# FEMALE STUDENTS AND CAMPUS LIFE DURING COVID-19: A CASE STUDY OF QUAID-I-AZAM UNIVERSITY ISLAMABAD



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DEPARTMENT OF SOCIOLOGY

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**"Thesis submitted to the Department of Sociology, Quaid-i-Azam University, Islamabad, for the partial fulfillment of the degree of Master of Science in Sociology".**

**By**

**MARYAM**

DEPARTMENT OF SOCIOLOGY

QUAID-I-AZAM UNIVERSITY ISLAMABAD

2021

# DEDICATED TO
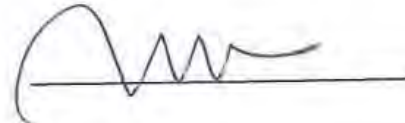
## My Family Specially My MOTHER

# Quaid-i-Azam University, Islamabad
## (Department of Sociology)

**FINAL APPROVAL OF THESIS**

This is to certify that we have read the thesis submitted by Ms. Maryam, it is our judgment that this thesis is of sufficient standard to warrant its acceptance by the Quaid-i-Azam University, Islamabad for the award of the Degree of "M.Sc in Sociology ".

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**Maryam**

**Abstract**

*The key purpose of this research work is to examine students' experiences during the Covid 19 closure of campuses. The main objective of this study is to study the experiences of female students during the closure of campuses. The researcher has applied the Quantitative method and had used close-ended questionnaire to collect the data. A sample of 100 respondents was taken for the data collection The data was analyzed through SPSS (statistical package for social sciences.) Univariate analysis has been done. Data has been presented in the frequency distribution. As far as the results of this researcher work is concerned that the studies of students have been severely affected due to the outbreak of the Covid-19 pandemic. It further demonstrated that students could not take complete benefits of their studies during the degree period, they lost to enjoy academic interaction and class atmosphere, they could not participate in highly productive academic seminars within the peripheries of university campus. These results explicitly demonstrated that students particularly girls' studies have been severely affected due to the outbreak Covid-19 pandemic. Moreover, the study revealed that their studies were life on campus was effected regulatory.*

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**Chapter No. 1**

**INTRODUCTION**

This study examines the effects of Covid 19 on education and female students' campus life that how students miss their classroom environment and academic interactions like teacher's lectures, presentations, assignments fellows so on during Covid 19 lockdown, and how to students confronted academic hiccups including challenges and issues during online classes. This research work presents that how students have been gone through multiple academic issues during the pandemic and more importantly this research study discusses the girls' education issues. It has been observed that girls are widely considered the major victims who failed to achieve the required facilities to opt for online education due to various reasons where socio-economic issues are flying at their peak. This whole situation is solely responsible which left an unfavorable impact and consequences on students' studies and mental health as well.

Coronavirus Disease 2019 (COVID-19) is an infectious respiratory disease that affects millions of people worldwide. Furthermore, this disease badly effects on basic needs of human life such as economical, educational, and social issues. Furthermore, the outbreak of the COVID-19 pandemic came into being on 13th December 2019 in Wuhan China. Later, this deadly virus spread to the rest of the world immediately and left the life of people at stake in all dimensions. This virus did not only disturb all domains of life but also left the worst consequences on education globally. The global educational systems have been impacted by the shutdown of educational institutions as a preventive step against the spread of COVID-19. While many educational institutions throughout the globe have begun to move learning to an online format, numerous elements are thought to influence the quality of remote or online learning, instructor performance, and students' knowledge and abilities. In this context, students badly suffered in sustaining their education, lack of availability to access online education and more importantly, psychological issues have also emerged with them. Moreover, the episodes of lockdown and smart lockdown further intensified the problems for students in maintaining their education circle.

According to a study that more than 91% of the world's student population suffered due to lockdown (Pragholapati and Andria 2020).

There is no denial of fact that girls' education has been suffered comparatively higher than boys in our region. Some highly considerable factors are root causes. First, our cultural setup is responsible for creating problems for girls' education. Our cultural setup is conservative, and it does not allow girls to go to other cities to pursue and continue their online education except resuming universities. Secondly, due to lack of economic resources, students particularly girls were not able to go with internet expensive packages. And thirdly, psychological problems also appeared due to long stays within the peripheries of the home. This entire situation is responsible that left serious consequences on girls' education.

The existing literature on this study completely focus on coronavirus that badly effected on academic purpose, University students especially females have shown how these students faced critical situation these experiencing heightened anxiety, nightmares, fear, stress and depression among own selves,  through the survey explore the ratio of dream content among students during that pandemic, Under the emotional themes of anxiety, academic stress, and heightened negative emotions experienced during the university closure, the ratio of female students was higher than male students, and female students also reported more nightmares and aggressive behavior as a result of social distancing (Kilius at el. 2021).

Pandemics have occurred at various times throughout history. Pandemics are illnesses that kill millions of people and have a significant damaging effect on society's psychological health. It also disturbed the educational process of the students (Akat and Karatas 2020).

It is widely accepted that education is considered the backbone and survival line of any economic growth. In developing countries education is a powerful tool for improving the economy. It also serves as a check on the Higher Education Commission's moderating role, as well as the

availability of internet connectivity in bringing education to remote regions. This study used in-depth analytical methodologies and theorized that the corona virus has harmed rural students' education and that higher education in rural regions is incompatible with their needs. The final educational evaluation technique, which was supposed to help HEC cope with the crisis, totally failed. It is necessary to replace the method and means of giving education to students in rural areas. Radio, in my opinion, is the most effective and accessible means of giving instruction. Students should be given books or tangible copies of books. Students should be provided a schedule of when and where they will be given lectures, as well as literature. In terms of finances, HEC should include books and physical copies in the prices it charges. In this time Pakistan confronts the web of educational problems because of that Pakistan is one of the developing countries fight with that Covid 19, especially in rural areas due to that 70 % people's lives there many of student dropped education due to lack of faculties unable to attend classes (Zahra et al. 2020).

In the framework of Pakistan society impacts of the Covid 19 pandemic influenced the students' education and their life pattern through the overall population of the survey females had greater influenced as compared to males, majority of the population faced mental health problems, financial crisis, and behavioral changes (Tilawat et al. 2020).

While examining the experiences of students during closure the campuses and formal education shifted toward informal (online education system) social distancing and self-isolated much affected the female students as compared to male students they were showed negative emotions and there were more optimistic towards pandemic and serious regarding their academic goal. Social distancing efforts to restrict the spread of COVID-19 have had a significant impact on university life. The coronavirus outbreak may have a long-term impact on the mental health of undergraduate students who are forced to deal with distant options and forego campus life. The closing of universities and the transfer to online

learning had a significant impact on students, according to the study. They also felt unpleasant emotions throughout the lockdown, including concern and anger. Female respondents were more likely than male students who were more hopeful about the epidemic to experience significant negative emotions including dread, panic, and despair, according to a T-test. Even though it was permitted throughout the 42-day quarantine. Students did not have to go outside every day for exercise (Karasmanaki and Tsantopoulos 2020).

According to Ali and Ullah. (2021) study, Pakistan's state universities were unprepared to teach and learn remotely or online. Academics had been perplexed by the university closure because of the lockdown because of a lack effective guidelines, capacity building, and sufficient training. Those who lived in remote areas had real problems with internet connectivity, and many did not have access to computers. Many others refused to cooperate and cooperate, and in many situations, half of the class was absent, and those who were present were unmotivated. Trying to manage demand for online teaching, online monitoring, and domestic responsibilities has a disproportionate effect on women academics' flexibility in research and scientific output. During the lockdown, personal research was the most neglected and neglected area for participants from all four universities. During the lockdown, all participants complained of extra responsibilities; however, those with young children were the most affected. The availability of entire housekeeping staff assisted in the completion of domestic duties such as washing and cleaning.

In the context of Pakistan society, we can claim that being a part of the education system, we have been suffered a lot while pursuing education during Covid 19 pandemic. Felling high burden of study, face many of problems as socio-economically, remained fearful regarding their educational purpose and career when Covid 19 comes, expectations and hopes of students lost and also performance in academic were decreased while as being a female student faced greater socio-economically barriers

as compared to boys with lesser right, face gender inequality and when we see especially those female students belonging from rural regions the scenario gets worsen and also as time passed many of students accepted new pattern of life and fill the study gap through online learning satisfy with their distant education.

## 1.1 Statement of the Problem

Identifying the issue of students and campus life during Covid 19 is a topic of interest being a student of sociology and education. Many studies have been carried out on this current scenario of Covid19 how to affect the socio-economically and education sector. Scamming literature from the past first wave of Covid 19 researcher concluded that in the educational sector students face heterogeneously barriers especially female students economically, socially, culturally, and psychologically challenges faced. There are many studies conducted on this at a global level because that it is spread around the world, but many issues face third world countries. In the context of Pakistan society, many studies highlighted the female students facing barriers but still, such issues had absent and unaddressed like views of female students regarding campus life how to miss and affected. It has been observed female students faced many barriers as compared to male students because of that these were faced with cultural barriers and families give them lesser attention due to economic crisis but despite this majority of girls satisfies with their distant education. This study points out the impact of Covid19 on students and campus life in the lockdown and stay-home-based learning.

## 1.2 Hypothesis

- The study analyzed the Impacts of Covid 19 lockdown on female students' campus life at the Quaid i Azam University Islamabad

## 1.3 Null Hypothesis

- There is no relationship between Covid 19 lockdown and female students' campus life at Quaid i Azam University Islamabad

## 1.4 Alternative Hypothesis

- There is a relationship between Covid 19 Lockdown and female students' campus life at Quaid i Azam University Islamabad

## 1.5 Objectives of the study

- To examine the experiences of female students during the closure of campuses.
- To investigate the effects of Covid 19 on female students' campus life.

## 1.6 Significance of Research

The significance of this research in a sense this is a current scenario of the world and new topic for the researcher that it would help to understand the effects of Covid 19 lockdown on the educational sector especially female students' campus life how to missed their social interaction at the campus such as hostel, canteen, classroom friends so on and also faced barriers in distant education and this study is the fruit full in future because this empirical study would help to overcome the effects of this pandemic on the educational sector and also this study shows how to socio-economic background make the resistance in the female students. Through this study find out the solution of students in distant education due to closure of educational sectors and try to overcome the problems of students.

## 1.7 Organization of the study

This study is divided into five chapters. The first chapter examines the overall introduction of the topic in a complete length. It further elaborates

the statement of the problem, objectives, hypothesis, and significance of the study.

The second chapter deals with the review of the relevant literature, major gap, assumptions, and theoretical framework.

The third chapter deals with the overall methodology of the study. This chapter includes the research design, universe of the study, population, sampling techniques, sample size, a tool for data collection, and method of data analysis.

The fourth chapter is the overall results and discussion of the collected data from respondents.

 The fifth chapter is about the conclusion and recommendation. In the end, the references have been included from where the literature has been taken.

**Chapter No. 2**

**REVIEW OF THE LITERATURE**

This chapter described a review of existing literature on the topic under research. The researcher divided this chapter into two parts. part one is the background of the literature review, part two is the theoretical framework, research gap in Pakistan, and major assumptions.

**2.1 Background of the study**

COVID -19 is pneumonia that arose on December 31, 2019, in Wuhan China, and then swept the world. A new coronavirus, now known as SARS-CoV-2, caused a series of acute atypical respiratory disorders in Wuhan, Hubei Province, China, in December 2019. This virus caused the illness COVID-19. The virus is spreadable from person to person and has caused a worldwide pandemic. The number of deaths continues to rise, causing numerous governments to implement social isolation and lockdown restrictions. The lack of focused therapy continues to be a challenge. Covid19 pandemic impacted daily life as well as students' life. Due to the continuing spread of the pandemic, held strict isolation, delayed starting schools, colleges, universities, throughout the country are expected to affect the mental health of students. They had a psychological impact on the epidemic on the public patients, medical staff, children, and other adults, Covid 19 impact on more than 91% of the world's student population national closure (Pragholapati, Andria. 2020).

According to the world health organization (WHO) in 2020, the emergence of a pandemic caused stress to various levels of society. On March 19, students traveled to home due to the spread of COVID-19 in all public places due to the reason all public places and academic institutions were closed (Kalvapalle 2020 as cited in Kilius et al. 2021).

COVID-19 has been assigned to the novel coronavirus by another WHO research. The letters "Co" stand for "corona," "vi" for "virus," "d" for "disease," and "19" for the year the outbreak was first reported (31 December 2019). Corona viruses are a vast family of viruses found in many animal species, including mammals, camels, bats, and cats. They can

cause everything from a cold to SARS. They are the ones who cause the problems. Humans can become infected with animal coronaviruses, which can subsequently spread another coronavirus. This was the situation with the coronaviruses that caused SARS and MER. The Chinese virus may potentially play a role in this scenario. Humans are infected by coronaviruses, which cause mild but frequently deadly respiratory diseases (Thuburan 2020 as cited in Rehman et al. 2020).

