



A Conceptual Study on Education System in India Post Covid – 19

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ABSTRACT:

Medical experts suggest that lockdowns and social distancing measures can help lower the infection rate and decrease the number of COVID-19 fatalities. As a result of the pandemic, over 90% of learners worldwide have been impacted, and e-learning has emerged as a crucial solution for continuing education in these unprecedented times. Educational institutions are working diligently to prevent community spread of the virus. The education community acknowledges that COVID-19 has necessitated a shift in teaching and learning approaches, resulting in the widespread adoption of online learning methods.

Findings from these papers confirm statistically significant differences in student perceptions from before-pandemic and after-pandemic teaching methods, indicates that students viewed pre-pandemic blended learning more positively than co-ed learning during the pandemic, pandemic learning, and web-assisted learning after the pandemic.

KEYWORDS: Hybrid learning, A new challenge faced in education system, Digital learning platforms, opportunities for e-learning, and challenges faced in e-learning.

INTRODUCTION

Corona Virus, which originated in China, had spread around the world at an alarming rate, killing thousands and affecting millions of lives on Earth. Covid – 19 had affected all the sectors and education system is one amongst them. This article focuses on the education system after COVID-19. There are two types of education, online education and basic and advanced technology-based skills education is the main key factor to change the current situation of education and make India an India in better and emerging development.

The pandemic has put public education at risk of disintegration and fragmentation, with a possibility of losing students and teachers who may not return. Home-based learning can lead to privatization. There is a concern that emergency measures could result in lasting reforms. However, the pandemic has also increased appreciation for teachers and the vital role schools play in ensuring well-being, health, and academic learning.

This heightened awareness and appreciation can serve as the foundation for a new renaissance in public education. The pandemic has forced a dramatic change in learning and teaching with physical interaction in traditional environments. This is a major problem for children living in poverty around the world, who often depend on the physical environment of school for learning materials, instruction and sometimes the only decent meal of the day. paraphrase and remove plagiarism.

OBJECTIVES OF THE STUDY:

1. To identify how digital learning brought a change in the education system.
2. To Investigate the difficulties encountered by the Indian Education System amid the COVID-19 pandemic.
3. To analyze school and college usage of digitalization.

LITERTURE REVIEW

Challenges In education

Author: Arya Bharathi

Published Date: July 28th 2022

Adopting EdTech is simple, but funding widespread usage is undoubtedly challenging.

Additionally, most modern technology infrastructure is beyond the budget of most educational institutions. There are many open educational resources and organizations that provide help and learning resources for students and educators. Educational institutions must also look beyond antiquated textbooks and curricula to ensure that students are exposed to the needs of the modern employment sector.

The impact of Covid-19 on education

Author: Andreas Schleicher

Published Date: 30th June 2022

During the epidemic, distance learning has become the lifeline of education, but the opportunities brought by digital are much more than a turning point in solving the crisis.

Digital technologies provide new answers to the questions of what, how, when and where people learn.

Education during pandemic

Author: Aras Bozkurt

Published Date: 5th July 2022

Although the magnitude of the impact of the global COVID-19 pandemic on education has dwarfed previous crises or disruptions experienced nationally or globally, the phenomenon is such that schools and higher education institutions need to move their teaching space online. Brand new to education and academia. The results of this study suggest that rapid adaptability and flexibility are key to meeting the significant challenges posed by COVID-19. Yet extreme demands for flexibility are already undermining human well-being and exacerbating systemic problems such as inequality and inequality.

Education in and After Covid-19: Immediate Responses and Long-Term Visions

Author: Xudong Zhu & Jing Liu

Published Date: 26th April 2020

In an effort to prevent the spread of Covid-19, many governments worldwide have implemented temporary closures of educational institutions, affecting a significant portion of the global student population. This pandemic has caused significant disruptions in various aspects of human life. However, Beijing Normal University and other Chinese higher education institutions have managed to respond to this crisis with some degree of success.

The Impact of COVID-19 Pandemic on Education System in Developing Countries

Author: Tadesse, S. and Muluye, W.

Published Date: 2020

The COVID-19 pandemic has caused significant disturbances in various aspects of human existence. Beijing Normal University in China has responded to the crisis quite effectively. Conducting research during the pandemic will help in developing a more sustainable, equitable, and inclusive education system in the post-pandemic period. The closure of schools due to COVID-19 has affected students, teachers, and parents. The crisis has worsened social disparities in schools, as students from privileged backgrounds have access to better digital infrastructure, and teachers from such schools have better digital technology skills.

