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## **Effect on Education of Covid-19 Pandemic: From the Perspective of Student**

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### **A B S T R A C T**

The impact of pandemic COVID-19 has been observed in every sector around the world. The education sectors of India, as well as the world, are badly affected by this. In order to reduce the spread of COVID-19, most countries around the world have decided to temporarily close educational institutions. Around 32 crore learners stopped to go to schools/colleges, all educational activities have paused in India. The education sector has been fighting to survive the crises with a different approach and digitising the challenges to wash away the threat of the pandemic. This paper highlights some measures taken by the Government of India to provide seamless education in the country. Both the positive and negative impacts of COVID-19 has been discussed and some fruitful suggestions are pointed to carry out educational activities during the pandemic situation.

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Keywords: Education in Emergency, Covid-19, Pandemic, Online Education

JEL Classification Codes: I18, J25, J28

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### **1. Introduction**

Education pave the way for complete development of one's personality, sustained growth and development of the Nation. In pandemic it motivated professional and many organisations to understand outcomes of various educational program outcomes. In recent years, the randomized controlled trials (RCTs) that assess aid interventions have enhanced the tools available to funders to evaluate their aid spending and catalysed education researchers to expand the ways they conduct research in countries affected by the crisis (Burde, D., Kapit, A., Wahl, R. L., Guven, O., &

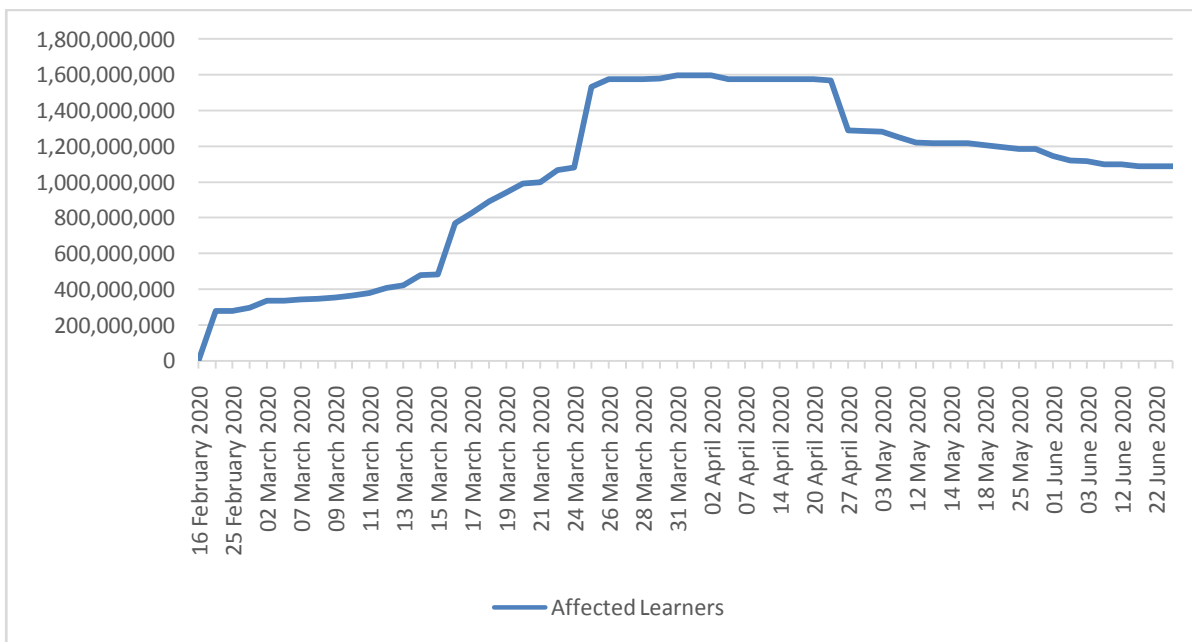
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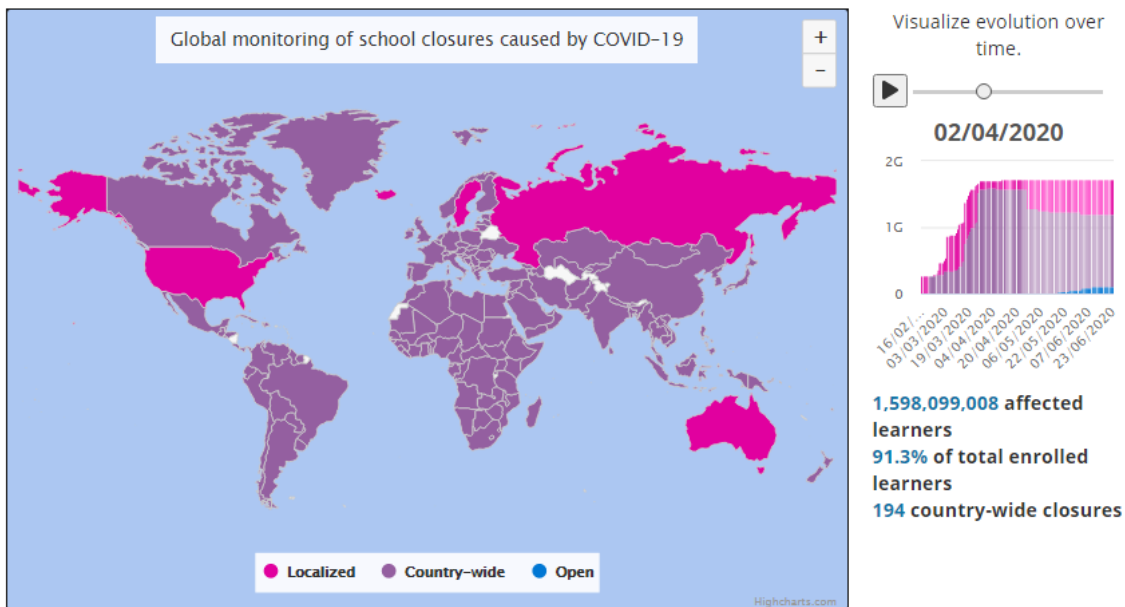
The outbreak of COVID-19 has taken the form of a serious education crisis. Whenever there is a conflict, natural disaster or epidemic, education is usually interrupted first and finally starts smoothly. As announced by UNESCO on 26 March 2020 there are more than 1.5 billion students which are about 87 per cent of the world's student population, in 165 countries are affected by COVID-19 school closures (UNESCO, 2020). The corona-virus pandemic has affected educational systems around the world during Mid-April 2020, due to closure of schools, colleges and universities this affect about 1.723 billion students. According to UNESCO, 191 countries have implemented nationwide closure and 5 have implemented local closure, which is about 98.4 per cent of the world's student population (UNESCO, 2020).

