



# Concussion of Pandemic on Communication Skills of Engineering Students

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**Abstract:** Education is one of the fastest-growing economic and social sectors in the world, and the use of new technologies is an integral and driving component of the growth. Online teaching refers to learning and other supportive resources that are available through a computer. The world is fighting COVID 19, and economies around the world have declared a blockade. Academic institutions had to be temporarily closed owing to a government order, which affected their academic performance. Thus, they needed to find new alternatives to academic education, and the virtual class was the way to go. There are myriad of technical applications are available for educators in academic sector. The purpose of this study is to analyze the impact of e-learning on the communication skills of engineering students and reasons why virtual classes are intolerable. The study based on online survey to collect the data and test the research hypotheses. The conclusion of this study is that students still prefer conventional teaching methodology.

**Key words:** Education, Online teaching, communication skills.

## I. INTRODUCTION

Communication skills are a common aspect of an engineer's career in industry; yet, given the challenges faced in industry, several graduates have noted that communication skills education has to be enhanced. Engineering graduates must possess an ever-growing set of abilities to be relevant in the new millennium's global environment. Traditionally, engineering education has been content-driven, hands-on, design oriented and concentrated on the development of critical thinking and problem-solving abilities. Online teaching pedagogy is not a new term in general, the Covid 19 created an unprecedented and global demand to investigate online teaching/learning options across the educational spectrum.

"E-learning is an open system. With the power of internet, the teaching and learning transaction is exposed to unfathomable amounts of information. This exposure is a tremendously powerful attraction to teachers and learners; however its engagement may not always be effective nor efficient. Openness offers conservative forces and narrow views unfettered access to differing perspectives and ideas." (D. Randy Garrison, Terry Anderson)

## II. EFFECTIVE COMMUNICATION

Effective communication is an important element of success for every organization, leader, manager, supervisor and employee. Good communication skills are prerequisite for advancement in most fields and are key to exercising influence both within and beyond the work group. Good communication skills also give people an edge in getting the jobs they want and help them move the ladder to better-paid positions. This is because so little of modern office work involves solitary, repetitive tasks, and so much of it involves collaboration between coworkers and team members. Communication skills are essential in this contemporary working environment and employers insist on it. Communication skills cannot help you get the job you want, they can help you be more successful in the job you have. Communication skills are an essential element of leadership. Scholars have known for a long time that effective leaders are all clear and consistent in their communications-a quality that inspires confidence in others.

E-learning is a main object of teaching and learning process during pandemic. In this methodology students can study at the place of their own choice and without face-to-face contact with a teacher. Technology is a critical element of this learning and teaching process.

More than 1.5 billion pupils, or 63 million, were afflicted by the COVID19 epidemic. Teachers and a large number of education support personnel work in the education sector. Blockades, quarantines, and colleges closures have occurred all throughout the world. Corona As a result of the pandemic, all schools and colleges in the country has had to adjust to online learning. Using programmes like Zoom, Google Meet, Cisco Webex Meetings, TeamsApp, and others. Although classes and tests are held online, assignments are distributed by email, WhatsApp, and other media. This necessitates the use of a Smartphone or laptop as well as a stable internet connection. For greater student-teacher interaction, all Indian cities, towns, and cities must be digitally connected.

Though the emergence of covid-19 has had a number of harmful effects on schooling, Indian education institutions have acknowledged the challenges and are doing their best to provide smooth support services to students during the pandemic. The Indian education system now has the possibility to evolve from a traditional structure into a new era. The following are of the positive effects that can be evaluated. Pandemic has hastened the deployment of digital technology for education delivery.