Education after pandemic:

Author: Vijay Balakrishnan

Published Date: 5th Jain 2023

Mental health awareness is a crucial issue for educators as they often play a key role in supporting students. The integration of virtual and augmented reality into education is a notable trend that is gaining momentum in 2022. In the future, educators will receive certification and specialized training in mental health first aid.

Research Methodology:

We prepared the study using a secondary research approach and a number of easily accessible data collection techniques. These weren't made by us, but we did analyze pre-existing sources like case studies, market research reports, books, journals, and online databases (like Google Scholar). Primary research, which comprises collecting information directly from sources, is supplemented by this technique.

COMPOSITION OF EDUCATIONAL ENVIRONMENT

In a broad sense, the educational environment includes many components.

However, from the perspective of students, the components are simplified into five parts. These components have been identified as:

- (1) Teaching and learning, (2) extracurricular activities,
 (3) Assessment, (4) faculty and administration, and (5) teachers.



- **Teaching and Learning:**

To learn is to change; the change achieved by developing another ability, by understanding a logical law, by changing a state of mind, teaching offers many opportunities, beyond the inner circle where students are designed to help learn. Learning is the process of permanent change in thought, action and behavior, often with a purpose. Learning can be formal or informal, but the goal is to bring about intellectual change.

Learning is an internal cause and teaching is an external cause, i.e., learning must come from within the learner, while teaching must come from outside the learner. Teaching is a complex part of the educational environment that will affect what happens in the classroom through the interaction between pedagogical factors such as teachers, students, local institutions, curriculum, etc. The educational environment is vital, and teaching and learning have a big influence on how students think.

- **Extracurricular activities:**

Various activities outside the formal curriculum are called extracurricular activities. Schools and colleges at all levels have different forms of extracurricular activities. Although extracurricular activities are not considered academic achievement, they play an important role in character development and career development. As such, it is part of the educational environment.

For the overall development of the educational environment in colleges and universities, all colleges and universities give equal attention to curricula and extracurricular activities.

- **Assessment:**

To measure student achievement, there must be a quantitative technique called assessment or appraisal. There are two rating parameters, one is "conventional form" and the other is "contemporary rating". Traditional forms of assessment include multiple-choice exams and essay-style formats, while modern assessment environments include portfolios, self-assessment and peer assessment, simulations, and others. Innovative methods. When educators assess student performance, it can affect interest in learning. Evaluation is logically and experientially one of the determining parameters of the student's perception of learning.

- **Faculty and Administration:**

The Management or Administrative measures and policies adopted by the administration have a significant impact on students' interest in learning. It also indicates that the actions of university administrations have an indirect impact on the educational environment; if management follows legal decisions, it will have a positive impact on the overall educational environment. Therefore, it is very important to know what students think about the university and its management.

- **Teachers:**

A teacher is a person who teaches in a school or college. As teachers play a greater role in the overall development of students, it is important to analyze students' perceptions of teachers.

Background Overview :

The world after COVID-19 demands that every business be digitally reinvented. Though this digitization has happened in India, but we can see the changes have grown a lot because of the pandemic. Currently, due to the extraordinary circumstances of COVID-19, teaching methods and teaching methods have been changed due to the circumstances. The traditional system that is

The merging of digital and traditional learning approaches is anticipated to give rise to a novel educational system that can facilitate a meaningful online learning experience for students. Although several e-learning platforms provide diverse courses with distinct evaluation methods and certifications, there is a requirement for an all-inclusive learning system. The demand for global exponential growth in e-learning has accelerated due to factors such as cost

effectiveness, time flexibility, accessibility, opportunities to take online courses, participation of a lot of students in e-learning programs. Daily adult life with fewer distractions than face-to-face learning.

In spite of the drastic growth of online learners there are still certain drawbacks associated with e-learning, including the absence of teacher supervision, limited peer interaction, lower motivation levels, difficulties in managing deadlines, and differences in individual learning abilities. With the emergence of the post-COVID era, both instructors and students have been compelled to adopt web-based learning approaches. These models utilize a variety of digital tools, such as the Internet, websites, video conferencing, broadcasting, and multimedia resources. Online learning enables a range of educational activities, such as delivering lectures, distributing study materials, and assigning homework, much like traditional classroom instruction. It closely mimics face-to-face learning, allowing for real-time interactions between students and teachers, facilitating direct communication between them when they are both online and available.

Various studies have been conducted to investigate and compare student perceptions of digital learning and conventional learning systems in terms of presence, interaction and satisfaction, finding that the digital system of learning is seen as lacking of interaction, presence and synchronization. Communication plays a vital role in e-learning and offers various advantages, such as flexibility in scheduling, simplified comprehension of essential concepts and subjects, and the possibility of learning while working.