**Figure 1** Number of students enrolled caused by covid-19 in world.



Source: <https://en.unesco.org>

Figure 2 International distribution of school closures due to Covid-19.



Source:<https://en.unesco.org/covid19/educationresponse/>

Note: Figures correspond to the number of students enrolled at pre-primary, primary, lower-secondary, and upper-secondary levels of education [ISCED levels 0 to 3], as well as at tertiary education levels [ISCED levels 5 to 8]. Enrolment figures are based on the latest UNESCO Institute for Statistics data.

The outbreak of COVID-19 has caused global health concerns that have proved very difficult to control by global health systems. Till now, no nation in the world has been free from the coronavirus pandemic. There is no limit to the spread of the coronavirus pandemic its effect is large and rapid. Within a few months of the outbreak of the disease, it has changed the lifestyle of the entire world, forcing billions of people to 'stay at home' and work and learn from home. It has limited the freedom of individuals to move around to trade or associate. It is more worrisome to understand that reports from different continents, including the US, Africa, Asia and Europe, indicated a daily increase in the number of new cases and mortality due to COVID-19. As of June 2020, the number of COVID-19 cases worldwide has surpassed ten million cases and more than 500 thousand deaths (WHO, 2020).

It was appalling that the United States recorded more than 6400 COVID-19 deaths in a single day (17 April 2020) despite the country's strong commitment to the fight against contagion. There is no immediate solution to reduce the number of coronavirus deaths. The pandemic showed no signs of slowing worldwide. The COVID-19 outbreak prompted United States' president Donald Trump to implement the "Defence Production Act". The government also issued a national emergency as a result of the increasing number of coronaviruses within the country(Priscillia. 2020). Different action was

repeated in Germany, where US \$ 810 billion was also set aside to prevent the consequences of the pandemic. In a similar way, different countries of the world have taken different action but unable to control pandemic but failed which result coronavirus spread too many parts of the world.