Institutions of higher learning have shifted to mixed learning approach. It urged all instructors and students to learn more about technology. New methods of delivery and assessment of learning have created enormous opportunity for fundamental changes in curriculum creation and pedagogy. It also allows big groups of students to participate at the same time. A new possibility exists for collaborative teaching and learning to take on new forms. Faculty/teachers from all around the world can collaborate to benefit from one other. The epidemic has resulted in a significant increase in the use of teleconferencing, virtual meetings, webinars, and e-conferencing. People were compelled to learn and use digital technology as a result of the epidemic, resulting in an increase in digital literacy. Learning materials are easily shared among students, and related questions are answered via e-mail, SMS, phone calls, and various social media platforms such as WhatsApp or Face book. Educators and students are able to interact with people from all around the world. Learners suited to a global environment. Improved time management, online education allows students to manage their time more effectively during pandemics. During the epidemic, most students chose ODL mode because it supports self-learning and allows them to learn from a variety of resources while also tailoring their learning to their specific requirements. The outbreak of COVID-19 has wreaked havoc on the education system. It has had numerous negative effects on education, some of which are listed below:

Educational activity has been hampered: classes have been halted and exams at various levels have been postponed. Annual examinations and entrance tests have already been postponed by various boards. The admissions procedure took longer than expected. Pupils lost approximately three months of the whole academic year of 2020-21 due to the continuation of lockdown, thus deteriorating the situation of educational continuity and making it impossible for students to resume schoolwork after such a long break. COVID-19 has had a significant impact on employment, as most recruitment has been postponed. Companies delaying the on boarding of students may also have an impact on student placement. Because of the epidemic, the unemployment rate is projected to rise. Because of the current circumstances, there is no recruitment in the government sector in India, and young graduates fear losing employment offers in the private sector. People struggle for food rather than education when unemployment rises. Not all teachers/students are adept at it, and not all of them were prepared for the abrupt shift from face-to-face to online learning. Most lecturers deliver lectures via video platforms such as Zoom, Google Meet, and others, which may not constitute true online learning in the absence of a specific online learning platform. Reduced global employment opportunities- Due to COVID-19 restrictions, some people may lose their jobs in other countries, and graduates may be unable to find work outside of India. Many Indians may have returned home after losing work abroad as a result of COVID-19. As many students have limited or no internet access and many students may not be able to afford computer, laptop or supporting mobile phones in their homes, online teaching-learning may create a digital divide among students. The lockdown has hit the poor students very hard in India as most of them are unable to explore online learning according to various reports. Thus the online teaching-learning method during pandemic COVID-19 may enhance the gap between rich/poor and urban/rural.

### III.NEGATIVE IMPACT

The intricacy of online learning's practical application is one of its negative effects. These consequences include the fact that technology is not always efficient, that it is more difficult for students to absorb concepts being taught, that online learning can lead to social isolation, and that students may not develop necessary communication skills. Lack of human communication experienced in online school can cause increases in stress and anxiety. Additionally, online learning can cause necessary communicational skills to not be developed by students.

“Virtual learning is significantly different from face-to-face classes for number of reasons. Firstly, students can attend lessons when they want for the most part, rather than when lessons are timetabled. Secondly, it no longer matters where the students are since they can log on from any location in the world. Online learning may have these advantages, but some of the benefits of real learning environments are less easy to replicate electronically. These include the physical reality of having teachers and students around you when you are learning so that you can see their expressions and get messages from their gestures, tone of voice etc. many learners will prefer the presence of real people to the sight of the screrren with or without pictures and video.”(Harmer)

The biggest negative impact of online learning is fatigue. By utilizing technical modes of education every day it automatically leads to situation when user of e-learning feels exhaustion and lose interest. As the virus continues to spread, it has compounded the problem by creating a very isolated learning environment. With all of these factors in play, the COVID-19 generation of students may be doomed to fall farther behind in learning international, interpersonal, and nonverbal communication skills, which are critical for interconnecting and forming connections throughout our lives. If this student group does not learn this skill set during COVID-19, there are serious personal and societal consequences. Building community, collaboration, understanding, trust, and involvement all require good communication skills. Learners, who lack interpersonal or multicultural communication skills, as well as an understanding of nonverbal indicators, will likely have an uphill struggle in forming personal connections and finding work. Recent societal turmoil, as well as movements like Black Lives Matter and Me Too, emphasizes the need for even more enhanced intercultural skills that emphasize diversity, equity, and inclusion ideals.