According to (Kaur 2020 as cited in Adnan et al. 2020) that, it was not the first time that formal education activities had to be halted. Not only did the SARS coronavirus (SARS CoV) have a detrimental effect on traditional education in a significant number of countries around the world, but the H1N1 flu outbreak also had a bad effect on education in 2009. Similarly, Academic experts were persuaded by Covid-19 to reconsider the traditional approach to face-to-face learning, and they began to consider distance learning as a viable option for filling the classroom void for three to four months, reducing the risk of infection for students before returning to their regular activities.

The COVID-19 pandemic is a political, economic, cultural, religious, and educational concern, as well as a global health one. On the surface and far deeper, we can observe fractures everywhere. A breakdown in the learning systems of over one billion students throughout the world is one of the more severe problems. According to UNESCO, the COVID-19 pandemic has effected negatively on educational institutions throughout the world, affecting 1.6 billion students across 190 countries on six continents. 94 percent of the country's student population, as well as up to 99 percent of underprivileged and low-medium-income nations, have been affected by school closures (Rahman at el. 2021).

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) claims, the pandemic became a hindrance to education. More than one billion students in 129 countries around the world have almost had their education interrupted. Many universities throughout the world

are using emergency remote learning (ERT) through an online platform, which has caused anxiety among students (Sundarasen et al. 2020).

Thus. That crisis period online learning is the best opportunity due to maintaining their study, educational institutions provided to students' high quality of online education with an expensive affair but that is a golden opportunity for digital learning in the worst period hence it is right for fill the education gap (Murphy 2020 as cited in Kedraka and Kaltsidis 2020).

In the research, U.S graduated students regarding the coronavirus pandemic shared their personal experiences, He said the due to the sudden closure of educational institutions and formal educational system forwarded towards an online system, accepted new reality and life changed completely, further he said pandemic highly impacted on physical behavior like as social gathering, academic style, learned new ways of working interaction so on (Brown and Kafka 2020 as cited in Bolumole 2020).

A study reported the ratio of students who have not attended the school, almost 264 million children and adolescents were out of this school, but now this pandemic made the worst situation for the students (UNESCO 2017 as cited in Mishra et al. 2020).

Despite the pandemic's negative effects, we may use technology and the online education framework to help invigorate our educational system. There is still a simple solution to overcome this suffering in Pakistan by developing online education. Online education is cost-effective, innovative, and clever for Pakistan's troubled education sector. In Pakistan, online education has a lot of potentials, and Covid-19 has given us a huge opportunity. The technology transforms a smartphone or tablet into a classroom, offering students and teachers to observe and communicate with one another in a fully interactive online learning environment (Baker 2020 as cited in Rehman et al. 2020).

Students' lives have been affected in various ways because of the COVID-19 pandemic, based not just only on their academic level and field of study but also on where they are in their programs. Transitioning from one phase of education to another, such as from school to higher education or from university education to job, is extremely problematic. They will be unable to finish their school curriculum and examinations in the usual manner, and in many circumstances, they will be torn away from their social group practically immediately. Students who begin university later this year are less willing to take advantage of offers to reschedule year-end school exams (such as the International Baccalaureate) for a later session (Daniel 2020).

Pakistan has emerged from the worst day of the coronavirus pandemic. Schools have a great opportunity to transform over a new beginning and move forward towards a brighter future. Thinking outside the boundaries and introducing innovative, new, and beneficial practices across the board will be required. Online education, in especially, has been a major feature of the pandemic (Rehman et al. 2020).

COVID-19 has had a significant effect on education, instructors, and educational institutions worldwide. The pandemic led schools, colleges, and institutions all across the world to close their doors in order to prevent social exclusion among students. Despite the fact that online learning is encouraged in some places, such as Pakistan, school closures due to the COVID-19 emergency occurred at a vital moment for assessments, and essential educational activities were cancelled. During this COVID-19 emergency, Institutional internal evaluations are given less relevance. Resulting in cancellations. It's also important to note that students who are given predicted grades after not receiving actual grades have an impact on the workforce (Burgesses and Sievertsen as cited in Mumtaz et al. 2021).

(Alruwais N et al. as cited in Mumtaz et al. 2021) Many universities are using online assessments in place of traditional exams, however, they may be subject to ethical concerns as well as assessment problems. In this

study, it was found that, in addition to the advantages of the online assessment. It also has disadvantages, such as a lack of technological infrastructure, particularly in underdeveloped countries; students' unfamiliarity with equipment, programming, and the evaluation system; scoring concerns; and challenges evaluating collaborative work.

Rahiem (2020) saying that due to coronavirus closure of all institution that reason student returns their home and continue their study with Emergency remote learning (ECT) with the help of information and communication technology (ICT) this study examines the barriers in technology during student faced online classes poor connection of internet, expensive internet packages load shading issue so on, especially those students who belonged to rural areas faced many of troubles but also for students do not have any other alternative for continue and maintain their study, that is the new experience for students as well as teachers. The method of research used in this study was a qualitative phenomenological one. Eighty university students from a public institution in Jakarta, Indonesia participated in the study. A two-week daily journal, reflective essays from students, and an online focus group discussion are also used to collect data. Device difficulties, internet connectivity, technology prices, and a lack of technological skills were all highlighted as technical hurdles and challenges in adopting ICT in the research. Students also faced issues such as incompatible devices, communicating devices with other friends and family, an unstable internet connection, limited or unavailable internet access, data costs, purchasing new devices, new programmers or apps, inexperience with Information and communication technology, a lack of ICT skills, and insufficient learning platforms. The outcomes of this study can aid students in having a better learning experience and having access to resources during these trying times. COVID-19 is a relatively recent occurrence, and this research provides both practical and theoretical options to help enhance Study contributions to the existing in the future. In policy responses to COVID-19 vulnerability, the consequences of digital

inequality should be a focus. Is the problem going to be solved by technology? Are there any fewer technological models in use that are better suited to areas where the internet connection isn't reliable? Such events and circumstances frequently demonstrate how ill-equipped our educational institutions are to deal with a crisis. Technology barriers and the difficulties that students and instructors face while adopting ICT.

The focus of the research is to identify the factors that are connected to greater incidence of the psychological burden of diseases among a sample of undergraduate college students in Northern New Jersey, the region of the United States that has been affected the worst by the COVID-19 pandemic. Techniques of study is A cross-sectional survey was completed by college students (N= 162) participating in an introductory core curriculum course. The survey gathered data on demographics, education, and employment. Suddenly in the short period students living standard had dramatically changed, asked to them leave campuses, adjust to new living circumstances, and adapt to the online learning platform, the switched to online learning were not originally designed particularly in courses that's why increased stress among students. Due to over Borden of academic and life difficulties made the cause of higher mental health distress. Students have a basic comprehension of COVID-19 transmission and symptoms, according to the findings. Students are more inclined to use and trust official sources, and they have changed their behavioral responses to public health recommendations (e.g., greater handwashing, wearing ma masks). Students, on the other hand, reported a deluge of academic and day-to-day difficulties, as well as major mental health issues. Students other than freshmen and those who spend more than one hour per day looking for information were more likely to report higher levels of anxiety, whereas high levels of depression were associated with trouble focusing on academic work and job losses. A mental health problem may have a significant impact on a student's academic progress as well as their lack of social interactions, which can have a negative effect on the future

professional and personal opportunities. Students' defensive actions, as well as complete direction, were required in that worst-case scenario. Females were more likely to experience higher levels of stress, be unable to focus on academic work, and have difficulty obtaining prescriptions and cleaning materials (Kecojevic et al. 2020).

Due to the closure of the educational institutions the pandemic has a highly negative effect on, students' academic outcomes and daily routines, like learning loss in math and reading (Kuhfeld et al. 2020 as cited in Aucejo et al. 2020).

Lectures and other activities are being moved online because of the COVID-19 epidemic, but not all students have access to these resources. Economic considerations can also be a source of anxiety for students. During the pandemic, some of the challenges that students experienced gained the attention of the government and society, which attempted to anticipate them. such as the enforcement of regulations health requirements; government assistance for internet access so that students may learn from home; and the supply of optimal nutrient intake for immunity. From the preceding description, it can be determined that both male and female students are extremely anxious about COVID-19, with no statistically significant difference between their anxiety level. The method of study is, Students from four Pakistani higher education institutions participated in this web-based cross-sectional survey. The Online questionnaires were used to disseminate an online survey that measured anxiety (GAD-7), depression (PHQ-9), sources of distress (14 questions), and coping techniques (Brief-COPE). According to the findings, COVID-19 causes great anxiety in both male and female students, with no significant differences in their anxiety levels. Unexpected events, activity restrictions, and other things that might threaten the suit's safety are all issues that both boys and girls faced. Additionally, both male and female students are equally affected by the curriculum and academic obligations, as well as emotional stress. The outcomes of this study will help researchers figure

out how COVID-19 affects gender-based anxiety. These findings may also assist the last relevant in assisting students in Indonesia who are suffering from high levels of anxiety in seeking extra counselling or treatment, as well as serving as a resource for locating appropriate therapy and assessing individual coping strategies to reduce anxiety during the COVID-19 pandemic (Thahir et al. 2021).

The findings also show that During the crisis, students with certain socio-demographic characteristics (male, part-time, first-level, applied sciences, lower living standards, from Africa or Asia) were significantly less satisfied with their academic work/life, whereas female, full-time, first-level students and students with economic issues were generally more influenced by the pandemic in terms of their psychological life and personal circumstances. Several significant factors affect students' satisfaction with their university's function. Several significant factors effect students' satisfaction with their university's function. These findings might assist policymakers and higher education institutions all around the world establish policy recommendations and strategies to help students deal with current and future pandemics (Aristovnik et al. 2020).

Oyediarn et al. (2020) study on pandemic which refers that, Corona viruses has exposed new weaknesses in the world's educational institutions. As we confront uncertain futures, it is apparent that society requires adaptable and robust educational systems. This study used a meta-analysis technique and reviewed relevant literature to capture the essence of lifelong learning in these extraordinary times. According to the findings, institutions throughout the world are increasingly turning to online learning, often known as E-Learning. Apart from resources, findings show that in ICT integrated learning, staff preparation, confidence, student accessibility, and motivation are all significant factors. According to this exploratory study, staff employees should use technology and technological devices to enhance learning, especially during these unique times. The findings also show that online and remote learning will be

critical in times of lockdowns and social isolation caused by the COVID-19 outbreak. It's also a good starting point for additional research. The teaching and learning development systems in Sub-Saharan Africa are in disorder. The high rate of illiteracy and the lack of adequate infrastructure impede educational progress. The latest coronavirus outbreak (COVID-19) has exacerbated the crisis, wreaking havoc on all socioeconomic sectors, including Nigeria's educational system. The large number of female students were raped, during the lockdown resulting in unintended pregnancies and deaths. For example, a female undergraduate student at the Federal College of Animal and Production Technology's Laboratory Technology Department at Moor Plantation, Ibadan, Oyo State, was tortured and killed. The lockdown highlighted the country's weak health infrastructure, indicate economic downturn, and exacerbated unemployment and insecurity. Banditry, abduction, robbery, and terrorist attack Boko Haram-Haram are all on the rise. According to the National Center for Disease Control, the number of persons infected climbed from 407 to 48,569 between February and September 20, 2020, with 1,098 fatalities. As a result of the epidemic, all schools from primary to higher levels have been shuttered, leaving pupils stranded at home. According to a report by the Education in Emergency Working Group, the shutdown of schools affects around 46 million Nigerian children. Because it accounts for 25% of Nigeria's overall population, it is quite significant. From a worldwide viewpoint, the COVID-19 epidemic has had the most devastating effect on education, affecting students and instructors from pre-primary to university levels.

Because of the COVID-19 pandemic, universities all around the world have been decided to shut their campuses permanently and switch their educational operations to online platforms. Because universities were unprepared for such a transformation, their online teaching-learning processes shifted over time, researcher interviewed undergraduate students during the current pandemic at an Indian institution about their

thoughts on many elements of online education. There were 358 students who answered. Students favored physical classrooms (65.9%) and MOOCs (39.9%) to online education. Students, on the other hand, believe that professors' online teaching skills have improved since the pandemic (68.1%), and that online education is now beneficial (77.9 percent). On the other hand, students say that online education is challenging and has bad consequences for their social lives. Online education has risen in importance as a result of the pandemic, and the skills we acquire now will be valuable in the future (Chakraborty et al. 2020).