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## ***2 Education in Emergency: Conceptual Framework***

During crisis in the mid-1990s humanitarian activities developed and expanded with international aid staff taking this as an opportunity to promote education. He called these education initiatives an "education in emergency situations" program. The term was consistent with the language used to promote aid in countries affected by the conflict, with an emphasis on immediate support for education as a human need and human right. In fact, it was implicitly chosen to solidify this link to humanitarian action and to ensure the inclusion of support for education, among other forms of relief aid. The term was also consistent with interest in outcomes related to improving the lives of beneficiaries.

This approach gives a ray of hope to education gains in the amid of a confluence of global events that pressured human activities to expand beyond their traditional activities. In 1989, international human rights instruments such as the Convention on the Rights of the Child and follow-up meetings organized by United Nations agencies expanded, strengthened and recognized the rights and protection of children's rights, including the right to education. These trends coincide with the fall of interstate conflicts, which were replaced by long-lasting intersectional conflicts in which large numbers of civilians, including many children, were displaced or killed (Paris, 2004). During the crisis, the importance of providing aid in education became more apparent. At the same time, local populations affected by the conflict also requested support from donors for education. Teachers and other practitioners, in turn, noted the difference in services provided to the crisis-affected population and advocated for increased education (Anderson, Martone, Perlman Robinson, Rognerud, & Sullivan-Owomoyela, 2006; Cahill, 2010; Karpinska, 2012).

Academician adopted several strategies to incorporate education into the human response paradigm.

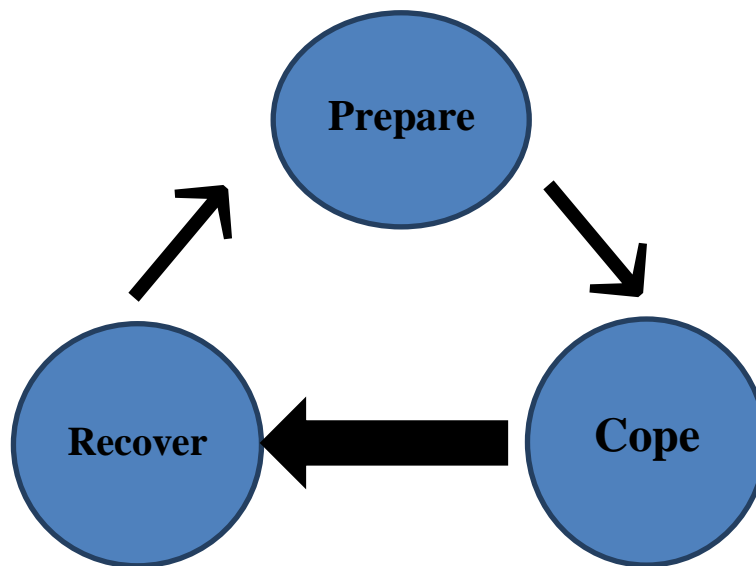
First in 2000, a group of teachers, mainly associated with organizations such as United Nations (UN) agencies and the International Rescue Committee (IRC), supported the Inter-Education Network for Emergencies (INEE) to support education in countries affected by conflict and disaster. In doing so, they defined education in emergencies as a category distinct from developmental activities to include education in traditional humanitarian aid (Burde, Kapit-Spitalny, Wahl, & Guven, 2011). The term emergency indicated its urgency and underscored the relevance of education to the human response paradigm. Despite some continued resistance to education as an element of humanitarian action, aid to education is often included in support of crisis-affected countries (Burde, 2014). Major bilateral agencies now collect funds for education in emergency programs and hire employees whose

departments include tracking and monitoring these programs. However, it is important to point out that funding for education in crises lags behind other sectors (Save the Children, 2013; Winthrop, Ndaruhutse, Dolan, & Adams, 2010).

Yet education is incomplete in the era of emergencies. The term emergency, which implies a temporary situation and seems ill-suited to describe crises occurring over time (Bird, 2014). The phrases "education in crises" and "education in distracting crises" are used to soften and clarify the relationship of emergency while preserving a sense of urgency aimed at softening the response. The exact terminology "education in emergencies" is most relevant to outsiders providing assistance, as aid programs are generally considered only education or social welfare programs by their recipients. Here we use the phrase "education in emergencies" as it is the most common term among international practitioners (Novelli, 2010; Winthrop & Matsui, 2013).

