), Commerce(24), Arts(20), Others(14),Engineering(9)

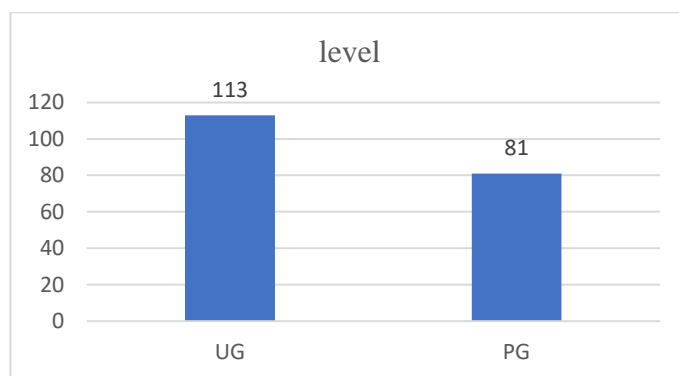


Figure 8 . UG and PG Level

**Interpretation:**

From the above graph it can be interpreted that 113 respondents represent UG Level and 81 respondents represent PG level.

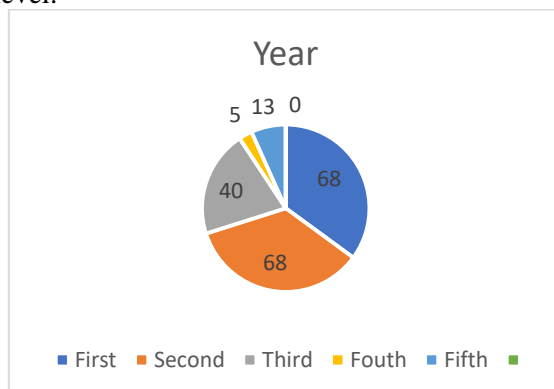


Figure 9 . Year

**Interpretation:** From the above graph it can be interpreted that maximum respondents belong to the first and second years.

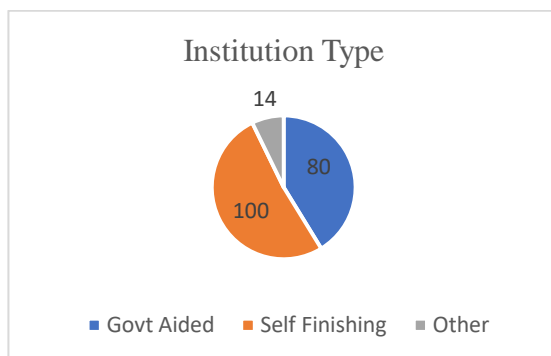


Figure 10 . Institution Type

**Interpretation:** 100 Respondents are from Self-finishing Institute, 80 respondents are from Government Aided institute, 14 respondents belong to other institutes.

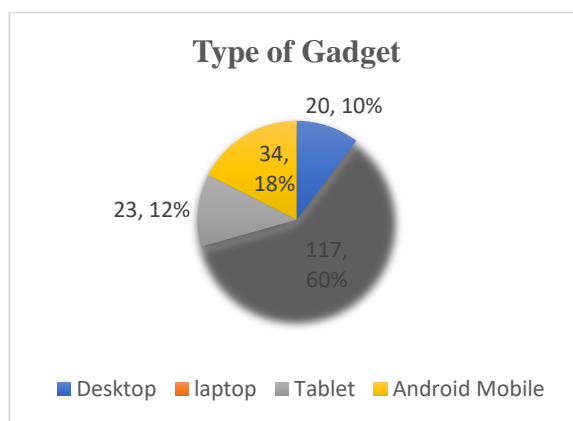


Figure 11 . Type of Gadget

**Interpretation:**

Among the survey respondents 60% of the respondents used their Laptops for online teaching and learning and 12% of them used their Android Mobile, 12% of them used their tablets and 10% of them used their desktops. So the study clearly states more than 50% of them used their laptops for their teaching and learning.

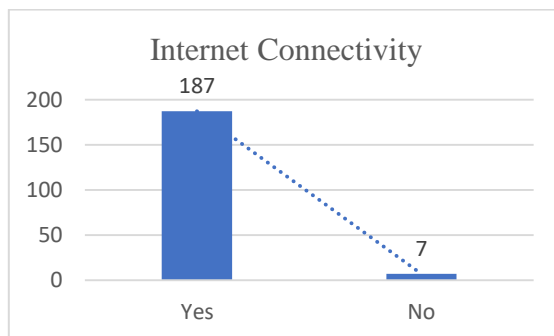


Figure 12 . Internet Connectivity



**Interpretation:** Out of 194 respondents 187 stated that they had internet connectivity that is 96% and only 7 of the respondents declared that they did not receive any internet connectivity.