One of the best ways to be intercultural competent is to feel a feeling of community and involvement, as this is how society best understands and embraces others. Many people take things for granted, such as recognizing and appropriately responding to specific signs and social conventions, and this can lead to stunted interpersonal and nonverbal abilities. Employers will want to fill their teams with well-rounded workers and leaders, thus demand for social skills such as communication will increase in the coming years. With the continual decline in communication skills of all kinds, students may not have the skills they need to get the jobs they want and advance in their careers. Employers will specifically seek for

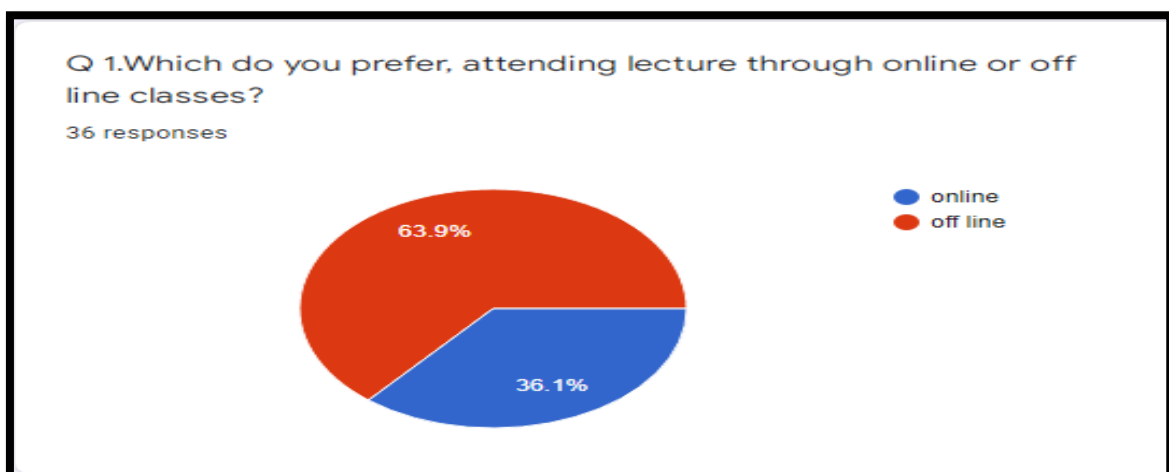
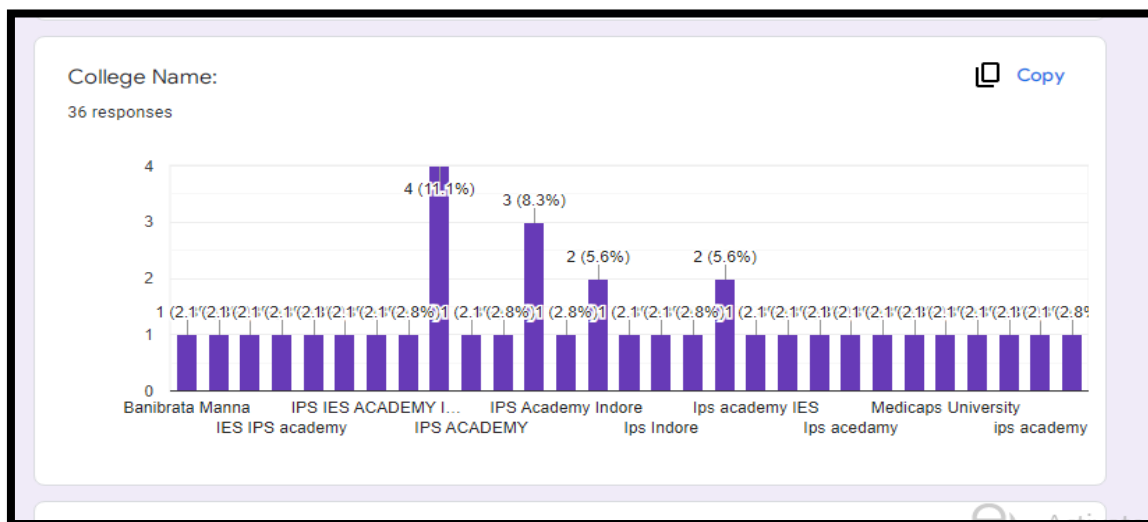
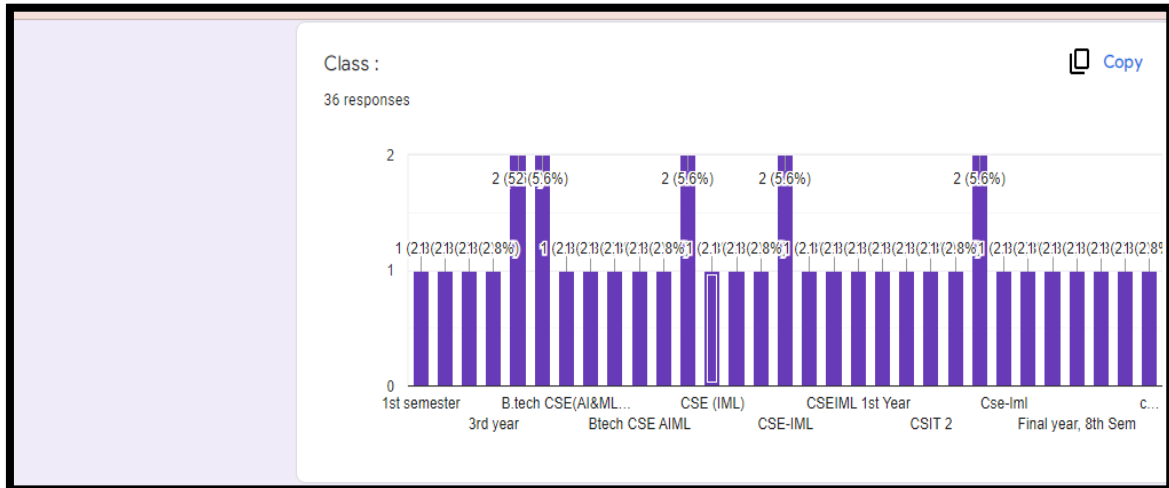
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people with these abilities after COVID-19, and if they are unable to locate them, it may affect employee retention and economic recovery. Being intercultural and interpersonally communication competent is a societal as well as an individual necessity, and as educators, we should be addressing it generally.

