



Effect of COVID-19: A Significant Emphasis on the Indian Educational System

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ABSTRACT:

The COVID-19 pandemic has caused global disruption. It began to spread internationally after evolving in China. The COVID-19 pandemic health crisis is having an impact on the nation's economic expansion. The regular course of life has been disrupted by the COVID-19 pandemic. Nations are adopting a number of actions to stop the COVID-19 virus from spreading. The Indian government imposed a nationwide lockdown to encourage social distancing. All schools, colleges, and universities had been declared closed due to the pandemic. The entire educational system was being disrupted by this. We've learned from the COVID-19 outbreak that change is unavoidable. It has served as a driving force behind educational institutions' expansion and adoption of previously untested methods and platforms. The education sector has been using a different strategy to weather crises and digitizing obstacles to eliminate the threat posed by the pandemic. When formulating policies pertaining to the educational system, policymakers encounter numerous challenges. Online learning was replacing offline learning. Students, teachers, and parents were dealing with a number of issues as a result of this change in teaching methodology. This paper discusses the various effects of COVID-19 on the educational system.

Keywords: COVID-19, education system, online classes, teacher's impression

Introduction:

Without education, a country cannot develop; education is essential to an individual's mental development. Only an advanced mind can innovate and generate fresh concepts and ideas for the advancement of a country. Everyone is aware that "health is wealth." i.e., one's health is everything they could ask for. A wealthy individual with poor health is not as wealthy as a wealthy person with poor health.

Nowadays, the COVID-19 pandemic is affecting the entire world. COVID-19, or coronavirus disease, is another name for this infection. In this case, CO stands for corona, VI for virus, and 19 for the year 2019. It started in December 2019 in China. Following the discovery of the first case in Wuhan, China, the disease spread throughout the province. It spread to every other region of the world in the blink of an eye. On January 30, 2020, the World Health Organization (WHO) abruptly declared a Public Health Emergency of International Concern (PHEIC). On March 12, 2020, the WHO declared COVID-19 to be a pandemic, after the epidemic had spread to almost every nation. In an effort to slow the spread of COVID 19, the majority of governments worldwide had chosen to temporarily close all schools, colleges, and universities. Institutions of higher learning are unable to uphold social distance. In order to preserve social distance, schools and other educational institutions must be temporarily closed.

Due to current circumstances, education was moving to an online format. There are occasionally obstacles when studying online. Many students are unable to complete their coursework on the online platform due to various reasons, such as poor internet connections and disruptions in their homes. Government schools must also implement e-learning platforms; private schools are not the only ones doing so. Several virtual workspaces include WebEx, Zoom, Google Classroom, and Skype. In the future, our education will shift from being teacher-centric to being student-centric by implementing these technological tools. Teachers and students both will benefit from these online resources as they grow in knowledge and skill. We can now assert that this crisis is teaching us how to shape our future as well as how to combat the pandemic. To assist students, the Indian government has launched a number of e-portals and apps, including STEM-based portals, SWAYAM, DIKSHA PORTAL, E-PATHSHALA, SMILE, and many more. Additionally, learning can take place with the use of mobile devices, such as phones, in which case the instructor can assess students concurrently. Online learning between the teacher and the student is not a part of the asynchronous form. They are placed in different locations and at different times to learn different subject concepts.

Some universities offered online exams during the pandemic, but the results showed a considerable variation in students' behavior regarding academic integrity. The pandemic completely altered students' post-COVID mindsets, so the study sincerely attempted to ascertain how students felt about a college education following the COVID-19 outbreak in India.

Impact of COVID on education:

Acknowledging the impending post-COVID-19 new normal, it is imperative to modify the educational environment from the perspective of curriculum studies. Online and instructional evaluation are very similar. There are synchronous and asynchronous forms for online instructional evaluation. Online pedagogy is built on synchronous and asynchronous modes. With the aid of Zoom programs, the tutee and the tutor collaborate online at a prearranged time in the synchronous form. Mobile devices, such as phones, can also be used to facilitate learning, with the instructor evaluating students in real time. The non-synchronous form does not entail online instruction between the teacher and the pupil. They are placed in different locations and at different times to learn different subject concepts. This type of evaluation is carried out using Moodle, where the instructor posts instructional materials for the students to complete. Tutoring and teaching involve a variety of skills and mindsets that are conveyed through the instructor's demeanor and play a major role in shaping the student's behavior. The societal obligation placed on educators consists of a variety of factors, some of which are fundamental and others of which are peripheral. Because physical learning halls and labs create a psychological aura that fosters deep learning instructiveness between the instructors and learners, a single learner's self-image and self-worth emerges from complete synergy, communication, and cooperation in the learning room. The instructor can then enhance the students' understanding of a subject by carefully examining the idea, then enforcing and assessing it. The top levels of the pyramid are integration and progression, which determine whether or not a student actually thought about the material being taught. However, Bloom's was updated in 2001 and now includes the following categories: Remember, Understand, Apply, Analyze, Evaluate, and Create. Bloom's Taxonomy was designed to give educators guidelines on how to instruct their students.