The outbreak of COVID-19 affected all aspects of human activities globally, from education, research, sports, entertainment, transportation, worship, social gathering, economy, businesses and politics. In fact, the entire world is in crisis as a result of COVID-19 threats. The reality of the situation is even more challenging, and the education sector has been worst affected by the outbreak of coronavirus.

**Figure 3** A cyclical approach to education in emergency.

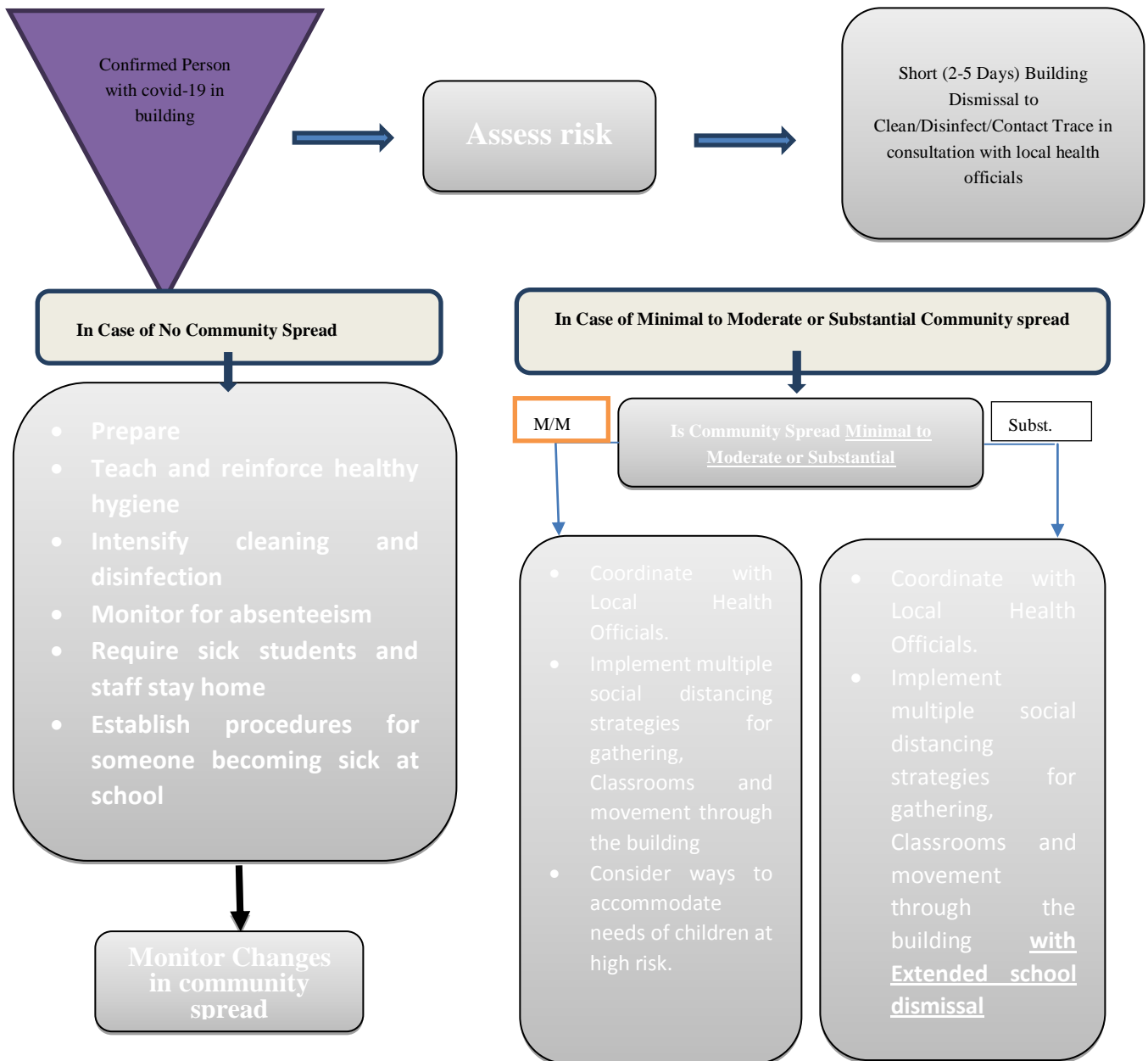


Source: Azzi-Huck & Shmis, (2020) and Author's construction

Figure 3 shows how a country reacts in a cyclical way to education in emergency. The process of addressing the crisis in the education sector is cyclical. Countries begin "preparations" in anticipation of a response to a known or unknown crisis. In the midst of the crisis, nations "react" and, thus, implement measures to mitigate the negative effects. This includes introducing protocols for screening in schools, conducting hygiene practice campaigns, closing schools offering distance education, using