### IV.RESULTS AND ANALYSIS

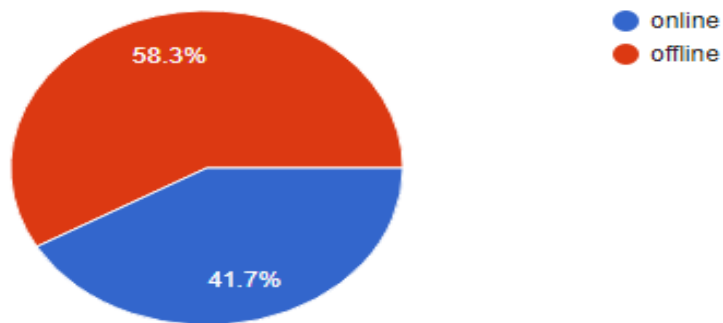
This section covers the results of the data analysis from the online survey titled that was issued to students from various colleges. Pie charts will be used to display the data. This section will also go over the analyzed data and whether it agrees with our research questions or not.

### V.FINDINGS OF SURVEY



Q2. which class do you prefer online or offline classes

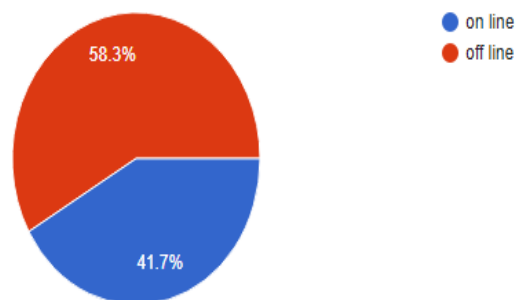
36 responses



Q3. Which type of class desire to participate more?