The education sector has seen significant changes as a result of this pandemic, including a move from traditional in-person instruction to online learning environments, teachers using modified pedagogies, the administration of exams and competitive exams, etc. According to a UNESCO report on the education sector, 150 closures nationwide and 1,190,287,189 students have been impacted.

Because of COVID-19, there are certain difficulties with education. First, to safeguard the conventional educational system, which has completely been replaced by online learning, which necessitates high-speed internet access, strong technical support, and teacher training that not everyone can provide. Second, because the originality of the performance cannot be guaranteed, the online platform assessment and evaluation system does not provide accurate student performance. While responding to the assessment's questions, students are free to use another device for assistance. The third is the research platform, which covers cancellations, international travel, and postponing seminars and conferences. The work has been negatively impacted by other research endeavors. But because of the opportunities, a lot of these events have moved to online venues, which has raised attendance and made them more well-known. The fourth issue is the severe impact this outbreak is having on students' careers and mental health.

With COVID-19, all traditional teaching methods are now available online. Professionals and students can access a variety of online platforms. Students can work without stress from the comfort of their homes, saving them money, time, and energy on travel. Compared to pre-COVID conditions, they can invest more because they are not fatigued. For students who have parents watching over them, studying at home has also yielded greater benefits. The online platform has greatly increased their chances of success when it comes to theory classes. Nonetheless, there has been a significant restriction on the practical tasks that the students are expected to complete in labs and fields. Due to the lack of laboratory equipment and other essential practical materials, teachers are now unable to give students the demonstrations they need, which has significantly limited their ability to teach.

There is no guarantee that the student is actually attending the class, even in cases where the online facility has made learning easier with flexible scheduling possible. Sometimes there are a lot of disruptions for the teacher and students because of network issues. Sometimes, students engage in mischievous behavior such as creating fictitious email addresses, creating noise, making pointless remarks, etc. The instructor finds it challenging to keep discipline. However, in certain disciplines—like web design, for example—where the practical demonstration can be better understood through online presentation and screen sharing options, this online mode is more appropriate than in-person instruction.

However, low-income students are not given the opportunity to participate in online learning. As a result, there is a significant and unjust social stratification that deprives students of their rightful education. People are less tech-savvy in developing nations like India, where a sizable portion of the populace comes from rural origins. Notwithstanding the availability of technological resources, this presents another difficulty for the Indian educational system. The student and the teacher may encounter this challenge together. Instructors who prefer in-person instruction cannot give their all in virtual learning environments.

Advantages of digital learning in COVID-19 period:

1. Education is getting more tailored, efficient, and engaging.
2. Raise the standard of education in India with an eye toward the future.
3. Instructors are also improving their online course materials.
4. It is superior to conventional instruction.
5. It is economical.
6. There are no geographical restrictions on learning.
7. No time restriction for learning.

8. Direct communication between the instructor and the pupils.
9. Conveyance fees and time-saving.

Disadvantages of digital learning in COVID-19 period:

1. There are inadequate resources for students in rural areas.
2. Deficiency of knowledge to parents about expertise.
3. The Indian government is having issues because of a lack of funding.
4. Teachers ought to be highly tech-savvy.
5. There isn't a study space at home.
6. Students are sometimes preoccupied by games, social media and so on.
7. Different kinds of digital classes are required for students at different levels.
8. No written work provides.
9. Content needs to be updated and protected from hackers.
10. Online platforms are not suitable for conducting effective assessments.

The Indian educational system:

Education is the process of becoming more knowledgeable or acquiring the skills, values, and habits necessary to meet basic needs in life. Although learning typically occurs under the guidance of an instructor, it need not occur within a formal system; self-learning is an option as well. Therefore, education can be formal or informal, but its main goal should be to help people think and feel better. Otherwise, education is just action. The education environment is a multifaceted domain that consists of academic materials, teachers, students, extracurricular activities, and colleges. India is a land of opportunity; many global corporations seek Indian employees not only for their diligence but also for their exactitude in skill. India boasts a rich historical background and the second largest education system globally. The path of the Indian educational system, from Gurukuls to IITs, has seen many ups and downs. The "Right to Education Act" has had a significant impact on India's educational system and increased the country's enrollment rate in higher education. In the past 50 years, there have also been more universities: from 20 in 1950 to 875 in 2017. The quality of programs, internal rankings, and public evaluations have become increasingly important to society as the number of universities has grown and their course offerings have diversified. Though measuring the quality of the educational environment is a complex process, it is inevitable that this process will fall short if it fails to focus attention on research-oriented evaluation. Teachers, students, and administration are among the members of the educational structure who contribute to the success of the Indian educational environment. Furthermore, how students view each of these elements is also fundamental. As a result, studies are conducted to examine how students view the main elements of the college learning environment.