closed schools for emergency centers, etc. As the emergency phase expands, communities move into a "recovery" mode and governments implement policies and measures to reclaim which may include adjusting the academic calendar, prioritizing grade preparation for standard examinations, continuing distance education parallel to schools, and so on. Countries that repeatedly show greater resilience in crises benefit from lessons learned and work more quickly to remodel, invest and strengthen further systems (Huck, 2020).

Figure 4 provides a decision tree that the government may find useful in considering various policy decisions.



Source: Center for Disease Control: Considerations for School Closure (2019) and Author’s Construction

## **Why is education important during a crisis/epidemic?**

It often helps to start with questions, to find some answers. Does a Sudanese child living in the midst of a civil war need anything more than food and medicine to survive? Is there enough shelter in India to restore the life of a child who has just experienced an earthquake? Will just keeping the gun down be necessary to change the future of Colombian children? What happens to the millions of children around the world who live in crisis, and are not given any opportunity to learn? Can their education wait?

Epidemics and natural disasters deprive generations of children from the knowledge and opportunities that education can provide. Education revives and strengthens the morale of children affected by epidemics, displacement and disasters, along with other emergency responses such as shelter, sanitation, health, food and water assistance. In the short term, education plays an important role in meeting the basic needs of children; In the long run, this will help them reduce their vulnerability to disaster, and helps them to build new future endeavours.

## **Impact of Pandemic on children and education**

Armed conflicts, forced displacement, climate change-induced disasters and protracted crises have disrupted the education of 75 million children and youth. And this number is increasing in an unprecedented way with the spread of COVID-19. The COVID-19 pandemic has led to a particularly strong hit on education, with 1.53 billion learners and 184 nationwide schools closed, affecting 87.6% of the world's total enrolled learners. The rate of drop-out is likely to increase worldwide as a result of large-scale disruption in access to education.

Figure 5 shows how a pandemic has affected all aspects of children. While the field of education is clearly affected in the crisis, a child's life is beyond his educational needs. To understand how important it is to support children in times of crisis, one must be aware of the impact of the emergency on all aspects of a child's life.

## **Personal Effects**

In an emergency, all children are affected in one way or the other. Children can be psychologically affected, either through their own experiences or indirectly through the stresses of their families or nearby people. In emergencies, there may be new pressures on children, which may bring children to active participation in petty trade, casual labour, childcare, prostitution or conflict, especially when

schooling is not available. In such emergencies, even if the schools remain open, it is likely that the child's ability to learn and participate may also be adversely affected.