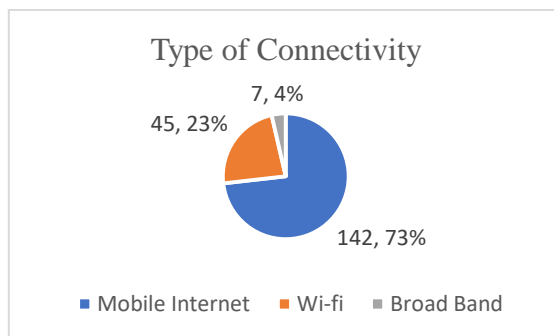


Figure 13 . Type of Connectivity

**Interpretation:** 73% of the respondents used their mobile internet remaining 23% utilized their wi-fi and 3% of them used their broadband

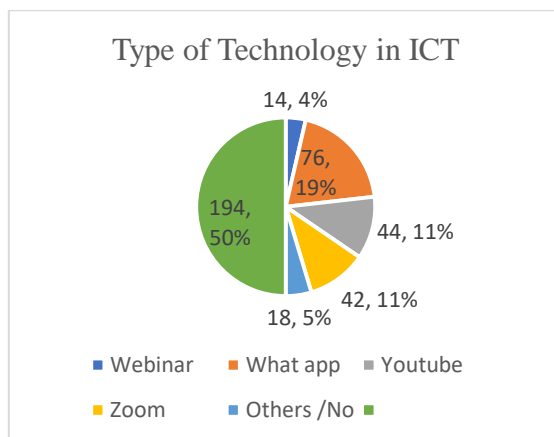


Figure 14. Type of Technology in ICT.

**Interpretation:**

7.2% used webinar, 39% were comfortable in using WhatsApp, 27% used you-tube, 22% used to zoom and 9% stated they used other modes of online teaching and learning.

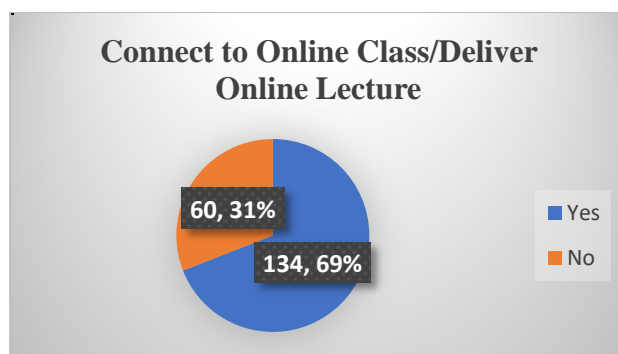


Figure 15. Connect to Online Class/Deliver Online Lecture

**Interpretation:** 69% of the respondents were connected with online teaching and learning remaining 31% stated that they weren't connected with online teaching and learning.

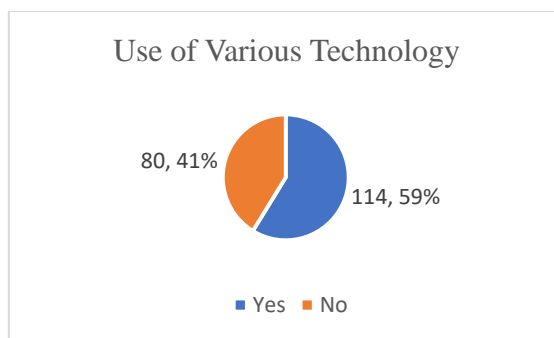


Figure 16. Use of Various Technology

**Interpretation:** 59% of the respondents were using various techniques for their teaching and learning remaining 39% stated that they weren't using various techniques for their teaching and learning.