36 responses

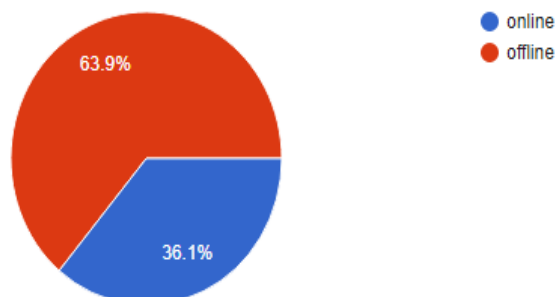
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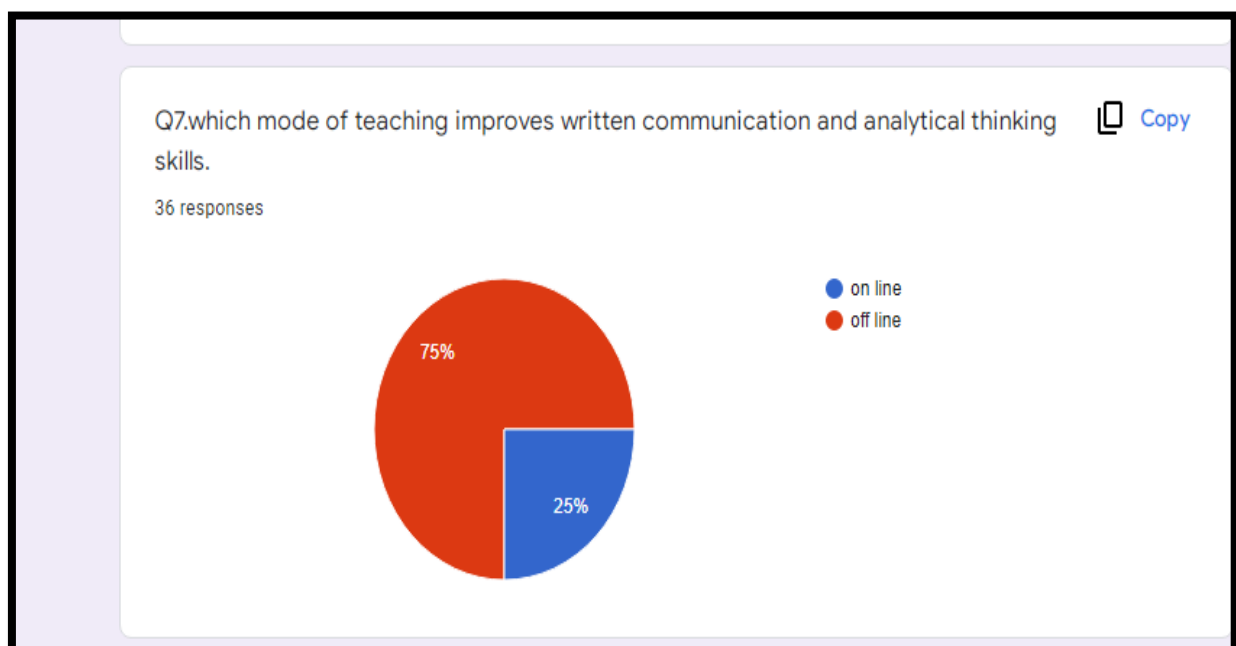
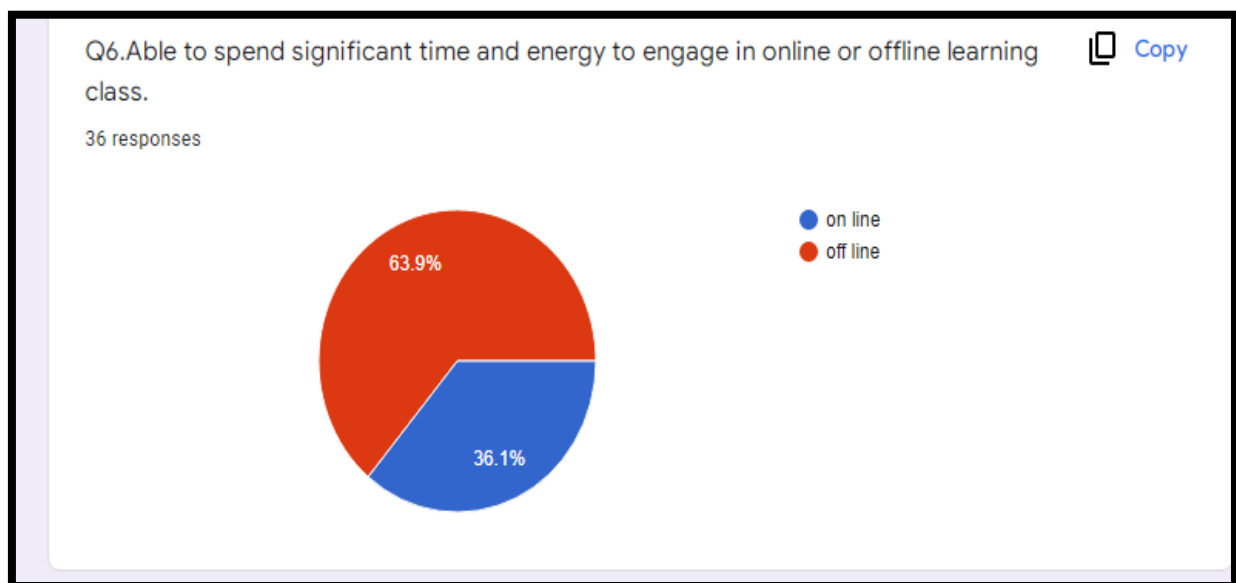
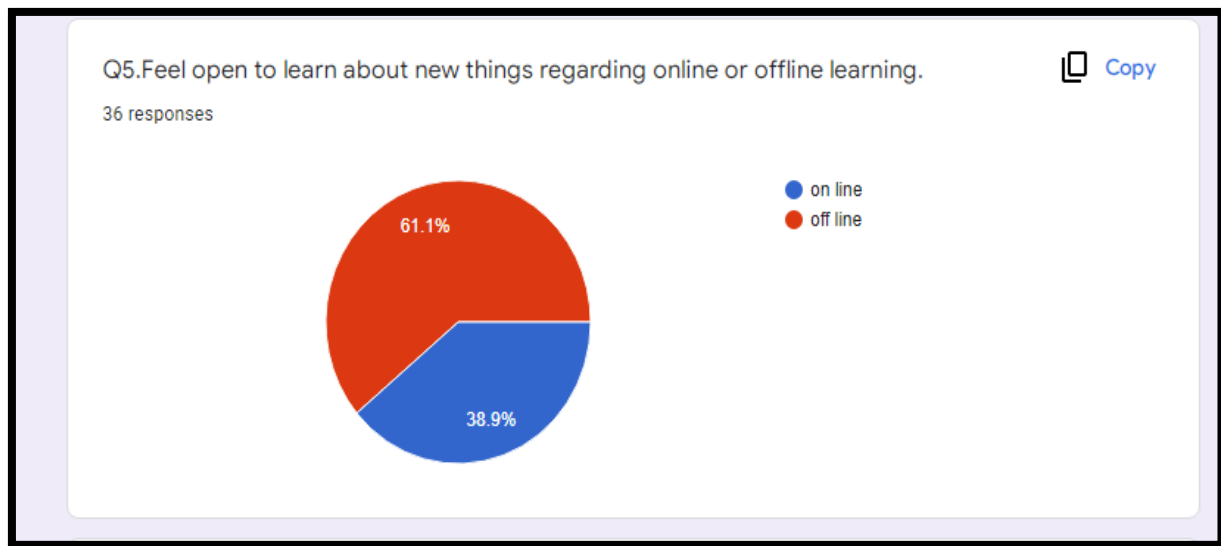