For a long time, online education learning system has been on the borders. It needs to be well-known after the COVID-19 far reaching. In the midst of the COVID-19 flay, we conducted a ponder to memorize around the suppositions of undergrad understudies at a college in India on many components of online instruction. We found that, within the current climate, understudies consider online instruction to be a commonsense elective. Be that because it may, we acknowledge that there's room for alter. This study tells that on E learning has effected largely and it discussed in depth. To search the difficulties, both high value- and short-period solutions must be taken out. Closure of universities influence students' education as well as mental and physical health. It is most hard to do escape routine examinations as well as to keep continue assessments and check and balance of examinations. The negative results come slowly or gradually the negative outcomes, actions must be taken to reduce and sought out those problems. The undergraduates who will pass out from universities in that short time but the pandemic will affect their time of degree. This time is totally badly effect and on more than just their grades or assessments' results. This is a worldwide occurred and effected all the world. Even once the pandemic is ended, they may seek low-paying work in a slumping economy. The waiting results will happen due to incomplete assessments which will causes the closure of education system. While eliminating the conventional evaluations, low-cost alternatives

might be developed. The Sri Lankan national university system supports activities with modifications. The previously mentioned social backdrop must also be considered. Learning that is centered on the instructor is being transformed into learning that is centered on the students. Teachers and kids appear to be agitated about transitioning to the Internet-based alternative. Lessons have already been developed and are being sent to students through WhatsApp. This, however, is not without its difficulties. Changing to an online mode brings its own set of problems. The University Grants Commission's circulars, too, have practical issues. A few noteworthy points from a questionnaire given to 20 undergraduates at Sri Lanka Rajarata University at random are worth mentioning here. The most common question they are asked is if they are interested in learning online from the comfort of their own homes. Major issues include a lack of technology resources, restricted access to libraries of that university, and inability to effectively prepare classes. It is also worth looking at the lack of access to technology resources. Meanwhile, students are attempting to finish mid-semester examinations. This has a wide range of effects on a variety of topic areas (Cao et al. 2020).

According to UNESCO (2020) the research, Globals' ninety percent of the students had been affected by higher schooling closures, and 23.8 million students might also drop out or be no longer capable of get proper of access to schools in the 2021 academic calendar. During the pandemic, far flung studying proved to be a lifeline for education, but the possibilities that digital technologies provide go far beyond a crisis-relief solution. Nigeria joined other developed countries in incorporating online learning into the school system to avert brain drain and prevent the country's educational institutions from completely shut down. Although Nigeria Open University uses digital -learning to offer lectures and provide homework to students, several other higher institutions in the nation have yet to fully embrace digitalization. While COVID-19 has compelled Nigeria to adopt e-learning to stay up with fast technological

advancements, implementation is moving at a snail's pace. Traditional teaching techniques have been replaced by new ones in advanced nations, resulting in significant changes in the educational system. In sophisticated nations, students at the College often learnt and studied with technology. In Nigeria, the number of students enrolled in postsecondary institutions outweighed the facilities available to them. One of the issues restricting e-learning in Nigeria is the high cost of ICT accessories and the lack of qualified resource workers. For implementing local E learning project faced many difficulties to Nigerian institution due to lack access of technology. While COVID-19 has compelled Nigeria to adopt E-learning to stay up with fast technological advancements, implementation is proceeding at a snail's pace. For instance, at some period, within the COVID-19 pandemic lockdown, the Chinese Ministry of Education has implemented a suspended classes non-stop learning policy to ensure that mastering will not be disrupted at any time and hundreds of millions of people will be affected. Reading online will be offered. College students from their homes (Tadesse and Muluye 2020).

Students are worried about their future jobs and opportunities; college students are highly depressed due to pandemic concerned. Further many of students find it difficult to focus on online education due to unable to access to digital education and felt eagerness and unpleasant feelings. Schools, college and Universities students became highly depressive, traumatic, or suicidal thoughts and felt unpleasant feelings. Students' mental health was continually much effected but also has minimal suicidal thoughts. According to this study, those who are economically poor or who live in rural regions generally have restricted access to digital technology. Online education requires constant access to virtual equipment. Students with constrained get enrolled to virtual learning system, moreover for students that are surprising and new experience of life ,and also have difficulty adjusting to on-line education. Over the time, education technology has advanced. There are several modern online

education platforms available today, as well as several specialized educational resources for a variety of subjects. Collaboration is also made easier with several online instructional tools. In online education, however, students' self-reflection is essential. Teachers would take to every effort for students' acceptance of online education and want to engaged them in technological circumstances. As research could be findings as results, online education turnover the classrooms, case studies, and gamification in the worst period of pandemic. For the first time, the COVID-19 pandemic has been prompted widespread use of online the education due to the closure of physical education and social distancing during this Covid 19 lockdown, we learned valuable insights regarding digital learning that will be relevant to time ahead (Chakraborty et al. 2020).

Physically classes cannot be done at classroom environment, the facing difficulty not only online learning, teaching methodologies and must be changed also the examination methods. Furthermore, when comparing data before and after durance, this improvement is rarely taken out. These data show that the new online system procedure was not the source of the students' enhanced performance, as the learners also scored higher while the examination results format remained same. As a result, researchers conclude that the change in students' performance during confinement is due mostly to the new learning style. Some people are concerned about the possibility of students cheating while using these new evaluation tools. Therefore, we've only picked subjects that involve a variety of tests that haven't been altered because of the confinement. Our findings reveal that even in prior years' online assessments, pupils improved significantly in their scores'. The purpose of this research is to see how COVID-19 confinement affects students' performance. This fundamental goal leads to the study's first hypothesis, H1, which states that COVID-19 restriction has a substantial impact on students' achievements purpose of this research is to see how COVID-19 confinement affects student performance. This primary goal leads to the study's first hypothesis, H1: COVID-19

confinement has a substantial impact on student performance (Gonzalez et al. 2020).

In technologically developed countries, online learning can be quite useful. As a result, it's ineffective in Pakistan. E learning in Pakistan is slowly and not effective learning and teaching, as well as academic institution administration, is done by their capacity and facilities. The process of online learning is hindered by the lack of access to fast, affordable, and secure internet connections, particularly for people living in Pakistan's rural and disadvantaged regions. Because a large portion of online content is not available via smartphones, students who access the internet via smartphones are unable to benefit from online learning. Students' perspectives on online learning to better understand the problems they faced. More research is needed to examine into the difficult that students have when using e-learning to achieve their learning goals (Adnan and Anwar 2020).

COVID-19 was declared a global public health emergency of international concern by the World Health Organization (WHO) on January 30, 2020, and a pandemic by the World Health Organization (WHO) on March 11, 2020. The first two cases of COVID-19 in Pakistan were confirmed by the Federal Ministry of Health in Islamabad and Karachi on February 26th, 2020. There were 165,062 instances of COVID-19 in the country as of June 19, 2020, with 3,229 fatalities (Covid-19 Stats, 2020). In reaction to COVID-19, the Pakistani government shut down all educational institutions across the country on March 13, 2020. The Higher Education Commission (HEC) purpose of making decisions to institutions of higher learning actual orders from the Pakistani government to start planning for remote learning (DL) modalities, reschedule existing examinations, and ensure regular internet connectivity to students until the COVID19 situation is resolved (Ali 2020 as cited in Adnan and Kainat 2020).

According to study of Mumtaz et al. (2021) that, most Pakis e-learning of problems and opportunities research Adoption took place in a typical

circumstance and environment, with e-learning serving as a non-mandatory supplement to learning. When asked about their concerns regarding online/digital learning, the majority of students in higher education stated them. Students in Pakistani higher education faced a number of challenges, including a lack of internet access, poor technology, and insufficient involvement and contact with students and faculty. Because of the rapid shift from traditional classrooms and face-to-face instruction to online learning, students have experienced a totally different learning experience. The majority of students do not have access to the highest or reliable internet services, making online learning challenging. Students from the former Fata, Baluchistan, Chitral, and Gilgit-Baltistan are forbidden access to the internet. Due to educational institutions' limited resources, only a few educational institutions were able to offer successful online classes during COVID-19's early months. According to the poll, students face additional challenges, including a lack of campus engagement, group study issues, and instructor response time. Traditional classroom learning, as opposed to online learning or distant education, was also more successful, according to survey respondents.

If educational programs are eliminated, many children and teens would miss out on social interaction-based activities that are critical for growth and learning. Students, particularly disadvantaged children and young adults, should continue to study; as a result, this is a critical issue that has to be addressed. While temporary closures of academic institutions due to disasters are not uncommon, the global scope and pace of today's educational insecurity are regrettably unprecedented, and if it continues, it might create psychological distress and sadness on several levels (MC Carthy 2020).

The COVID-19 pandemic effected the educational process of students. School closures and other limitations effect billions of students and millions of educators. COVID-19-related social isolation and other limitations can rise to worry and panic, which can harm kids' and parents'

well-being. Most governments throughout the world have temporarily shuttered educational institutions to stop the spread of the COVID-19 pandemic. These countrywide closures affect more than 60% of the world's population of students (Ozer 2020 as cited in Akat and Karatas 2020). Moreover, this article reveals that, several governments have adopted regional closures that will affect millions of more pupils. Millions of students have been unable to complete their education at schools, universities, technical institutions, and adult education programs to financial constraints. The kids' learning process was harmed despite the protections made. COVID-19 has taken away students' independence, and they're worried about when they'll be able to receive face-to-face instruction again. Many governments have responded to the growing need for students to be able to learn online and from a distance.

Students, instructors, and educational institutions all throughout the world have benefited from COVID-19. Due to the epidemic, schools, universities, and institutions all around the world were compelled to lock their doors, causing students to become socially isolated. Despite the fact that online learning is encouraged in some countries, such as Pakistan, school closures due to the COVID-19 incident occurred at a vital moment for assessments, and important academic activities were cancelled. During this COVID-19 emergency, internal assessments in institutions are given less significance, resulting in cancellations. It's also important to note that students who are given predicted grades after not receiving actual grades have an impact on the workforce (Burgesses and Sievertsen as cited in Mumtaz et al. 2021).

Many universities are using online assessments in place of traditional exams however, they may be subject to ethical concerns as well as assessment problems. In this study, it was found that, in addition to the advantages of online assessment, it also has disadvantages such as poor technical infrastructure, particularly in developing countries; students' unfamiliarity with the hardware, software, and assessment process; scoring

issues; and difficulties in trying to assess group projects (Alruwais N et al. as cited in Mumtaz et al. 2021).

The HEC encouraged administrators to begin offering online courses. In many countries, it has been a success. According to a recent report from the Pakistan Telecommunication Authority (PTA), approximately 36.86% of the population in Pakistan has access to broadband internet in 2019 (PTA, 2019 as cited in Rehman at el. 2020). The Higher Education Commission (HEC), to its fair, remained pragmatic throughout the crisis, providing technical assistance to universities and producing a series of online education policy guidelines (Banuri 2020 as cited in Rehman at el. 2020).

**2.2 Female Students and Covid 19 lockdown**

The Covid 19 Pandemic badly effect on all around the global education sector as university students, they were experiencing heightened anxiety, nightmares, fear, stress, and depression among own selves. Many people, especially university students, have been affected by the COVID-19 epidemic and its related pressures. Dreams may reveal how the mind deals with shifting circumstances; they can also be used to creatively act out low-risk, hypothetical danger scenarios. While studies of dreams in high-stress settings exist, nothing is known about how the COVID-19 epidemic has affected university students' dreams. Dreams may reveal how the mind absorbs shifting reality; they may also provide a chance to creatively "play out" low-risk, hypothetical danger scenarios. While research on dreams in high-stress conditions exist, nothing is known about how the COVID-19 epidemic has affected university students' dreams. The purpose of this research was to see how the university COVID-19 lockdown influenced students' dream content from March to July 2020. We used the Hall-Van de Castle dream coding system and Fisher's exact tests for sex comparisons to examine dream memory content (n = 71) utilizing online survey methodologies. Female students, according to preliminary findings, had more nightmares than male classmates. In comparison to normative

American College Student (ACS) samples obtained prior to COVID-19, dream analysis revealed that women were more likely to have aggressive interactions in their dreams, including increased physical violence.

According to the results, university students experienced alterations in dream content because of the pandemic lockdown, with women being disproportionately affected. These findings may assist universities in developing student support services by revealing students' concerns and fears as they deal with the "new normal" of social estrangement. The goal of this research was to look into the ratio of dream content among students throughout the epidemic. According to the findings of this survey, female students experienced more nightmares and aggression due to social distancing than male students under the emotional themes of anxiety, academic worry, and heightened negative emotions experienced during the period of university lockdown. Furthermore, as compared to male students, female students experienced more nightmares and aggression due to social distancing (Kilius at el. 2021).

Due to the patriarchal system, women's status in Pakistan is not uniform. It varies according to social status and the rural-urban split, women's roles have been limited to the domestic sector due to deeply ingrained domestic ideology and/or sexual division of labor. The COVID-19 pandemic has changed the face of higher education around the world, affecting practically every aspect of academia. The system had to deal with a fast shift to online teaching and learning, as well as changes in grading systems and the loss of research resources. Concerns about the pandemic's potential influence on female faculty advancement are growing. Due to their involvement in childcare and domestic responsibilities, women's academics have been more affected by the pandemic than men, according to the available information (Ali and Ullah  2012 as cited in Ullah at el. 2021).

In Kerala (India), reported the case of the 15-year girl who committed suicide because of that faced a socio-economically crisis due to lack of

financial support she couldn't afford the smartphone and laptop that`s the reason she missed the online classes and felt mentally depressed and many of students who were poor class background unable to attend online classes (The Hindu 2020 as cited in Lathabhavan and Griffiths 2020).