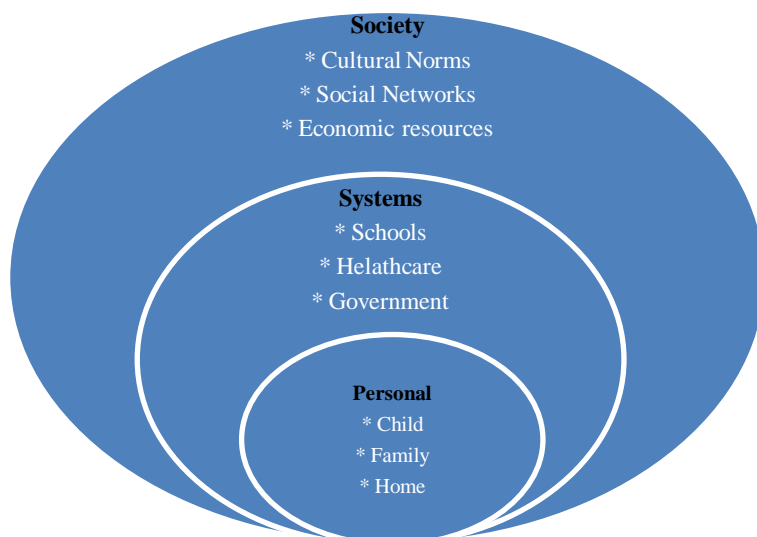
### **Impact on systems**

During an emergency the education system is often disrupted and sometimes broken. During emergency homeless or displaced families are shelter in schools which causes infrastructure of the school is affected. Teaching is affected by the lack of qualified teachers, little or no pay, or the absence of training to bring new unqualified teachers into the gap. In situations of conflict, disruptions occur over an extended period of time, while funds are also cut, teachers migrate, and schools are closed and reopened as emergency work permits. Essential material disappears, psychosocial support is ignored, and teaching methods are ineffective.

### **Impact on society**

The environment in which children learn and grow is interrupted during emergencies or pandemics. Social networks break down and support systems become weak as communities are displaced. Schooling is one of the most important social structures in a child's life. Going to school is the same for children as adults go to work. Schools are not just for academic education but entertainment, creativity and socializing with peers are essential elements of experience. In the midst of so much loss and change, the absence of schooling further intensifies the effects of a crisis and denies children their identity and one of their most important social environments.

**Figure 5** How does Crisis Affect a Child?



*Source:* Nicoli (2003) and Author's Constructions.



The 'pile-on effect' of coronaviruses is that, during the global COVID-19 pandemic, especially for the most vulnerable, barriers to education may have long-term effects. There is a real risk of regression for children whose basic foundational learning was not strong.

This nationwide closures are affecting more than 60% of the world's student population. Many other countries have implemented localized implementations affecting millions of additional learners. UNESCO is supporting to countries in their efforts to reduce the immediate impact of school closures, especially for more vulnerable and disadvantaged communities, and to facilitate the continuity of education for all through distance education. School closures carry high social and economic costs for people across communities. Their impact however is particularly severe for the most vulnerable and marginalized boys and girls and their families. The resulting disruptions exacerbate already existing disparities within the education system but also in other aspects of their lives.

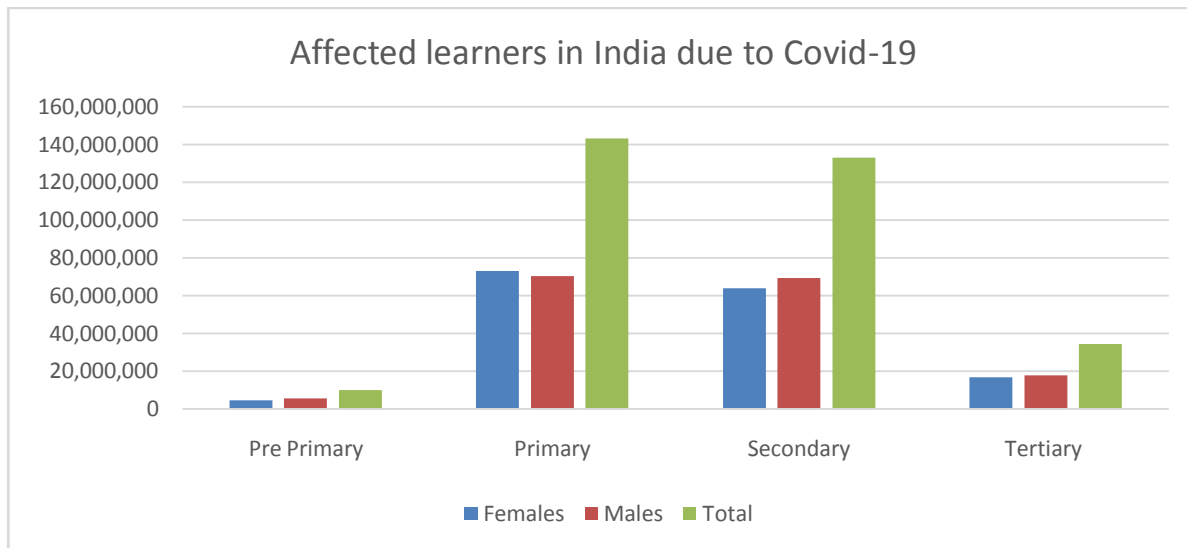
**Table1** -Students affected by Covid-19 in India (Million)