Q4. Get more confidence while using online or offline learning system

36 responses

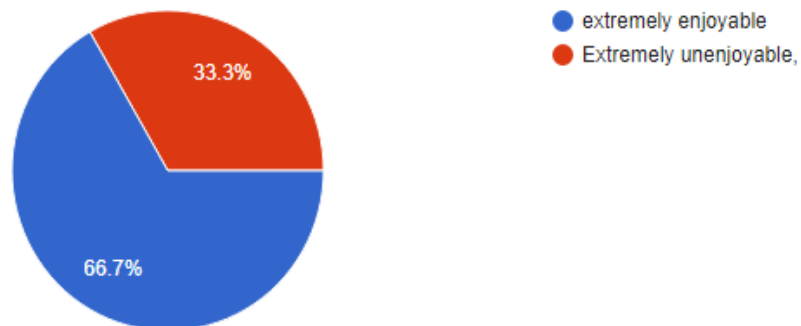
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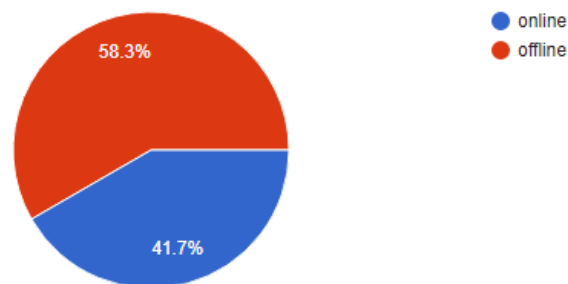
Q8.Acceptance of online classes in the activities like presentation skills, group discussion, mock interviews:

36 responses



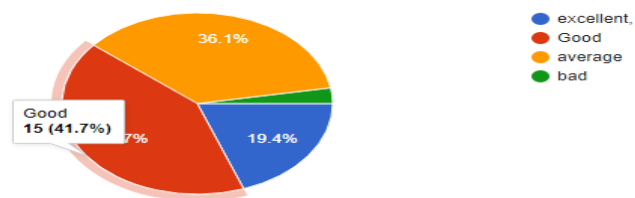
Q9.Provides an opportunities to ask questions during which classes?

36 responses



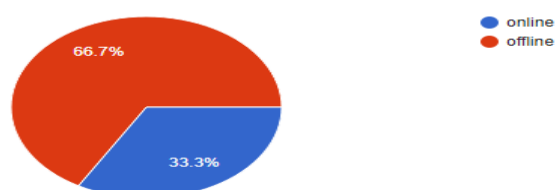
Q10.How is your experience of online classes during the pandemic?

36 responses



Q.11 Which is more effective for placement activities?

36 responses



### VI.CONCLUSION

To summarize, the study aimed to explore whether learning communication through online is dissatisfactory for engineering students. The data was collected by using an online survey which was distributed to a random sample of 36 students in various colleges of engineering students. The information received from the students all agree with the questions of the study. The majority still prefer classroom classes over online classes due to the many problems they face when taking online classes, some of which include: their lack of motivation and understanding of the material, the decrease in communication levels among the students.

### VII.RECOMMENDATIONS

It's critical in Web-based learning to create chances for students and instructors to engage and communicate. Effective students should also take use of message boards, which may provide opportunity for deeper dialogue and insightful inquiries with fellow students and professors. Questioning is a method of delving deeper into a subject, and delving deeper makes the subject more understandable. It is also remonded felicitators to keep in touch with their students via online office hours and to reach out to each student in their class personally if their performance suddenly drops. Faculty and students should communicate in a more casual manner, such as through WhatsApp groups, Messenger chats, private video call sessions, and so on. Instructors should provide incentives to motivate students to participate and study more. At the end of the day, every student wants to get good scores, and without the drive to do so, it is difficult to do so. This can be accomplished by awarding extra marks for short quizzes.

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