The crisis's effects on education:

Globally, the COVID-19 pandemic has caused shockwaves. The unprecedented public health crisis has resulted in significant human suffering and fatalities. Hospitals and medical staff are overburdened, and the health sector is severely strained due to the exponential increase in infected patients and the severe effects of serious cases of the disease. As governments responded to the disease's spread by shutting down entire industries and enforcing stringent mobility restrictions, the sanitary crisis turned into a significant economic crisis that will likely continue to plague societies for years to come. The latest Economic Outlook from the OECD indicates that a severe recession is predicted by even the most optimistic scenarios. All of this has an impact on education, which is both dependent on tax revenue and essential to future tax revenue. Budgetary decisions regarding the distribution of funds to different sectors (such as defense, social security, healthcare, and education) are influenced by national priorities as well as the degree to which these facilities are delivered by the private sector. All governments have an influence over education, whether it be through financing, directing, or regulating service delivery. The government must finance educational services to make sure that education is not out of reach for certain members of society, since there is no guarantee that markets will provide equitable access to educational opportunities.

Nonetheless, as governments reallocate resources in reaction to outside shocks, government spending on education frequently varies. Public funding for education in the OECD and partner countries may become less available as a result of the slowdown in economic growth brought on by the virus, as tax revenue drops and emergency funds are diverted into paying for rising healthcare and welfare expenses. Public budgets have previously been strained by economic crises. This has resulted in a decrease in public funding for education in certain countries. Reducing spending without increasing productivity is likely to have a negative impact on education quality, even though cross-country comparisons between education spending and educational outcomes across OECD countries do not demonstrate a strong relationship. This is because there are notable differences in the productivity of education systems. It might take a few years to observe how a crisis affects the money allocated to education.

Special education and the COVID-19 emergency:

While COVID-19 has had an impact on education delivery and reception at all levels, children with special needs have been more severely affected. Applied behavioral analysis, or ABA, is typically included in the individualized educational plan of children diagnosed with autism. Discrete trial training is a technique used by ABA therapists for autism that shapes and rewards small steps toward new behaviors. Discrete trial training entails segmenting behaviors into manageable steps and repeatedly rewarding minor progress toward those behaviors. A child and therapist engage in intense one-on-one therapy for extended periods of time, typically 20 to 40 hours per week. For children with autism, this therapy is most effective when started early and is frequently started at home. ABA workers were deemed essential workers from the beginning of the pandemic, so organizations offering this service were free to create safety procedures for providing this essential service and were responsible for doing so in collaboration with certifying boards.

ABA was interrupted early in the pandemic, then virtual visits, and lastly in-home therapy with COVID-19 isolation precautions. Virtual visits appear to be less effective than in-person visits for ABA therapy, despite this being supported by limited outcome data. Early on, the trade-off between efficacy and safety led to in-home services, with pauses due to illness and a shortage of therapists due to the pandemic. For kids diagnosed with autism, losing the chance to act early on in their treatment is a major worry. Prior to the pandemic, families of children and teenagers with autism spectrum disorder reported lower levels of stress than families of children with other disabilities; during the pandemic, this burden has increased due to the additional duty of monitoring in-home schooling.

The majority of the literature that is currently available provides guidance for at-home education of children with disabilities, rather than providing information about schooling during the pandemic. Since 70% of students with ADHD also have other conditions, such as learning disabilities, oppositional defiant disorder, or depression, the American Academy of Paediatrics published guidelines advising that these students may respond very differently to in-home schooling because of the non-ADHD diagnosis. For instance, children with oppositional defiant disorder may refuse to attempt work, while children with depression and/or anxiety disorders may experience severe anxiety, and children with autism may experience anxiety and perseverance. During the COVID-19 school closures, children and families who are already under stress due to learning differences faced significant challenges.

Elements of the academic environment at college:

Broadly speaking, the educational environment consists of a variety of elements, including curriculum elements, school policies, societal factors, and government regulations. However, when considering the viewpoint of the students, the elements of the college education environment are reduced to five parts. These elements are listed as follows: (1) activities; (2) teaching and learning; (3) evaluation; (4) college and administration; and (5) teacher. The COVID-19 pandemic has resulted in the addition of one more component to the educational environment, which is known as "online class," in addition to the previous five. Because this study is being conducted after the COVID-19 pandemic, the researcher has incorporated this new component to analyze students' perceptions of the educational environment. We go over each component's specific meaning and scope below.