Additionally, this research psychological consequences influenced across the globe, all the university students worried about their educational loss, reducing educational achievement, and increased poor health behaviors especially found out the middle –income countries (MIC) may suffer from the psychological negatively effects of massive quarantine measured in China. The COVID-19 epidemic has a profound influence on the mental health of university students, who are particularly sensitive to stress and mental illness. This study investigated mental symptoms (anxiety, depression, and traumatic stress) among university students in China (N= 1912) under state-imposed quarantine by a cross-sectional survey performed in March and April 2020. The prevalence of psychiatric symptoms was alarmingly high: 67.05 percent had traumatic stress, 46.55 percent had depressive symptoms, and 34.73 percent had anxiety symptoms. Suicidal ideation was endorsed by 19.56 percent of those polled. As determinants of health for psychological health, we looked at demographic factors, two known protective factors for mental health (mindfulness, perceived social support), four COVID-specific factors (COVID-19 related efficacy, perceived COVID-19 threat, perceived COVID-19 societal stigma, COVID-19 prosocial behavior), and screen media usage. According to a poll, many students suffer from psychiatric symptoms such as anxiety, depression, and traumatic stress as a result of their socioeconomic position, and increased social isolation and excessive media consumption contribute to their fear and mental health problems (Sun et al. 2021).

The COVID-19 pandemic has created a slew of new difficulties, many of which appear to be disproportionately hurting young adults' mental health and well-being. While research suggests that university students have a

high proportion of mental health issues, little is known about the precise effects of the COVID-19 epidemic on student mental health and how they are dealing with the stress. In comparison to their male counterparts, the pandemic had a more detrimental impact on female students' academics, social isolation, stress, and mental health. Furthermore, when comparing boys and girls, regular use of social media as a coping method was linked to larger reported negative effects on academic performance and stress levels. For the university students, Covid 19 stress creates the perfect condition for a mental health crisis, The Covid 19 pandemic has impacted Indian students and all over the students of the world, that`s because students at university mostly affected in the pandemic. However, both males and females had significant mental health impacts because of their regular usage of social media. While both male and female students admitted to taking narcotics to cope, males' cannabis use was linked to worse academic results, stress, and mental health than females. Through data collection highlighted the university students' stress level and mental health issues data showed that 50 % of students felt so depressed,70% of students felt anxiety, and 16% of students had seriously considered suicide. During the COVID-19 epidemic, 37.7% (n = 138) of all participants found the transition to online learning challenging or very difficult, neutral (31.1%) (n = 114), and easy/very easy (31.1%) (n = 114). Many people have found the COVID-19 epidemic, as well as the societal constraints that have come with it, to be a difficult situation. As a result, it's probable that present moods influenced replies. To be sure, longitudinal COVID-19 evaluations are required to investigate the pandemic's effects and how they alter over time. It's also worth noting that our sample was made up of individuals who were enrolled in classes throughout the summer semester. Students that are enrolled in classes during COVID-19 and so eligible to engage in research studies may be dealing with the epidemic more successfully, experiencing less drop in well-being, and/or having more financial stability (Hellemans et al. 2020)

Additionally, Nonetheless, we found tendencies in our data that match expectations from previous research on mental health and coping in young people, indicating that our findings might be reflective of different university student groups. Finally, so because present sample included more female participants than males, several of the cells for our gender comparisons were tiny. This was especially noticeable when looking at cannabis and vaping usage by gender. As a result, a higher number of male volunteers may have benefitted the current study. Taken together, the COVID-19 epidemic appears to be having a significant influence on post-secondary students' academic experiences, social connections, and mental health. Prior to the COVID-19 epidemic, one in every three university students had a mental health or substance use condition. This group is already at risk, according to the data. COVID-19 has had a bigger detrimental impact on female students than on male students, according to reports. Females are more likely to utilized social media to cope with the epidemic, maybe because they struggle with social isolation more than males. Male students who cope by using drugs, on the other hand, report more negative academic, stress, and mental health consequences. In conclusion, these findings emphasise the significance of building support structures to reduce the COVID-19 pandemic's broad negative impacts on students, as well as gender-specific therapies and treatments to address the pandemic's mental health and well-being consequences. As the epidemic worsens, it will be more vital to focus on student well-being and develop strategies to mitigate any negative effects (Hellemans et al. 2020).

This research paper explained the heterogeneous effects of Covid 19 on higher education, Researcher surveyed 1500 undergraduate students at Arizona state university of (AST), data was conducted through quantitative analysis, this study examined the negative effect of the pandemic on students' outcomes and expectations, found the result students delaying graduation 13%, lost job 40/% and 29%expect to earn less at age 35. This pandemic influenced a highly negative impact on lower-income students,

lower-income students delay graduation as compared to higher-income students and health crises imposed through the fear of the pandemic (Aucejo et al. 2020).

This study examines the students of Greece during the pandemic due to the shutdown of universities students were faced social distancing and became self-isolated, self-loneliness, students' behavior having anger and fear most of the students' emotional wellbeing was affected while as compared to male students were female students showed negative emotions those were more optimistic about the pandemic also most of the students serious regarding their future goal (Karasmanaki and Tsantopoulos 2020).

When Pakistan recovers from the hardest day of the current coronavirus epidemic, schools have a unique opportunity to turn a new page and move forward. Thinking beyond the box and introducing proactive, fresh, and beneficial practices across the board will be required. Despite the pandemic's harmful impacts, we may use technology and the online education framework to help resuscitate our educational system. In Pakistan, there is still a simple approach to alleviate this suffering: create online education. For Pakistan's problematic education sector, online education is cost-effective, creative, and brilliant. In Pakistan, online education has a lot of promise, and Covid-19 has given us a huge chance. The technology transforms a smartphone screen into a classroom where students and teachers can see and interact with one another in an online learning environment that is completely interactive (Baker 2020 as cited in Rehman et al. 2020).

A study done by (Schiff et al. 2020) researchers highlighted the issues of university students during pandemic Covid 19 in two countries Israel and Ukraine. Pandemic creates stress and fear at global level students faced new challenges and hurdled, through cross-sectional survey results showed that both countries' students main functional difficulties faced that student was worried about their family health, status, their learning assignments,

and online learning and due to repeated exposure of media coverage reading the pandemic increases anxiety level among students.

According to the study of (Shenoy et al. (2020) that Pandemic technology adaption it was need for education purpose. The purpose of this study is to learn more about technology adoption, teaching and learning procedures, student engagement, and staff experiences with virtual classrooms during India's COVID 19 lockdowns. Faculty members linked with Bangalore-based higher education institutions who teach courses such as PGDM, M.B.A., M. Com, M.C.A., and others were interviewed for this study, which used inductive reasoning and qualitative research approaches. Professors have gone through the process of technological adoption, and students have engaged in a range of online learning strategies, according to the findings of the research. For various users, their feelings and perceptions about technology and experience are varied. Even though COVID 19 has caused cognitive dissonance in the minds of students and faculty members regarding numerous scenarios they have encountered in their daily lives in relation to society, family, and teaching and learning. This study focuses on COVID 19's positive elements, such as how it is improving education by adapting to technology, teaching and learning, and engaging students in virtual sessions. The current study's findings cannot be extended to the entire country because it was limited to a sample of 20 faculty members from Bangalore-based higher education institutions.

Furthermore, this research prevails on the positive aspects of COVID 19 and how it is affecting education by adapting to technology and engaging students in a variety of virtual sessions. The current study is confined to a sample of 20 faculty members from higher education institutions in Bangalore, India, hence the findings cannot be applied to the entire country. The finding of the study suggested that the during the lockdown period faculty have undergone the process of technology adaption and students has been involved with the various online mood of learning,

students felt lots of fear and anxiety due to new adaption of learning system and distant learning.

Additionally, During the pre-pandemic, In the United States campus began to close, and most students were moving back to their homes and left campuses with little notification, all lectures' discussions, presentations, group work, office hours, and other academic activities were moved to virtual format and campuses resources like libraries and other study places were closed. Social gatherings, sports events, club activities, and other extracurricular activities were canceled due to the closure of campuses, Students faced many difficulties, Online learning system affected their academic performance, Students invested their time in family responsibilities, and reduced attention in their course work, Thus the outbreak of Covid 19 created a situation that became stressful for the university students (Charles et al. 2021).

The chances of middle-class educated Muslim women in urban Pakistan's negotiated identity and social space becoming vulnerable in situations like According to this research, COVID-19 has increased due to the state's inability to practically empower its women under the prevailing religious attitudes and under normal circumstances. Despite the reality that neither the abnormal pandemic circumstances nor the women in these situations are permanent, what is exposed is the emergence of their negotiated identities and social spaces, which are dependent on intersectional social structures and conditions (Safdar and Yasmin. 2020).

Though data in the media have shown that men are more likely to be affected by the pandemic, the virus's impacts are not restricted to physical disease or fatality. The effects of the pandemic on women must be studied in terms of increased unpaid work, family and sexual aggression, reproductive health, pregnancy and maternity concerns, and economic burden. There seems to be little scientific research on the effect of COVID-19 on women and how it has raised issues of gender. Infectious diseases such as COVID-19 can have serious and long-term gender

consequences for women, especially in religion and culture-based nations, such as Pakistan. The impact of COVID-19 epidemic on Muslim women in Pakistan is examined from a feminist point of view. Ebola in Africa worsened women's health, and many of them had to attend school. Pregnancy rates increased among teenagers, domestic and sexual violence increased, women's health declined, and women dying from complications of pregnancy increased (Velez and Diniz 2020 as cited in  Safdar et al. 2020).

According to the survey, academic pressure, financial worries, and fear of the future influenced the negative aspect among the students,75% of the students were under the disease of the mental illness before the age of 24. Due to the global pandemic, closure of campuses and online format, elimination of social contact, and cultural activities much affected the students that are reason students under the stress and mental health problem. According to the cross-sectional survey from the United Kingdom, young children affected by depression and anxiety, also young females much included who were living alone the whole time and being in a medical risk group, a researcher reported the ratio of Turkish students, 38% of the respondents were worried about in the fear of Covid19 and the ratio of Greek students those were 42.5% anxiety level, 74.3% depression level and 63.3%felt suicidal thoughts (Kohls at el. 2021).

A researcher analyzed the online teaching-learning system, that study has been conducted in the Mizoram University of India, the formal education system changed to online education with the help of virtual classes and other pivotal online tools, this system completely changed the formal academic management and overcome the academic disturbance during Covid 19 outbreak. This study was both qualitative and quantitative. The purpose of this study to know perception of teachers who taught online and their problems and suggestions to aim of this study to decrease problems of online mode (Mishra et al. 2020).

The shifting of the formal educational system into the informal system and all academic systems were redesign and reshaped, taught to students without direct interaction, face to face class participation replaced in online shifting, from classroom to zoom, from personal to virtual and from seminar to webinars and also math's students faced many difficulties as compared to others that's the reasonably new system of education much affected the students (Martinez 2020 as cited in Mishra at el. 2020).

Schaefer et al. (2020) analyzed that, in the pre-pandemic period informal educational system acted like a tidal wave that swept the students and teachers into too far away from each other, and due to a lot of unfamiliar tasks have created stress and fear in the girls but as the time passed developed new life experiences and learning also emerged in the process of self-moving, time management, and self-monitoring.

Many teachers were unaware at the beginning of Covid 19, regarding the use of online teaching system, not prepared for online teaching hence shifting of the online system became a hard situation for teachers also did not provide quality instructions to students (Millman 2020 as cited in Schaefer at el. 2020).

A study (Almomani et al. 2021) explored the beliefs of the students regarding online learning during the Quarantine situation results shared the effects of Covid 19 on students' social activities and academic outcomes, students' behavior unhappiness. Internet issues, quality, and quantity of given material create barriers to successful online learning experiences. However, another result showed in contrast to the negative impact most of the students agreed with the online system due to learned new skills in the field of electronic and computer software. further analyzed showed that as compared to male students' female students were more with their online learning experience.

According to the researcher (Bennet 2014; Jackson et al. 2013 as cited in Schaefer at el. 2020) the experiences of the three girls was described

during the pre - Covid 19, girls were active participants as, centered learning with lively whole-class discussion, cooperative group work, a pedagogy provided to support active learner and immense understanding but unfortunately these all-physical activities were replaced in the online distant educational system due to worst situation of the pandemic.

E-learning system filled the academic gap because of nationwide closure of educational institutions, but social distance and self-isolation made the students mentally ill, also the risk of psychological factors in the students like as, depression, anxiety, and stressful symptomology (Fawaz and Samaha 2020).

This research paper explores medical students' perspectives during the Covid 19 and lockdown all around the world educational institutions were closed down and shifted toward online mood also that time Saudi minister of education announced online classes continue to the learning process safely and securely, through the qualitative study conducted the views of students regarding online classes majority of students gave positive response highly satisfied and easy to learn through synchronous and asynchronous technology, but some of the students unsatisfied due to some barriers create in online teaching like as limited nonverbal communication and technological problems (Khalil et al. 2020).