Challenges Faced by The Education System During Covid-19

As a response to the Covid-19 outbreak, the government's initial lockdown measures had a detrimental impact on approximately 250 million children in India due to school closures, as reported by the Observer Research Foundation. Underprivileged children were particularly affected, with some dropping out of school and others being forced to find work to assist their families, who were experiencing pandemic-related deaths and financial difficulties. Transitioning from conventional classroom learning to an online environment has proven to be a challenging task for government schools in India, particularly in rural regions. Conversely, private schools in urban areas have demonstrated greater adaptability in responding to the changing circumstances.

- **A Difference Based on Access and Technology**

Uninterrupted education requires the availability and accessibility of digital infrastructure, such as laptops and phones. While students in urban schools typically have better access to such resources than those in rural areas, socio-economic status and gender disparities persist and hinder the utilization of these tools. Additionally, other factors such as unreliable power supply, unstable home environments, and insufficient study spaces further complicate the issue of access.

Since the onset of the pandemic, there have been considerable delays in resuming in-person instruction as the government grapples with multiple waves of COVID-19 and endeavors to boost vaccination efforts.

Finally, immunization is necessary before children and teachers can return to school in order to ensure their safety. Although certain states have permitted senior classes to resume in-person instruction with stringent Covid-19 measures in place, this is only a temporary solution due to the likelihood of a third pandemic surge and the ongoing evaluation of vaccinations for children aged 12 to 17.

- **Exams with Unclear Instructions**

Discussions surrounding the grading system and exam administration for primary education students have been ongoing, but the unique circumstances of the pandemic have delayed the establishment of a nationwide policy for students to take their final exams. Consequently, many students have been unable to complete their high school education, resulting in lost time and challenges when attempting to enroll in college.

For orphaned children in Covid-19, education.

When the global epidemic began, about 15 lakh children have become orphans, including 1.2 lakh from India. Those children's chances to pursue an education are jeopardized. Notwithstanding the need for a federal response, governments like Delhi and Andhra Pradesh are establishing programmes like child care facilities for children who are in trouble and require assistance right away. This is in addition to the government's free education program for children whose parents died as a result of Covid-19.

- **Increasing Literacy Rates by Collaborating with State Governments**

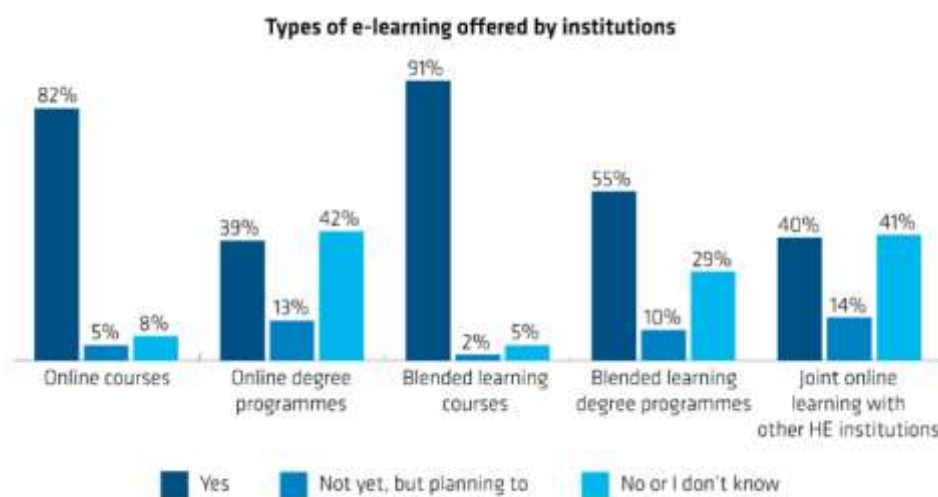
There are multiple private-sector initiatives, backed by state governments that strive to enhance literacy rates in both school-age children and adults. These endeavors mainly concentrate on providing teacher training, promoting the development of infrastructure and technology, and emphasizing the benefits of reading for all.

Changes in Education System After COVID -19 Pandemic:

After the outbreak of the COVID-19 pandemic, educational institutions, curriculum designers, researchers, and education officers collaborated to bring about reforms in the education system during the period of closure. The educational system should be completely redesigned by educational institutions, together with the curricula and the instruments and methods for post-COVID-19 learning. In the absence of classes, initiatives to improve the educational

system should be made through partnerships, the development of curricula, and skill-building. In order to inform parents and students about the value of keeping children safe at home while schools are closed, teachers at schools must collaborate with education officials. They should also try to encourage as much learning and reading as possible.