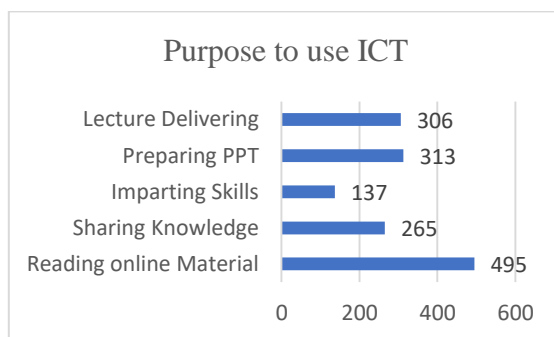


Figure 17. Purpose to Use ICT

**Interpretation:** From the above graph it can be interpreted that mostly the use of ICT is in Reading Online Material.

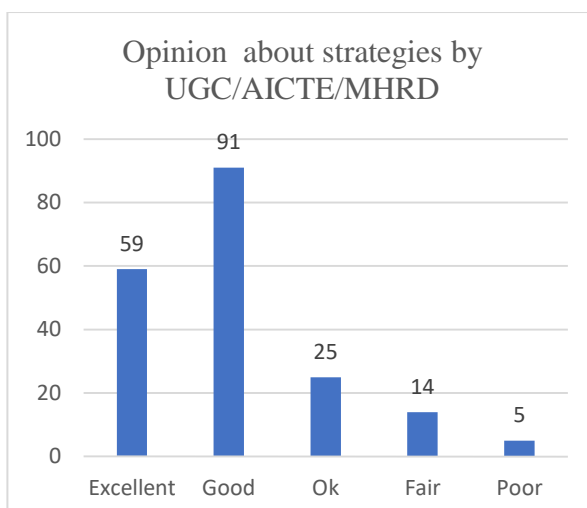
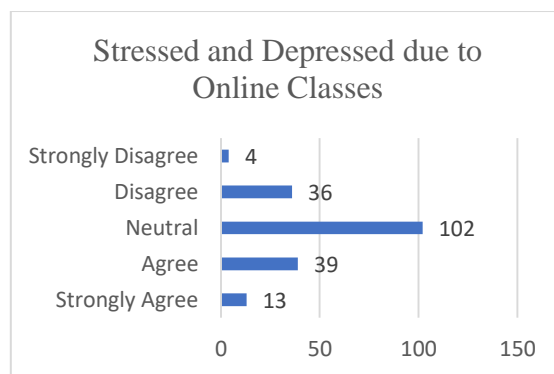


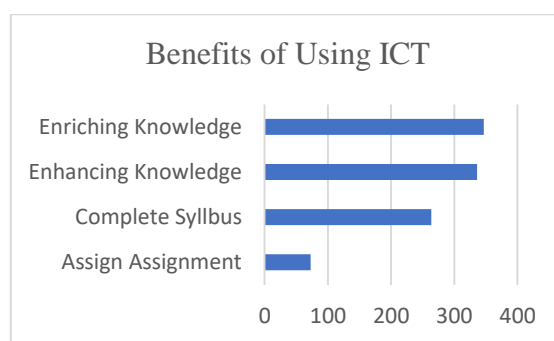
Figure 18. Opinion about strategies by UGC/AICTE/MHRD

**Interpretation:** 50% of the respondents appreciate the opinion developed by UGC/AICTE/MHRD as good and 30% declares the initiative as excellent.



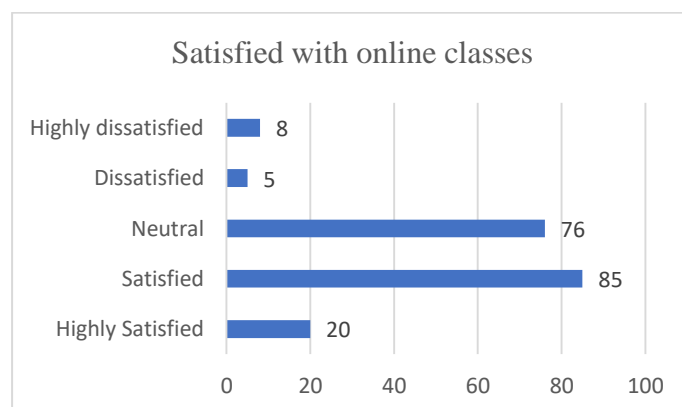
**Figure 19. Stressed and Depressed due to Online Classes**

**Interpretation:** From this graph, it is observed that student's 13 out of 194 respondents 7% stated that the online classes created stress and depression and 39 out of 194 that is 20% of the respondents agreed with the statement but 102 out of 194 that is 53 % of them were neutral with their perception



**Figure 20. Benefits of Using ICT**

**Interpretation:** From the graph it can be interpreted that maximum respondents use ICT for Enriching knowledge.



**Figure 21. Satisfied with online classes**

**Interpretation:** 47% of the respondents are satisfied with the online classes with 10% states they are highly satisfied.