Alghamdi (2021) explained the positive views of Female Saudi postgraduate students during the Covid 19 pandemic, students had overcome the crisis in the study through self-directed learning (SDL). Due to the shift of teacher-directed learning (TDL) into self-directed learning majority of students took participate in independent learning, SDL encourage them to increase their self-confidence, dedication, perseverance, and it aided in achievement and fell of success inside of their academic lives

Gurler et al. (2020) highlighted the interest of students in online academic method, the number of students more interested in distance learning

education than vocational education while distance education is compulsory due to the Covid 19 pandemic but the system during the examination time was not suitable for students because of that student faced technical problems.

Harris, (2020) examines the aspects of Covid 19 on parents and their children, the heterogeneous effect of pandemic influenced the parents' socioeconomically and psychologically parents were (under the stress, fear about losing the job, economically poor social isolated) regardless of this, worried about related to their children's carrier trying to their best, struggling to educate and care for their children.

Research (Kedraka and Kaltsidis 2020) highlighted the case study of Greece Democritus University of Thrace, through questionnaire method with close-ended and open-ended questions conducted the data of 75 students from the department of molecular biology and Genetics (MBG), A Question asked from the students what's experiences about new educational reality, views of students about that distance education to be interesting, modern, adequate and convenient but some negative responses also considered that method did not replace the experience of social interaction with fellow students and teachers, they also worried regarding their practical work, face to face learning and examinations.

However, during the pandemic, the third world countries faced policy paralysis, like shifting of the online education system, management, and organization because of lack of resources, fractured technical infrastructure, and academic incompetency these crises faced especially low- and middle-income countries (Thomas 2020 as cited in Mishra et al. 2020).

According to (Kaur 2020 as cited in Adnan et al. 2020). This was not the first time that formal educational activities had been halted. Not only did SARS coronavirus (SARS CoV) have a detrimental impact on traditional education in many countries around the world, but the H1N1 flu outbreak

also had a bad impact on education in 2009. Similarly, Covid-19 convinced academics. To assess learning to cope with traditional practice, they began to consider distance learning as a valid alternative, so as to fill classroom vacancies for three to four months, before returning to regular activities.

Educational institutions serve as centers for social interaction and activities. Many children and young people will miss out on social interaction activities that are essential for development and learning if the educational programmers are discontinued. Students, especially poor children and adolescents, should continue their studies; Therefore, this is an important issue that needs to be addressed. Although the temporary closure of educational institutions due to disasters is nothing new, the global scale and pace of today's educational instability are regrettably unprecedented, and if continued, can lead to psychological distress and suffering at many levels (MC Carthy 2020).

**2.3 Covid 19 effected on Mental Health**

Pandemic has occurred at various times throughout history. There are pandemic diseases that kill millions and have a significant detrimental effect on the psychological well-being of society. Which also affected the students' educational process (Akat and Karatas 2020).

This research paper examines the negative effects of Covid 19 on, mental health and many sectors globally. Numbers of students were mentally disturbed, worried about their financial crisis, and faced many troubles (Ahorsu et al. 2020; Tandon 2020 as cited in Lathabhavan and Griffiths 2020).

Pandemics have occurred at various times throughout history. Pandemics are illnesses that kill millions of people and have a significant damaging effect on society's psychological health. It also disturbed the educational process of the students (Akat and Karatas 2020).

The Corona Virus (COVID-19) and students' anxiety management are discussed in this study. Anxiety is "a normal emotion that has been felt by every human being at some point in their lives." Anxiety is seen as a common phenomenon. Anxiety is a general state of mind in which a person experiences anxiety or a lack of self-confidence for no obvious cause. Anxiety is defined as "a normal response to stressful circumstances in one's life." Anxiety is "a normal reaction to some events that threaten, as well as in establishing one's identity and meaning in life, and it is a reaction that anybody can experience," according to the American Psychological Association. Extreme anxiety, on the other hand, "Those who have become a source of disturbance will obstruct a person's ability to operate in life. Anxiety is a common reaction to the inability to solve an issue or the lack of security" (Bernadetha et al. 2020).

Furthermore, this study tells, Pandemics in the past, such as Middle East Respiratory Syndrome (MERS), severe acute respiratory syndrome (SARS), and Spanish flu, which threatened people's health, also had detrimental psychological impacts. COVID-19, a pandemic that began in Wuhan, China, is now influencing humanity. COVID-19, like earlier pandemics, infected a huge number of individuals in a short period of time and killed many people. People are affected mentally by the COVID-19 pandemic since it is still spreading, mortality rates are increasing day by day, life comes to a stop, and its control time is unforeseeable. COVID-19 will have a negative psychological effect on everyone, much like stressful experiences have caused numerous psychological issues in people throughout history. COVID-19 scientific study is critical to avoid the virus's negative effects on social, political, psychological, educational, and economic levels.

Since December 2019, COVID-19 pandemic has spread throughout China and the rest of the world. Infectious disease not only increases the chance of infection-related death, but it also increases the amount of psychological stress. Using the cluster model, we randomly selected college students

from Chingizi Medical College. The deterioration in education that accompanies the COVID-19 epidemic has been a topic of debate. Technology, barriers, and emotional stress are all important issues to consider when discussing the issue at hand. The debate does not just happen in South Asia. It's a world-wide debate. Corona pandemic, also known as COVID-19, is a hot topic. In many developed as well as developing countries, including Sri Lanka, steps are being taken to contain the pandemic. The globe is obviously affected by the pandemic's numerous mental diseases. The COVID-19 pandemic poses a serious threat to the socioeconomic life structure (excluding flora and wildlife). Sri Lanka's position is far more dire than that of wealthy countries. Isolation, social distance, and community confinement are among the scientific methods used to mitigate the disaster. It is the most important tool for slowing the spread. The WHO has also confirmed this. The general public's ignorance, on the other hand, is a fundamental blunder that has contributed to the disaster's growth. This article emphasizes how, during the pandemic, individual lifestyles have been mentally broken, with a special focus on learners and students. Not only the victims of the epidemic, but also their families, must be considered. Mental stress experienced by individuals in the defense, and health industries must also be considered. The recent quarantine of Sri Lankan Navy personnel is an example of this. They were made out to be crooks. Most of the media attention was unfavorable to that horror pandemic condition for students (Putra et al. 2021).

Baloch et al. (2020)   Investigating the social and psychological health problems of students due to epidemic and social distance stress and anxiety problems, both men and women experienced problems of distress, but the proportion of female students was higher than male students.

Until now, the 20th century is witnessing what could be the most devastating disaster for people infected and killed by a virus. The effects of COVID-19 epidemic and the related measures of societal distance on locked doses, quarantines, and students have been investigated in this

study. Using the Zung Self-Rating Anxiety Scale, we investigate the consequences of stress and anxiety on people's mental health, especially college and university students (SAS). This research raises a wealth of knowledge about the impact of the COVID-19 outbreak on students' social and psychological well-being. The results of the study will serve as a basis for future applied and action research, as well as a cultural context for universities and policy makers in Pakistan and surrounding countries as a framework. As a result, suitable health treatments for improving mental health and educational attainment of students from higher educational institutions may be devised. Another pandemic of mental and behavioral disorder might result from this pathological pandemic. To safeguard the well-being of future generations, particularly students from higher educational institutions, all stakeholders should band together regardless of pre-existing divisions and disadvantages. The pandemic's long-term effects and consequences will undoubtedly necessitate further research in the future.

Furthermore, Regarding the survey, males had significantly less anxiety and depression scores than females because of that female student stayed at their home and no other opportunity given to them for maintaining their course work especially those girls belong to the rural era's faced socio-economically barriers (Salman et al. 2020 as cited in Baloch et al. 2020).

According to Bernadetha et al. (2020) study that, In the past, epidemics such as Middle East Respiratory Syndrome (MERS), Acute Respiratory Syndrome (SARS), and the Spanish flu, which endangered people's health, have also had devastating psychological effects. COVID-19, an epidemic that started in Wuhan, China, is now affecting humanity. COVID-19, like the previous epidemics, infected a large number of people in a very short time and killed many people. The COVID-19 epidemic has affected people mentally because it is still spreading, the mortality rate is increasing day by day, life is stagnant, and the time to overcome it is unpredictable. COVID-19 will have a negative psychological effect on everyone, just as

stressful experiences have caused countless psychological problems in people throughout history. Scientific study of COVID-19 is essential to avoid the negative effects of the virus on social, political, psychological, educational and economic levels.

The Corona Virus (COVID-19) and students' anxiety management are discussed in this study. Anxiety is "a normal emotion that has been felt by every human being at some point in their lives." Anxiety is seen as a common phenomenon. Anxiety is a general state of mind in which a person experiences anxiety or a lack of self-confidence for no obvious cause. Anxiety is defined as "a normal response to stressful circumstances in one's life." Anxiety is "a normal reaction to some events that threaten, as well as in establishing one's identity and meaning in life, and it is a reaction that anybody can experience," according to the American Psychological Association. Extreme anxiety, on the other hand, "Those who have become a source of disturbance will obstruct a person's ability to operate in life. Anxiety is a common reaction to the inability to solve an issue or the lack of security".

Ellis et al. (2014) research on implication of learning from Failures and Success, this study talks about fear of failure and loss of degrees in pandemic period. The loss of education that has occurred in parallel with the COVID-19 epidemic has been a topic of discussion. Technology, obstacles, and emotional stress are all important topics to consider while discussing the issue at hand. The discussion does not take place just in South Asia. It's a world-wide debate. Corona pandemic, also known as COVID-19, is a hot topic. In many industrialized as well as developing countries, including Sri Lanka, steps are being done to limit the pandemic. Various mental problems caused by the epidemic have left the world noticeably unsettled. The COVID-19 pandemic poses a serious threat to the socio-economic life structure (excluding flora and animals). Sri Lanka's predicament is far worse than that of wealthy nations. Isolation, social distance, and community confinement are all part of the scientific

methods used to handle the disaster. It is the most important weapon in the fight against the spread of the disease. The WHO has also confirmed this. The general public's ignorance, on the other hand, is a fundamental blunder that has contributed to the disaster's growth. This article emphasizes how, during the epidemic, individual lifestyles have been broken mentally, with a focus on learners and students. Not only the victims of the epidemic, but also their families, must be considered. Mental stress experienced by individuals in the defense and health industries must also be considered. People under quarantine will most likely have a compromised immune system because of their fear, hatred, and shame, as they feel unfairly victimized. The recent quarantine of Sri Lankan Navy personnel is an example of this. They were made out to be crooks. Most of the media attention was unfavorable. Thousands of people are forced to live under quarantine, whether they choose to or not. Individuals' mental health will deteriorate because of restricted access to social life, forced restriction, and ban of activities. Counseling, video conferencing to lessen social distance, telephone conversations, and online encounters are used as corrective measures in countries with considerable technology competence. Citizens would not feel alone in any way. However, this also determines the patient's stress levels. Heart sufferers are also at danger. The pandemic's containment may be hampered by the health care workers' contradictory mental health problems. A healthy phenomenon will be ensured by vigilant diets, frequent exercise, and changes in everyday activities. The present situation will also have an impact on future society. Currently, the education sector requires extra attention. It applies to the entire world, not just Sri Lanka. The rapid spread of the epidemic has forced schools and institutions across the country to close their doors. Delays in reopening institutions will affect student psychology. If the public, health workers and the elderly are harmed, students and learners will not be an exception. It will affect the mental health of children and teachers. However, no systematic research

has been done on the mental health of children and teachers forced to deal with the epidemic.

The students affected by the epidemic showed signs of depression, anxiety and stress. According to research, 24.9% of university students suffer from depression. University students believe that this will affect their future work opportunities. In the absence of good communication, there will be negative consequences on mental health. Parental income and close family or acquaintances becoming COVID-19 patients are two other important factors that have a significant impact on a student's mental health, regardless of gender. Importantly, urban students are less likely to suffer from depression than their rural counterparts. Rural areas currently provide better security for Sri Lankan students than cities. The problem with the epidemic is perhaps better understood by urban students. The epidemic has a low profile among rural pupils. Lower parental income, a proclivity to lose jobs, salary cutbacks, and other forms of parental strain are not conducive to the mental health of the learner or student. Some students lose only one parent, while others lose both. This has a detrimental effect on their mental health. The way rural students are affected is different from that of their metropolitan counterparts. Parental income can be a protection. However, the majority. This is a great time for policy makers to take a fresh look at the world. Educational and technical procedures should be preferred. It is more acceptable to use a mixed learning method. The course structure needs to be changed. The university website must be updated with information on adjustments and modifications (Chandasiri 2020).

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in one's life." Anxiety is "a normal reaction to some events that threaten, as well as in establishing one's identity and meaning in life, and it is a reaction that anybody can experience," according to the American Psychological Association. Extreme anxiety, on the other hand, "Those who have become a source of disturbance will obstruct a person's ability to operate in life. Anxiety is a common reaction to the inability to solve an issue or the lack of security" (Bernadetha et al. 2020).