College administration:

Students' interest in learning is greatly impacted by management, administration, and policies made by the administration department. It also made the point that decisions made by college administration will indirectly affect the learning environment; on the other hand, if management makes wise choices, the learning environment will improve overall. It is crucial to comprehend how students view college and its administration as a result.

Vocational education during the COVID-19 lockdown:

Vocational education and training (VET) has been particularly hard hit by the crisis, even though remote learning has provided some educational continuity when it comes to academic learning. When compared to general programs, vocational education and training (VET) programs face two distinct disadvantages: the closure of businesses and the imposition of social distancing requirements have made work-based and practical learning, which is essential to the success of VET, difficult or impossible. However, this industry is crucial to ensuring that work and education are aligned, that students enter the workforce successfully, and that employment and the economy as a whole are supported. Not to mention, a lot of the occupations that supported the economic and social structure during the lockdown depend on certain professional credentials.

Practical teaching is a crucial component of VET curricula, regardless of whether they are school-based or combine elements of both school and work-based learning. This calls for specialized equipment, practical experience in workshops, labs, or the workplace, and close supervision from teachers to guarantee that tasks are completed correctly. In certain nations, the portion of learning that is work-based can exceed sixty percent. The VET programs in construction, engineering, health, agriculture, and crafts that most heavily rely on hands-on training will find it most difficult to transition to remote learning. The learning process is more constrained even in situations where remote simulations of practical training are possible.

Impression of COVID-19 on teachers and parents:

Teachers now find themselves in an unpredictable situation as lockdowns brought about by the Covid-19 pandemic have expedited the transition from traditional to online teaching methods. The avoidance of direct contact with others has changed the relationships, which has implications for their mental health. In this unusual circumstance, physical activity appeared to be a factor that could prevent mental disorders like depression or anxiety.

Numerous effects of the Covid-19 pandemic's global spread have been reported, some of which may have an impact on people's general health. On the one hand, the virus itself causes intimate circumstances in which human emotions like fear, worry, panic, anxiety, or depression-related distress can manifest more frequently in people in addition to the symptoms of the illness. Indeed, an increase in stress and depression has been observed between the first few days and the third week of the lockdown in recent studies about the psychological effects of this pandemic disease on the general population. Moreover, numerous studies have linked anxiety to poor sleep quality.

On the one hand, since parents are often asked to act as a bridge to support their children's teaching-learning process, it is imperative to look into the digital capabilities that teachers, students, and parents all possess. Whether a fresh lockdown is necessary due to health concerns or not, this is already a given. However, because it can help open up new markets and bring education into every home, the Covid-19 pandemic has brought to light both the benefits and drawbacks of online learning. However, as teachers' concerns have surfaced, a number of obstacles, mostly technical (lack of computers, insufficient computers for all family members, poor or nonexistent internet connections, location, socioeconomic status), must be addressed in order for this to become feasible. These obstacles must be taken into consideration by universal digitization policies, by policymakers, and by public policies that prevent the digital gap. Additional constraints may pertain to knowledge and skills. Educators have indicated that they may need to receive training in the didactic and instructional value of each resource and strategy, as there isn't a straight line from what happens in the classroom to what needs to be done online. In light of this challenging circumstance, it is also essential to create more organized teacher preparation programs that, as this study's findings demonstrate, do not result in an undue amount of work.

Conclusion:

It will be crucial to consider how educational systems, and in particular vocational education, can promote resilient societies as we move into the COVID-19 recovery phase. We are now more aware of the importance of professions that were previously underappreciated because of the global health crisis and the lockdown that followed. This has made it easier for the workers who have been working nonstop to keep economies afloat to regain their sense of worth.

The future is extremely hazy. If anything, however, the pandemic has highlighted our susceptibility to crises and the fragility and interdependence of the economies we have established. Pandemics are not the only events that can cause disruptions of the magnitude that we have just seen; natural, political, economic, and environmental disorder can also cause disruptions of this kind. The future-proofing, readiness, and preparedness of governments will determine our ability to respond quickly and effectively. The development of the competencies and skills required for tomorrow's society will require education systems to play a central role in this planning. This entails reconsidering how the economy should develop in order to fend off hardship and identifying the knowledge, training, and abilities needed to sustain it. This entails collaborating closely with other public and private sectors to improve the marketability and employment prospects of particular professions.

Thus, there is a need to reaffirm the commitment to the Sustainable Development Goals in light of the pandemic. The core of the global agenda and education's promise to our future society is ensuring that all motivated people have the chance to succeed in school and acquire the knowledge, abilities, values, and attitudes that will allow them to make a positive contribution to society. Our capacity to handle significant disruptions has been put to the test by the current situation. It is now our responsibility to leave behind a society that is more resilient.

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