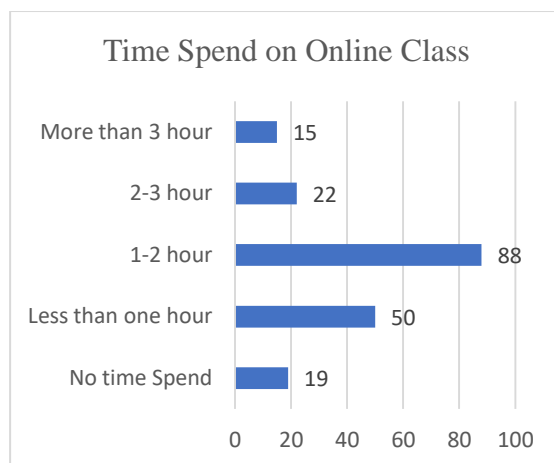


Figure 22. Time Spend on Online Class

**Interpretation:** The Study explores the time spent on online classes 88 students spend about 1 to 2 hours that is 45% and the least is 15 students out of 194 that is 8% of them have spent more than 3 hours of online learning.

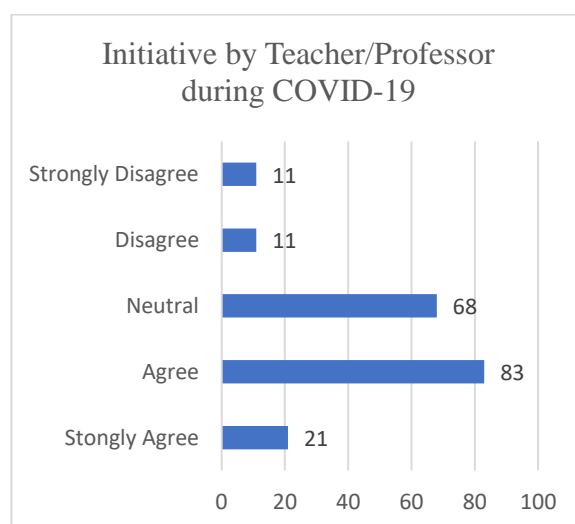


Figure 23. Initiate by Teacher/Professor during COVID-19

**Interpretation:** This initiative of online classes during the lockdown period is the need of the hour. 43% of the students agree with this initiative taken by the faculties.

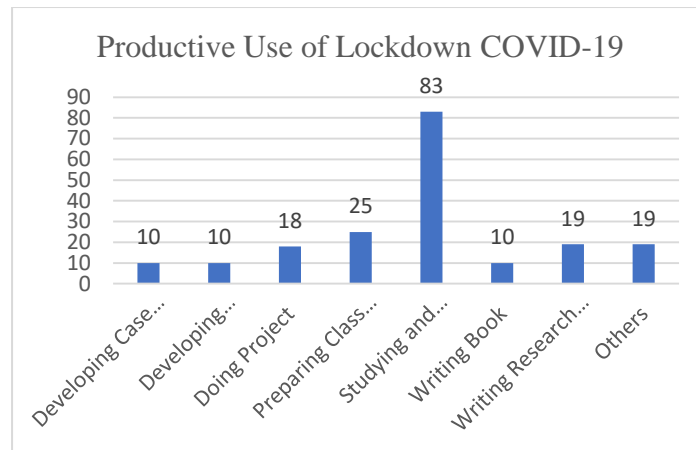


Figure 24. Productive Use of Lockdown COVID-19

**Interpretation:** This graph explores 43% of faculties and student's productive use during lockdown was in Studying and teaching in online. The next highest 13% percentage of states preparing class notes

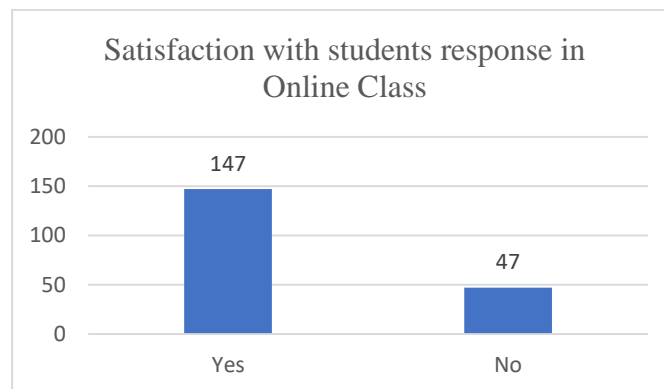


Figure 25. Satisfaction with students response in Online Class

**Interpretation:** It is observed from the above graph states that out of 194 respondents, 147 respondents that is 76% stated that the online class was satisfactory and the remaining 47 respondents it is 24% stated that they are not satisfied.