The COVID-19 epidemic affected students' learning. School closures and other limitations affect billions of students and millions of teachers. Social isolation and other limitations related to COVID-19 can lead to negative psychological disorders including anxiety and fear, which can harm the health of students and parents. To prevent the spread of the COVID-19 epidemic, most governments around the world have temporarily closed educational institutions. These nationwide closures affect more than 60% of the world's student population (Ozer 2020 as cited in Akat and Karatas 2020).

Moreover, this study reveals that, several other countries have enacted localized closures that will affect millions of more students. Millions of students are unable to continue their education in schools, colleges, technical schools and adult education programs. Despite precautionary measures, students' learning process was affected. Students who have been deprived of their freedom due to COVID-19 are worried about when they will be able to study face to face. Many governments have responded to the growing need to provide online and remote learning opportunities for students.

This study provided a unique chance for students to express their opinions about the transfer of classes online by providing a glimpse of their subjectivity. Students took nearly a half-semester of online coursework that they had previously taken in face-to-face classrooms and laboratories. As a result, these students could judge these learning experiences based on a direct comparison of the before and after COVID-19 responses. The

findings of this study clearly demonstrated that Indian students were dissatisfied with the abrupt shift from traditional face-to-face instruction to online instruction and that they were experiencing apprehensions, fears, uncertainties, and challenges in adjusting to this unprecedented situation. They sensed the obstacles of this online style of learning more than ever before, and this view is strong among them due to various vulnerabilities and the delivery mechanism's unpreparedness. They sensed the obstacles of this online style of learning more than ever before, and this view is strong among them due to various vulnerabilities and the delivery mechanism's unpreparedness. These impressions differed based on the gender of the students, their degree of study, the kind of school management, and their residence. Girls were angrier than guys over the change. Nonetheless, the findings present provocative student perspectives and subjectivity regarding online education. Current education leaders should think about what they may do differently if the COVID19 reaction leads to the continuation of online courses for traditionally F2F universities in the coming semesters. College and university administrators throughout the world should not utilize this situation to restructure higher education, especially if the reshaping is based on the notion that students prefer online coursework and degrees (Kundu and Bej 2020).

As Media shows that the men are more likely to be affected by the pandemic, the virus's effects are not restricted to physical disease or fatality. The effects of the pandemic on women in terms of increased unpaid work, sexual abuse and domestic abuse, health, pregnancy and maternity concerns, and economic burden must be studied. There seems to be little scholarly research on COVID-19's influence on women and how it has exacerbated gender issues. Pandemics like COVID-19 can have serious and long-term gender consequences for women, particularly in patriarchal nations based on religion and culture, such as Pakistan. The impact of the COVID-19 pandemic on Muslim women in Pakistan is

examined from a feminist perspective. Women's health deteriorated because of Ebola in Africa, and many of them had to drop out of school. Teenage pregnancy rates enhanced, domestic and sexual violence increased, women's health declined, and the rate of women dying from complications of pregnancy increased (Velez and Diniz 2020 as cited in Safdar et al. 2020).

According to study of (Daniel 2020) that, the deadly COVID-19 pandemic, which is caused by the severe acute respiratory syndrome coronavirus, which has already engulfed the whole planet, prompting the World Health Organization (WHO) to designate it a pandemic calamity on March 11, 2020. It is a painful but real fact that coronavirus illness 2019 (COVID-19) has catapulted online learning to new heights of popularity, and the scenario is unique in that students may compare their courses before (F2F) and after COVID-19 (online).

Students' perceptions of barriers to adopting online learning during this pandemic were shockingly high, and these challenges came in a variety of forms, including infrastructure, situational, and perceptional. They believed they were not tech-savvy, but their faculty believed they were as well, and they frequently encountered a shortage of devices or networks. Participants' perceptions of these problems differed significantly. This change was more difficult for girls than for males, and this difference was shown to be statistically significant, which was backed up by the girls' similar preparedness. A comment made by a tenth-grade girl is noteworthy in this regard. This transition was more difficult for school students than for college students, and it was also more difficult for rural students than for urban students; these perceptional differences were statistically significant, and most rural students mentioned that their villages lacked good network connectivity. Students' attitudes regarding online classrooms were found to be negative, and they were unable to utilize this online format, scoring negatively on each question item. This perceptional difference was shown to be statistically significant in the interview replies,

and this conclusion may be attributable to the country's large digital divide. These findings point to a digital gap that poses significant issues, revealing privilege and disparity across educational institutions in a developing country like India. In the context of education, equity means that every student has access to the resources and assistance they need to achieve academically. During the COVID-19 pandemic, students' learning prospects were hampered by injustice, with outcomes varied dramatically and being linked to student location, racial demographics, family poverty, and special needs. While digital disparities existed and disadvantaged children before to COVID-19, the closure of physical school facilities has exacerbated them and brought the issue to attention. The division of digital highlights the disparity between pupils who have sufficient access to and knowledge of technology to excel academically and those who do not. Educational institutions' resilience (Daniel 2020).

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management, and their residence. Girls were angrier than guys over the change. Nonetheless, the findings present provocative student perspectives and subjectivity regarding online education. Current education leaders should think about what they may do differently if the COVID19 reaction leads to the continuation of online courses for traditionally F2F universities in the coming semesters. College and university administrators throughout the world should not utilize this situation to restructure higher education, especially if the reshaping is based on the notion that students prefer online coursework and degrees (Kundu and Bej 2020).

## 2.4 Covid 19 and Pakistan's Educational Sector

In technologically developed countries, online learning can be quite useful. As a result, it's ineffective in Pakistan. But in Pakistan, educational institutions are often administered alongside education and teaching. Online learning is being hampered by the lack of access to fast, affordable and secure internet connection, especially for people living in rural and backward areas of Pakistan. Because the vast majority of online content is not available through smartphones, students who access the Internet through smartphones are unable to benefit from online learning. Student views on online learning to better understand the problems they face. More research is needed to examine into the difficulties that students have when using e-learning to achieve their learning goals (Adnan and Anwar 2020).

The term "global village" has now become associated with the term "global pandemic," a disease that knows no geographical boundaries and disproportionately affects rich Western countries in terms of mortality. Africa, as well as large swaths of South Asia and the Far East, appear to have escaped the worst of it. The developed world lacks the financial resources to weather the pandemic, while the developing world lacks access to technological innovation. The academic outlook of people enrolled in Pakistani educational institutions, as well as the Higher Education Commission's (HEC) and universities' haste to convert to online

academics and a departure from the traditional instructional approach, is a widespread source of worry (Mumtaz et al. 2021).

On February 26, 2020, the Federal Ministry of Health of Pakistan and his ministry in Islamabad and Karachi confirmed the first two cases of COVID-19 in Pakistan. As of June 19, 2020, there were 165,062 cases of COVID-19 in the country, with 3,229 deaths (COV-19 status 2020). The Pakistani government closed their all educational institutions across the country on March 13, 2020 in response to COVID-19. The Higher Education Commission (HEC) has directed the federal government based higher education institutions to start developing distance education (DL) methods, conduct ongoing examinations and reschedule their students. Provide regular internet access unless there is a COVID19 crisis (Ali 2020 as cited in Adnan and Kainat. 2020).

Furthermore, In digitally developed countries, learning online can be beneficial, as it is not effective in Pakistan. But most of the educational institutions in Pakistan are run along with education and teaching. Lack of access to fast, affordable and reliable internet connection is hampering online learning, especially for people living in rural and backward areas of Pakistan. In Pakistan, the adoption of research on e-learning issues and opportunities has become a common context and environment in which e-learning is acting as an indispensable tool for learning. Few national academic institutions used the teaching cycle and interactive technologies. Some previous Pakistani academic researchers have proven good results of distant learning.

This research tells that most Pakistan's e-learning problems and opportunities research Adoption took place in a typical circumstance and environment, with e-learning serving as a non-mandatory supplement to learning. The majority of higher education students polled expressed concern about online / digital learning. Lack of internet connection, inadequate technology, and inadequate engagement and communication with students and teachers were among the major problems facing

Pakistani higher education students. Due to the sudden change from traditional classrooms and face-to-face learning in online learning, students have a very different learning experience. Most students do not have access to high speed or reliable internet services, which makes it difficult to learn online. Students from backward areas of former FATA, Balochistan, Chitral and Gilgit-Baltistan are deprived of internet access. Due to insufficient resources of educational institutions, only a few educational institutions were able to start successful online lessons during the first months of COVID-19. According to the survey, students also face other difficulties, such as lack of communication on campus, group study concerns, and teacher response time. According to survey respondents, traditional classroom learning was more successful than online learning or distance learning.

During the Novel coronavirus, developing countries like Pakistan faced new challenges, medical colleges and universities faced many challenges in online learning systems due to poor technology, lack of training, Internet issue, maintaining students' engagement, online assessment, and other problems. while developed countries maintain their educational system with the good discipline and harmonic way provided to fully support and direct instructions to students due to their strong infrastructure and abundance of technology (Farooq et al. 2020).

Another research described as education is the backbone of the economy. In developing countries education is the great weapon for enhancing the economy but unfortunately one of developing countries Pakistan fight with that Covid 19, that's the reason Pakistan be facing many issues, and, in this time, Pakistan faced educational problems especially in rural areas because of that 70 % people's lives there many of student dropped education due to lack of faculties unable to attend classes. (Zahra et al. 2020).

According to his research, Pakistan's state universities were unprepared to teach and learn remotely or online. Lockheed academics were worried about the university's closure due to lack of effective guidance, capacity

building and lack of proper training. People living in remote areas had real problems with the Internet connection, and many had no access to computers. Many others refused to cooperate, and in many cases, eight classes were absent, and those that were present were inactive. Women academics' autonomous research and scientific output were disproportionately affected by managing demand for online teaching, online supervision, and domestic responsibilities. During the lockdown, personal research was the most neglected and neglected area for participants from all four universities. During the lockdown, all participants complained of extra responsibilities; however, those with young children were the most affected. The availability of full-time housekeepers helped with domestic duties such as washing and cleaning (Ullah and Ali, 2021).

## 2.5 Theoretical framework

In the theoretical framework it is discussed about related theory liberal feminism in this theory further explained about two concepts of feminism the public sphere and other one is private sphere /domestic sphere how these two concepts shape the female students in the scenario of Covid 19.

## 2.6 Applying Liberal feminism theory

Liberal feminism is the earliest form of feminism it's also called mainstream feminism it has roots in the 19th-century first wave of feminism, this wave starting that time women in the secondary status in society based on unequal opportunities, this theory found out in the work of many writers such as Mary Steele, Mary Wollaston Craft, Harriet Taylor, John Stuart Mill, Elizabeth Cathy Stanton Judge Sergeant Morris, Frances Wright, and Virginia Woolf. Liberal Feminism believes that as men, women should have the same rights and freedoms as men, that is equal legal, political and social rights. Mary Wollstonecraft Craft states that women are human, rational and capable of self-determination and

independence. Liberal Feminism supports the equality of women as political, economic, educational and so on.

Mary Wollstonecraft's in her book 1972 "A vindication of Rights of woman" wrote about the right to education she said education is the primary right for women. She believed through education women would come release or be liberated further, she argues that education of women would strengthen the marital relationship and a stable marriage can provide the proper education for the children.

Emphasized the Liberal Feminist Council in the 18th, 19th, and early 20th centuries, reviewed women's legal rights, participated in the legal framework of marriage party organizations, and legal guidelines for students and girls. Was the practice of joint rejection Excellent education and profession regarding men. Some feminists argue that men and women are the same values. Some say that some women are better than men, and that all the girls say is really important, and some argue that girls are better than men. And guarantee its public economic and political influence. the day. Further, liberal feminists argued that society would benefit from the public contributions of women. During the 20th century, the political agenda of liberal feminism included the property rights of married women, divorce laws and labor laws, social issues including child care, welfare, health care and education, safe legal abortion. Access was included. The attention went away. International development, distribution of economic resources, and human rights (NOW 1967, Sen and Grown 1987, Bunch 1990).

Jagger, Tong, and Bryson, like Eisenstein, view a small group of writers and activists as fundamental to liberal feminist philosophy; each of them examines only four or five key books and a few active actions. The features that define this core group are described below. as a woman who has contributed to the advancement and execution of Western Enlightenment Ideals, Liberal feminism has its origins in Western feminism, according to Eisenstein. When Wollstonecraft, Taylor, J. S.

Mill, and Stanton applied the arguments for individual liberty, personal independence, fairness, and equality of opportunity to women, they had to go beyond the confines of established liberal philosophy, which was orientated toward men. Understanding how they criticize liberalism while staying bound to it reveals to us the complex foundations of Western feminist thought. six (Eisenstein 1993).