<b>School type</b>	<b>Females</b>	<b>Males</b>	<b>Total</b>
<b>Pre Primary</b>	4,557,249	5,447,169	10,004,418
<b>Primary</b>	72,877,621	70,349,806	143,227,427
<b>Secondary</b>	63,983,677	69,160,694	133,144,371
<b>Tertiary</b>	16,739,686	17,597,908	34,337,594
<b>Total</b>	158,158,233	162,555,577	320,713,810

*Source: UNESCO (2020)*

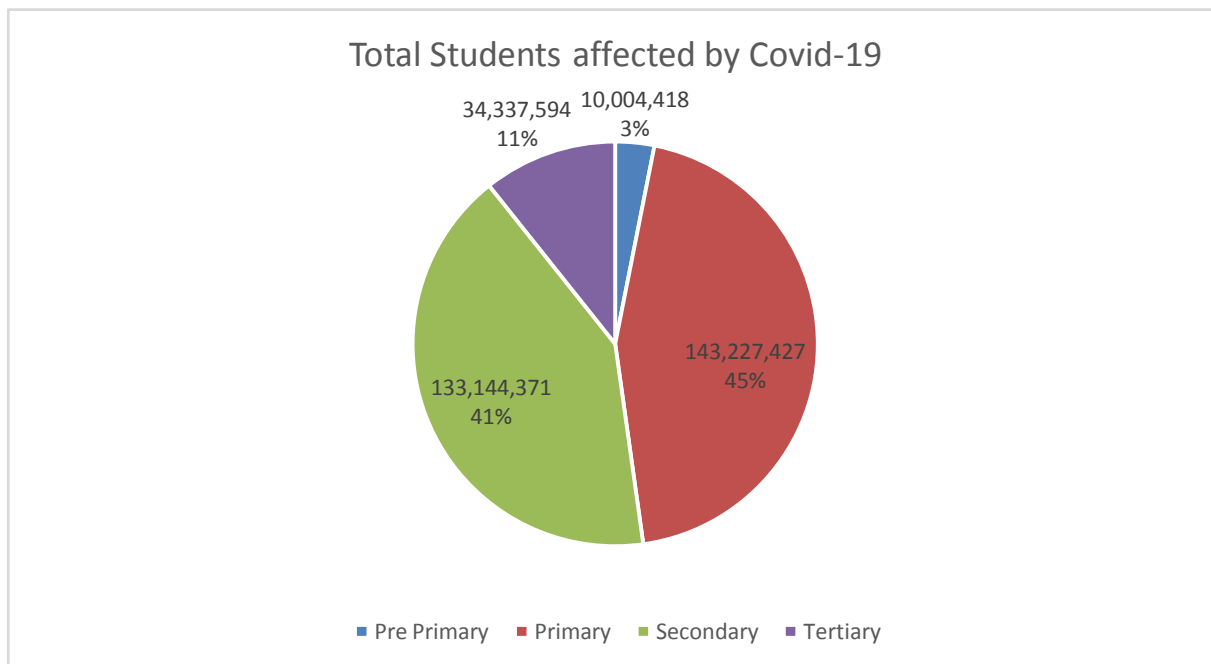
Table 1 shows there are 320 million students are affected due to COVID-19 pandemic in India. Overall male students are more affected than female students in India. In figure 6, it also shows that primary students are more affected than all type of students. And in primary section, female students are more affected than male students.

Figure 6 Students affected by Covid-19 in India (Million)



Source: UNESCO (2020) and Author’s Constructions

Figure 7 Total Students affected by Covid-19 in India (Million and percentage)



Source: UNESCO (2020) and Author’s Constructions

Figure 7 clearly shows that about 45 per cent of primary students are affected from Covid-19 in India. And, only 3 percent of pre-primary students affected by Covid-19 in India.

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### 3. Conclusion

Education should be seen as a priority component of emergency aid. The present scenario is very crucial for the education sector in India as admissions in school, board examinations, entrance tests of various universities etc. and also many competitive examinations are majorly held between March-July. Nothing can be said on how long the education sector will take to come out of such an unusual situation prevailing in the country. In addition, the classroom study is particularly weak because large-scale gathering cannot be avoided in our classrooms. Online classes have not substitute of the classroom lectures. Also, practical classes based on laboratories cannot be conducted online. It is also difficult to instruct for mathematical courses online. Interaction between teachers and students is an important part of teaching and cannot be repeated in online classes.

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