H1 : There is a significant relationship between stressed/depressed due to Online Class

H0: There is no significant relationship between stressed/depressed due to Online Class

Particulars	O	E	(O-E)	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
Strongly Agree	13	38.8	-25.8	665.64	17.16
Agree	39	38.8	0.2	0.04	0.00
Neutral	102	38.8	63.2	3994.24	102.94
Disagree	36	38.8	-2.8	7.84	0.20
Strongly Disagree	4	38.8	-34.8	1211.04	31.21
	194	194			151.52
<b>x<sup>2</sup>=151.52</b>					
95% confidence interval and level of significance 5%= 0.05					
X <sup>2</sup> calculated >X <sup>2</sup> tabulated					

151.52 > 12.592

**Interpretation:**

Therefore we are rejecting the null hypothesis which means that the respondent is stressed and depressed due to online classes.

H0: There is no significant relationship among Productive Use of Lockdown COVID-19

H1: There is a significant relationship among Productive Use of Lockdown COVID-19

Particular	O	E	O-E	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
Developing a Case study	10	24.25	-14.25	203.06	8.37
Developing You-tube Videos	10	24.25	-14.25	203.06	8.37
Doing Project	18	24.25	-6.25	39.06	1.61
Preparing Class Notes	25	24.25	0.75	0.56	0.02
Studying and Teaching Online	83	24.25	58.75	3451.56	142.33
Writing Book	10	24.25	-14.25	203.06	8.37
Writing Research Papers	19	24.25	-5.25	27.56	1.14
Others	19	24.25	-5.25	27.56	1.14
	194	194			171.36

**X<sup>2</sup>=171.36**

95% confidence interval and level of significance 5% = 0.05

X<sup>2</sup> calculated > X<sup>2</sup> tabulated

171.36 > 14.067

Degree of freedom = 8-1 = 7

**Interpretation:** We are rejecting null hypothesis which means that the respondent makes productive use of the Lockdown COVID-19

**Conclusion:**

Till date there is no promising clinical treatment. Poor screening and contact with infected persons are the leading cause of virus spread. Human coronavirus can remain infectious on inanimate surfaces for up to 9 days. Social distancing is a measure being taken to restrict people gathering to stop the spread of COVID 19. Ongoing computing and communication revolution has numerous economic and social impact on modern society, a high level of ICT skills are vital in the technology-based and knowledge-intensive economy. This article analyzes the application of ICT. IT is capable of providing ways to meet the demand of COVID 19. The findings of the studies state that about 113 respondents were from Ahmedabad and 81 respondent was from Chennai out of the 67 respondents are between 21-30 age category among that 145 respondent lived in the Urban region, 43 respondent lives in a rural region and 6 lives in other places.

99 students were from Management stream, 28 from Science, 24 from Commerce, 20 from Arts, 4 from others, 9 students from Engineering. 113 respondents represented UG Level and 81 respondents represented PG level.

60% of the respondents used their Laptop for online teaching and learning and 12% of them used their Android Mobile. 12% of them used their tablets and 10% of them used their desktops. So the study clearly states more than 50% of them used their laptops for their teaching and learning.

Out of 194 respondents 187 stated that they had internet connectivity that is 96% and only 7 of the respondents declared that they did not receive any internet connectivity. 73% of the respondents used

their mobile internet remaining 23% utilized their wi-fi and 3% of them used their broadband. 69% of the respondents were connected with online teaching and learning the remaining 31% stated that they weren't connected with online teaching and learning. 7.2% used webinars, 39% were comfortable in using WhatsApp, 27% used youtube, 22% used zoom and 9% stated they used other modes of online teaching and learning. 73% of the respondents used their mobile internet remaining 23% utilized their wi-fi and 3% of them used their broadband.

This research explored the benefits of ICT by the Students during the lockdown. 50% of the respondents appreciate the opinion developed by UGC/AICTE/MHRD as good and 30% declares the initiative as excellent.

13 out of 194 respondents that is 7% stated that the online classes created stress and depression during the lockdown period and stated as it is the need of the hour. 43% of the students agree with this initiative taken by the faculties. 194 respondents, 147 respondents that are 76% stated that the online class was satisfactory and the remaining 47 respondents it is 24% stated that they are not satisfied. The research determined the consequences and applications of ICT by the findings which states that there is a significant relationship between stressed/depressed due to Online Class, and There exists significant relationship among Productive Use of Lockdown COVID-19.

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