THE TERM "liberal feminist" This refers to anyone who believes that capitalist democracy, with its individual rights bill, as a group, can make appropriate laws to correct any pattern of discrimination against women. Is. And will make. "Liberal feminism" is not defined nor adequately defined in this article (Almeder,2021). Rather, it is a key concept held by certain feminists, whose other core principles we will look at later. This view does not indicate that a liberal feminist must endorse democratic capitalism as the only and best political economics system.  It is possible to believe in democratic capitalism's ability to alleviate social injustice without asserting that it is the sole way to accomplish it. According to liberal feminists, this upbeat evaluation of capitalism's strength applies equally to any group or class that has been treated unfairly. Even a brief analysis reveals how feminist analysis may re-create harmful power relations. The use of mostly white writers and groups, even if unwittingly, results in an insidious exaltation of white cultural voices as crucial to the growth of liberal feminism. Bryson, for instance, emphasizes African Americans who fought for women's rights in the nineteenth century, but she ignores these authors and activists while discussing liberal feminism. It's possible that an African American perspective on liberal feminist concerns like the right to vote, opportunities for education, and equal pay at work may not fit comfortably inside the liberal feminist framework. However, this issue just highlights another significant flaw in classic feminist thought: their inability to accommodate variety. Who to include as significant to liberal feminism supports the choices being made? "There are certain innocuous conceptions," Elizabeth Spelman says. The

analytical procedures in much feminist investigation unavoidably led to the obvious focus of such inquiry being the lives of middle-class white women. While the exclusion of these and other authors contribute to the disempowerment of people of color in all feminisms, the failure to centralize texts by, or entities led by, people of color create the false impression of unified rather than diverse voices shaping liberal feminist perspectives on both what issues are definitive and how those issues should be evaluated. Women of color have fought for the right to vote through their thoughts, appearance, and active struggle. For instance, studying the history, evolution, inconsistency, and vehemence surrounding liberal feminist stances on suffrage; the split in the women's movement over the question of suffrage; and the ongoing representation of this separation is critical, trying to highlight the prominence of liberal feminism in reform movements alienates other voices who were previously involved in these conversations. Feminists, as a result, categories appear to be more opposed than they are, leaving little opportunity for studying the "messy" character of coalition and alliance politics. However, the institutionalization of social movement demands usually occurs when more radical voices demand even more radical change. Liberal feminists were credited with advancements in women's educational, political, legal, and social standing, but they were the consequence of a broad movement. An assortment of women's groups supported and promoted job access, political justice, and educational change. Indeed, Tong acknowledges this social movement perspective while assessing the achievements of radical feminism: "All movements require radicals, and the women's movement is no exception" (Kensinger 2020).

Even as the liberal feminist agenda expanded, theorists and activists questioned whether liberal feminism was theoretically ability to fight against colonialism, global inequality, racism, patronage, politics, and other types of hierarchy that make gender inequality results more accurate. Liberal feminism is the most frequently accepted social and political

doctrine among feminists, emphasizing equal individual rights and liberties for women and men while minimizing sexual disparities. Liberal feminists promote gender equality and highlight the significance of arranging social, family, and sexual roles in ways that facilitate women's autonomous self-fulfillment.

Liberal feminism sees the family as an institution that specializes in socialization. Children learn gender roles in the family, using role models available to them that are 'reinforced' by the wider society. Characteristically, liberal feminism implies that the inequitable influence of gender roles can be reversed by simply giving girls better role models, establishing equal opportunity in education, and encouraging high achievement aspirations. They aim to encourage a single set of androgynous virtues for both women and men, highlighting similarities rather than average differences between men and women, attributing most personality and character differences between the sexes to the social construction of gender, and trying to promote a single set of androgynous virtues for both women and men. Liberal faxes tend to promote the idea of a better life for men or women, rather than defending the broader circle of neutrality in which all parties to individual enjoyment wish that I would be too little. Favorable, the opposition strongly rejected the gender difference, arguing that the differences between the two parties could be different. Organizational Rights and Social Roles. In practice, liberal feminism undermines women's decision to respond to government action.

When liberal feminists of the time wrote about "women," they didn't mean all women. While Bryson acknowledges the racism that separated the late-nineteenth-century suffrage and prohibition movements, she does not address its impact on the establishment of liberalism or liberal feminism as a framework. The Liberal Feminine Confirmation says that the cultural principles that you follow for us are for women to talk about, to freely reject their principles at their request and for them to be legally arranged. For them, there are other gay competitions. Haters favors homosexuals.

Are unfair. Women do not share in the injustices you choose (such as marriage) and men choose women after intercourse. Angry love does not make you more interested in other aspects of your sexual life (Colker 146-47).

In the part of this section on the theoretical framework, I further attempt to discuss the liberal feminist theory to understand the emancipatory politics of gender equality and empowerment of the women – in my research case the university girls under study. In the theoretical framework, in this study, I specifically take a cue from the gender rights/feminist research concepts of the public sphere – or public versus private/domestic sphere and liberal feminism. The concept of the public-private sphere immensely helps to understand and analyze the restrictions on university girl students in coronavirus pandemic and have reduced them to the private/domestic sphere. Originally, the concept of the public sphere used by the German social philosopher Jurgen Habermas in his pioneering work *The Structural Transformation of the Public Sphere (1989)* reveals to conceptualize the emergence of public spaces of rational critical opinion and democratic modernist project in the eighteenth and nineteenth-century Europe. Broadly, in opposition to the private sphere, the concept of the public sphere connotes the meaning of civil society and the space of free citizens. In that sense, in my study, the meaning of public space that juxtaposes the private or domestic space is taken to draw attention to investigate and understand the way Coronavirus pandemic lockdown and the closure of university – the public space for girl students – has severely impacted the girl students. In my study, I consider and conceptualize the University as a public sphere for girls of both the urban and rural backgrounds in QAU in which their physical presence and appearance reveal the meanings to exercise and struggle over free mobility, freedom, choice, and interaction and discussions with the male counterparts and transgress the restrictions of domestic/private sphere. Analyzing the idea of the public sphere, the University provides an equal opportunity to the girls of the

private/domesticated spheres to share public space and exchange ideas with the male students.

As a result, the university has a role to play in the creation of equality and democratic space. In this light, I reflect on the University's space in the sense of the public appearance of girls and its potential for the development of civil society and democratization. The closure/lockdown of such a university space has severely curtailed the public sphere and gender equality and empowerment of the girls.

I argue that it is through the increasing participation and appearance of girl students in public spaces and forms that their equal status and role can be enhanced and ensured. In my research study, I draw attention to the idea of the appearance and participation of girls in the public space and for them of the university that gives them the opportunities and platform to education and self-reliance, individual identity, and exercise of freedom and choice outside the domestic space.  And it is important to examine the way the university as a gender-inclusive public space has a formidable role in the emancipatory politics of gender equality, women empowerment, and democratic space in Pakistani society and how it has backfired and suffered in the times of the Coronavirus pandemic. It is in this conceptual context that in this study I examine and discuss the University girl students, the squeezed public space for them, the issues of disempowerment, inequality, access, and right to education in times of pandemic.

## 2.7 Applications of the Theory

Liberal feminism is less of a theoretical perspective and more of a political movement. The trend is to criticize another feminist for ignoring the progress that has been made in society concerning gender inequality. They are also more likely to argue that gender roles are also limiting for men.

In analyzing the theory of liberal feminism, this is the benefit for the women, as in public sphere like the educational institution is the golden

opportunity for female students to liberate themselves and create a positive role in the mobilization but Covid 19 lockdown have completely controlled the female students' mobilization and freedom it is revealed the highly negative factor for female students closure of campus and hostels students went back their home especially female students faced the same type of troubles and restrictions. female students have no other way to go outside the home because of the petechial system.

Covid 19 lockdown make the same situation for female students who were faced from the centuries, bound at home without any outing faced domestic violence and many of female students getting marriage, faced socioeconomically and culturally barriers. In conclusion, the Coronavirus pandemic has negatively affected the overall education system and public sphere, so in the coronavirus pandemic, their public space has been transformed into and controlled by the private or domestic sphere.

## 2.8 Research Gap in Pakistan

There is so much research that have been conducted on the current scenario of Covid 19's impact on the overall economy, academic purpose as shifting of the formal education system to the informal educational system, and university students' involvement and engagement in the learning process during online classes due to Covid 19 lockdown and social distancing these all are indicators addressed in the well-ordered. But in the Pakistani context, there is no such study carried out that has been females' lived experiences regarding campus life and how to Covid 19 lockdown influences the females' public sphere as social mobilization, liberty, social activities, educational practices, and female students' move to the private sphere as sociocultural barriers at home, many of culturally hurdles faced, patriarchal system and so on. and unaddressed the female students' experiences regarding missed the campus life.

## 2.9 Major Assumptions

Covid 19 lockdown effect all around the world economically and the educational sector at the global level. Hence Education system in Pakistan is vulnerable and below the quality, where a larger number of schools, colleges, and universities going to closure due to the Covid 19 pandemic because of the bad impacts on students' education these were involved in other activities such as social media and far away from the study this is the major impact of Covid 19 lockdown on students. Due to lockdown closed the educational sector and shifting to the online system that's why students missed their campus life and co cultural events, this pandemic much affected psychologically female students thus female students faced mental problems like anxiety depression, and this pandemic affected the female students' socio-culturally such as faced societal barriers and patriarchal system.

**Chapter No 3**

**RESEARCH METHODOLOGY**

This chapter describes the tools and techniques used in this research process. The chapter consists of research design, the study population/universe, sample size, sample technique, tool of data collection, data analysis process, and ethical consideration. The study was quantitative.

## 3.1 Research design

The quantitative research method was chosen to study the "female students and Campus Life during Covid-19 Lockdown". The quantitative research method consists of systematic tools and techniques, fieldwork, and survey methods through close-ended questions.

## 3.2 Universe of the study

This research has been carried out in a public university named, Quaid-I-Azam University, Islamabad. QAU has a student from across Pakistan. The total number of students in the university is more than thirteen thousand. Quaid-I-Azam University is the place where students from all provinces, socio-economic, cultural, and educational backgrounds come for higher studies. So, regarding the scenario of Covid19 lockdown experiences, challenges, and effects of these over the female students. The researcher preferred this place as there is a variety of students studying here.

## 3.3 Target population

All the female students in a public sector university in Islamabad were the target population for the research. Data was collected from those who were present at the campuses, hostels, or outside the hostels -like huts, after reopening the campuses.

**3.4 Sampling techniques**

The quantitative method will be used for data collection of this study. In this research study random sampling has been selected for the data collection.

**3.5 Sample size**

In the present research the sample size was limited to hundred (100) respondents, only are female students.

**3.6 Tools for Data collection**

In the present research, the composed closed-ended questionnaire was designed to collect data from the field. In the base of indicators, the questionnaire was divided first part consisted of a socio-demographic profile and the second part included questions related to female students' views regarding Covid 19 lockdown.

**3.7 Techniques of Data collection**

In the present research study, the self-administered close-ended questionnaire was composed, and the researcher gave the opportunity to every female student at the university to participate.

**3.8 Tools for Data analysis**

In the present research, the Statistical Package for Social Sciences (SPSS) software was used for data analysis.

**3.9 Techniques for Data analysis**

In the research statistics were used as data analysis techniques these are descriptive (percentages and frequencies) and inferential. Univariate analysis was done.

**3.10 Ethical concern**

In the research study for researcher maintenance of ethical protocols is important, researcher obeyed all the ethical standards of research ethics

filled questionnaire that these data used for only academic purpose, hence without any immoral behavior researcher deal their respondents

**Chapter No 4**

**RESULTS AND DISCUSSION**

**4.1 Frequency distribution Tables**

This chapter presents data analysis and discussion. The data has been presented in tabular form. Each table has been explained and described. Following key findings are derived from the study.

- Majority of students missed their classroom interaction.
- The students missed the company of their classmates.
- Covid 19 affected most of the students' learning.
- The Large number of students missed studying in the library
- Covid 19 affected the students' participation in seminars, workshops, and conferences.
- The students missed the canteen and coffee with their fellows
- Majority of students missed their participation in cultural events.
- Covid 19 affected students' study circles and group discussions.
- The highest average of students missed the fieldwork and internship.
- Students missed the exercise and gymnasium.
- Majority of students missed their departmental parties and tours.

**Table 4.1. Age of the Respondents**

| Category | Frequency | Percentage |
|----------|-----------|------------|
| 18-30 | 96 | 96% |
| 31-40 | 4 | 4% |
| **Total** | **100** | **100%** |

Table 4.1 shows the age of the respondents. A great majority (96 percent) were in the aged group 18-30. In Pakistan, students start their university education in this age group. I sought their experiences of campus life during the covid-19 pandemic.

**Table 4.2 Academic Qualification of the respondents**

| Category | Frequency | Percentage |
|:---:|:---:|:---:|
| BS | 33 | 33% |
| M.Sc. | 24 | 24% |
| M.Phil. | 39 | 39% |
| Ph. D | 4 | 4% |
| **Total** | **100** | **100%** |

Table 4.2 shows the academic qualification of the respondents. The majority of (39 percent) were in MPhil degree (33 percent) respondents were in BS degree, (24 percent) were in MSc degree and (4 percent) were in Ph. D degree. I sought their experiences of campus life during Covid 19 pandemic.