There are differences among urban and rural students, as well as those from low- and high-income families, whether they are educated or not. When schools reopen, evidence-based programs should be developed and implemented by the education system to help students recover the learning loss. Children from low-income families and those with illiterate parents may face difficulties catching up on their studies when schools reopen after the pandemic-induced shutdowns, especially if they did not receive necessary support during the closures. Some children from disadvantaged backgrounds may have to work to help their families financially, while others in rural areas may have to continue assisting their parents with farming or herding, which could hinder their return to school. To ensure that these children do not miss out on education, it is important for the education system to develop evidence-based programs and measures to encourage them to return to school. Teachers and students should also be equipped with the necessary skills to adapt to emergency learning platforms in the future. Researchers, curriculum designers, and education officers have collaborated during the closures to reform the education system, including redesigning curricula, developing post-COVID-19 learning tools, and overhauling the system as a whole. Developed countries may need to provide support to help developing nations enhance their education systems. While schools are out, initiatives should be undertaken to improve the educational system through partnerships, the development of curricula, and skill-building. To ensure students' return to school once they reopen, schools are implementing COVID-19 compliant design strategies that prioritize the safety of students, parents, and teachers, as well as the accessibility of remote learning. Teachers must work together with education officers to inform parents and students about the importance of staying safe during school closures and to encourage them to continue learning and reading.



Source: International Association of Universities

Findings and suggestions:

After analyzing the data, the expert opinion method recognized four major themes, which include the management of resilience and change, digital transformation, modification of the curriculum, and sustainability.

- **Resilience and Change Management:**

Higher education institutions are striving to create a strong recovery plan that can enhance their capability to cope with the challenges brought by the pandemic. The institutions aim to adopt resilience measures that will enable them to survive, adapt and succeed in the future. These measures will involve engaging with various stakeholders, including individuals, families, and the environment, as well as considering the adverse experiences that students, faculty, and researchers may face. The resilience models will help the institutions to restructure their systems during the COVID-19 recovery period.

Suggestion: The ability of students to adapt to changes in the learning process during the pandemic has a considerable influence on their engagement and achievement in online education.

- **Digital Transformation**

The COVID-19 pandemic has brought about a significant transformation in higher education institutions, requiring a rapid digitization of the teaching and training process. However, many academics lack the necessary skills and techniques for online teaching. This has led to a shift in the education system, with emergency distance learning and online classes becoming more common than traditional in-person classroom instruction.

Suggestion: To stay competitive and provide excellent education, universities need to overcome the challenges posed by disruptive technological innovations, accelerated change, and digital transformation.

Curriculum Change:

As previously mentioned, due to the COVID-19 outbreak and the need to prioritize the health and safety of both teachers and students, many countries have transitioned from in-person to online instruction. One particular study focuses on evaluating the success of medical school curriculum changes implemented in South Korea in response to the pandemic.

Suggestions: One option for conducting classes is through the use of pre-recorded video clips or live online classes, while lab sessions can be restructured into online simulations or collaborative learning activities.

- **Sustainability:**

The objective of achieving sustainability is an essential target for all higher education institutions. The influence of the worldwide outbreak has resulted in significant changes to our world, which could be long-lasting.

Suggestion: Policymakers and educators must consider the most urgent role of education for sustainability now and in the near future. The central idea of ESD should be about transformative learning, specifically about promoting attitudes, behaviors, and social change. The objectives of education for sustainable development are necessary for our time. We suggest that the long-term sustainability of education includes the environment and international networks.

CONCLUSION

Experts emphasize the importance of flexibility in higher education, which extends beyond just the learning process to include aspects such as fee payment, registration, and study location. Flexible learning is also referred to as flexible teaching, delivery, distributed, online, open, and blended learning, which can positively impact self-efficacy and academic results, as well as foster independent thinking and innovation. The authors argue that coping mechanisms beyond digital transformation are necessary to deal with uncertainty and traditional limitations. They suggest exploring alternative and personalized learning, future assessment methods, and pedagogical practices that promote uncertainty to create a resilient and inclusive education system. The pandemic has provided an opportunity to make changes for the betterment of the education industry, which will strengthen institutional resilience in the long run. Additionally, COVID-19 has led to increased global collaboration between universities beyond franchising and joint degree programs, with joint teaching and research involving multiple universities worldwide becoming more common.

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