**Table 4.3 Semester of the Respondents**

| Category | Frequency | Percentage |
|:---:|:---:|:---:|
| 1-2 | 2 | 2% |
| 3-4 | 68 | 68% |
| 5-6 | 9 | 9% |
| 7-8 | 21 | 21% |
| **Total** | **100** | **100%** |

Table 4.3 shows the semester of the respondents. A great majority of (68 percent) were in the 3rd and 4th semester of the MPhil program. I sought their experiences of campus life during Covid 19 pandemic.

**Table 4.4 Residence of the respondents**

| Category | Frequency | Percentage |
|----------|-----------|------------|
| Hostelite | 77 | 77% |
| Day-Scholar | 23 | 23% |
| **Total** | **100** | **100%** |

Table 4.4 shows the residence of the respondents. Majority of (77 percent) respondents of Hostelite, and (23 percent) respondents of Day scholar. In the fieldwork survey majority of Hostelite were participated. I sought their experiences of campus life during Covid 19 pandemic.

**Table 4.5 You missed the classroom interaction during Covid 19 lockdown**

| Category | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 40 | 40% |
| Strongly agree | 42 | 42% |
| Neutral | 9 | 9% |
| Disagree | 2 | 2% |
| Strongly disagree | 7 | 7% |
| **Total** | **100** | **100%** |

Table 4.5 shows the great majority (42 percent) of respondents strongly agreed with the given statement, due to Covid 19 lockdown missed the classroom interaction and (40 percent) respondents were in the favor of statement and (9 percent) respondents were neutral regarding the statement, (7 percent) were strongly disagreeing and just (2 percent) were disagreeing.

**Table 4.6 You missed your classmates and University fellow during Covid 19 lockdown**

| Category | Frequency | Percentage |
|---|---|---|
| Agree | 40 | 40% |
| Strongly agree | 32 | 32% |
| Neutral | 17 | 17% |
| Disagree | 6 | 6% |
| Strongly disagree | 5 | 5% |
| **Total** | **100** | **100%** |

Table 4.6 shows that the highest percentage of respondents (40 percent) were in the favor of statement after that the second highest (32 percent) of respondents were strongly agree with the statement, (17 percent) of the respondent were neutral, (6 percent) were disagreeing and just (5 percent) were strongly disagreeing.

**Table 4.7 You missed your studying in the library during Covid 19 lockdown**

| Category | Frequency | Percentage |
|---|---|---|
| Agree | 36 | 36% |
| Strongly agree | 23 | 23% |
| Neutral | 27 | 27% |
| Disagree | 7 | 7% |
| Strongly disagree | 7 | 7% |
| **Total** | **100** | **100%** |

Table 4.7 shows the majority (36 percent) of respondents were in the favor of a statement, (27 percent) of respondents were neutral given the statement (23 percent) of respondents were strongly agreeing. While (7 percent) of respondents were disagreeing and strongly agreed with the statement.

**Table 4.8 You missed your fieldwork and enter ship during Covid 19 lockdown**

| Category | Frequency | Percentage |
|---|---|---|
| Agree | 40 | 40% |
| Strongly Agree | 38 | 38% |
| Neutral | 10 | 10% |
| Disagree | 9 | 9% |
| Strongly Disagree | 3 | 3% |
| **Total** | **100** | **100%** |

Table 4.8 shows that the majority (40 percent) of respondents were in the favor of the statement, (38 percent) regarding the statement was strongly agreeing, (10 percent) of respondents were neutral, (9 percent) were disagreeing, and just (3 percent) of respondents were against the statement.

**Table 4.9 You missed your friends and gathering during Covid 19 lockdown**

| Category | Frequency | Percentage |
|---|---|---|
| Agree | 32 | 32% |
| Strongly Agree | 46 | 46% |
| Neutral | 14 | 14% |
| Disagree | 5 | 5% |
| Strongly Disagree | 3 | 3% |
| **Total** | **100** | **100%** |

Table 4.9 shows the great majority (46 percent) of respondents strongly agreed with the given statement, (32 percent) of respondents were in the favor of the statement, (14 percent) of respondents were neutral regarding the statement (5 percent) of respondents were disagreeing and (3 percent) of respondents were strongly disagreeing.

**Table 4.10 You missed your departmental parties and tours during Covid 19**

| Category | Frequency | Percentage |
|---|---|---|
| Agree | 31 | 31% |
| Strongly Agree | 44 | 44% |
| Neutral | 10 | 10% |
| Disagree | 7 | 7% |
| Strongly Disagree | 8 | 8% |
| **Total** | **100** | **100%** |

Table 4.10 shows the majority (44 percent) of respondents were strongly agree with the given statement, while the second highest (31 percent) of the respondents were in the favor of the statement, (10 percent) were neutral, (8 percent) were disagreeing with the statement and remaining (7 percent) of the respondent were against with statement.

**Table 4.11 You missed the canteen and coffee during Covid 19 lockdown**

| Category | Frequency | Percentage |
|---|---|---|
| Agree | 34 | 34% |
| Strongly Agree | 44 | 44% |
| Neutral | 16 | 16% |
| Disagree | 1 | 1% |
| Strongly Disagree | 5 | 5% |
| **Total** | **100** | **100%** |

Table 4.11 shows the majority (44 percent) of respondents were strongly agree with the given statement, (32 percent) respondents were in the favor of statement, and (16 percent) respondents were neutral regarding the statement (5 percent) were strongly disagreeing and just (1 percent) respondent in this table against with statement.

**Table 4.12 Covid 19 lockdown affected your overall learning**

| Category | Frequency | Percentage |
|---|---|---|
| Agree | 32 | 32% |
| Strongly Agree | 51 | 51% |
| Neutral | 12 | 12% |
| Disagree | 2 | 2% |
| Strongly Disagree | 3 | 3% |
| **Total** | **100** | **100%** |

Table 4.12 shows the great majority (51 percent) of respondents strongly agreed with the given statement. while the second highest (32 percent) of the respondent in the favor of the statement, (12 percent) were neutral, (3 percent) were strongly disagreeing with the statement, and the remaining (3 percent) of the respondent were against with statement.

**Table 4.13 Covid 19 lockdown affected your study circles and group discussions**

| Category | Frequency | Percentage |
|---|---|---|
| Agree | 45 | 45% |
| Strongly Agree | 37 | 37% |
| Neutral | 11 | 11% |
| Disagree | 3 | 3% |
| Strongly Disagree | 4 | 4% |
| **Total** | **100** | **100%** |

Table 4.13 shows the majority (45 percent) of respondents were in the favor of the statement, (37 percent) of respondents regarding the statement were strongly agreeing, (11 percent) of respondents were neutral (,4 percent) were strongly disagreeing and (3 percent) were against the statement.

**Table 4.14 Covid 19 affected your participation in seminars workshops and conferences**

| Category | Frequency | Percentage |
|---|---|---|
| Agree | 37 | 37% |
| Strongly Agree | 34 | 34% |
| Neutral | 19 | 19% |
| Disagree | 8 | 8% |
| Strongly Disagree | 2 | 25% |
| **Total** | **100** | **100%** |

Table 4.14 shows the majority (37 percent) of respondents were agree with the given statement, (34 percent) of respondents were strongly agreeing with the statement, (19 percent) of respondents were neutral regarding the statement (8 percent) of respondents were disagreeing and just (2 percent) respondent against with statement.

**Table 4.15 Covid 19 lockdown affected your participation in co cultural events**

| Category | Frequency | Percentage |
|---|---|---|
| Agree | 33 | 33% |
| Strongly Agree | 33 | 33% |
| Neutral | 22 | 22% |
| Disagree | 9 | 9% |
| Strongly Disagree | 3 | 3% |
| **Total** | **100** | **100%** |

Table 4.15 shows the majority (33 Percent) of respondents tick the same category of statement agrees and strongly agree, (22 percent) were neutral with given statement, (9 percent) respondents were against with statement, and (3 percent) respondents were strongly disagreeing with the statement.

**Table 4.16 Covid 19 lockdown affected your exercise and gymnasium**

| Category | Frequency | Percentage |
|:---:|:---:|:---:|
| Agree | 37 | 37% |
| Strongly Agree | 19 | 19% |
| Neutral | 29 | 29% |
| Disagree | 10 | 10% |
| Strongly Disagree | 5 | 5% |
| **Total** | **100** | **100%** |

Table 4.16 shows the majority (37 percent) of respondents were in the favor of the statement, (29 percent) of respondents were neutral given the statement, (19 percent) of respondents were strongly agreeing, (10 percent) of respondents were disagreeing and (5 percent) strongly agreed with the statement.

**Chapter No 5**

**CONCLUSION AND RECCOMONDATION**

This chapter sums up the study. It gives a summary of the key findings and conclusion, following key findings are derived from the analyzed data presented in chapter 4.

**5.1 Summary of the key findings**

- A great majority (32 and 51 percent) of the respondents missed their overall learning during Covid 19 pandemic closure of the university

- A considerable majority (40 percent) reported that they missed the campus and company of their classmates and university fellows.

- The great number off5Fe the respondents (40 and 42 percent) told that they are missed the classroom interaction during Covid 19 pandemic closure of the university campus.

- 45 percent of the respondents reported that they missed their study circles and group discussions during the closure of campuses.

- Majority of respondents (34 and 37 percent) recorded that they missed their participation in seminars. conferences and workshops during Covid 19 pandemic.

- A huge number of respondents (36 percent) described that they missed studying in library during the Covid 19 pandemic closure of the university.

- A lot of respondents (33 percent) noted that they missed the participation in co cultural events during the closure of the university

- A noted number of respondents (44 percent) reported that really missed the departmental parties and tours during the closure of campuses.

- A great majority of respondents (46 percent) considered that they missed their gathering with friends and fellows during the closure of the university.

- Several respondents (44 percent) reported that they really missed the canteen and coffee during closure of university.

- The great number of respondents (38 and 40 percent) take down really missed the fieldwork and internship during the Covid 19 pandemic closure of the university.

- Several respondents (37 percent) that they really missed the exercise and gymnasium. During Covid 19 pandemic.

## 5.2 Conclusion

The finding of this study shows that the closure of university campuses during the Covid 19 pandemic negatively affected female's students' campus life. They missed the learning opportunity on campus. Their social life on campus was disturbed such as social gatherings, cultural events, seminars, and conferences. Their learning beyond the classroom got affected. They said that the opportunity they had to learn in face-to-face interaction was disturbed. They overall effect of Covid 19 epidemic on the university student was negative.

## 5.3 Recommendations

- This is a small-scale study and findings cannot be generalized. A large-scale study with mixed method research is suggested.

- A proper mechanism should be established by the government to continue education in a physical environment in such a pandemic and crisis time.

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ANNEXURE

**Female students and campus life during Covid 19: A case study of
Quaid I Azam University Islamabad**

I am **Maryam,** a research student of M.Sc. Sociology 4<sup>th</sup> Semester at Quaid-I-Azam University, Islamabad. I have been conducting research on the topic **"Female Students and Campus Life During Covid 19 lockdown: A Case study of Quaid i Azam university Islamabad, A Quantitative Study".** The information will be used only for academic purposes and, it will be kept completely confidential.

| | | |
|---|---|---|
| Part-1: Socio-Demographic Profile of Respondents | | |
| **S. No** | **Category** | **Responses** |
| Q-1 | Age (Years) | (a) 18-30    (b) 31-40    (c) Above 40 |
| Q-2 | Academic Qualification | (a) BS      (b) M.Sc.    (c) M.Phil  (d) P.hD Scholar |
| Q-3 | Semester | (a)  1$^{st}$ /2$^{nd}$      (b)  3$^{rd}$ /4$^{th}$      (c) Specify_____ |
| Q-4 | Residence | (a) Hostlelite    (b) Day Scholar |

Part: ii

Tick any of the five options, against each statement

| No of items | Statement | Agree | Strong agree | Neutral | Disagree | Strong disagree |
|---|---|---|---|---|---|---|
| 1 | You really missed the classroom interaction during Covid 19 lockdown | | | | | |
| 2 | You missed your classmates and university fellow during Covid 19 lockdown | | | | | |
| 3 | Covid 19 affected your learning | | | | | |
| 4 | Covid 19 lockdown affected your participation in seminars workshop and conferences | | | | | |

| 5 | Covid 19 affected your participations in cultural events | | | | | |
|---|---|---|---|---|---|---|
| 6 | You missed your studying in the library during Covid 19 lockdown | | | | | |
| 7 | You really missed the canteen and coffee during Covid 19 | | | | | |
| 8 | Covid 19 lockdown affected your exercise and gymnasium | | | | | |
| 9 | You missed your friends and gathering during Covid 19 | | | | | |
| 10 | You missed your filed work and internship during Covid 19 | | | | | |

| 11 | Covid 19 affected your study circles and group discussion | | | | | |
|----|---------------------------------------------------------------|--|--|--|--|--|
| 12 | You missed your departmental parties and tours during Covid 19 | | | | | |