



Post-COVID Impact on the Education Sector in Karnataka

Mr. Shankar Prasad¹, Harshitha Shashidhar², Ayush Agrawal³, Harshika Jhunjunwala⁴, Hanish J⁵, Biplob Kumar Saha⁶

¹Assistant Professor, Center for management studies, Jain Deemed to be University-Bangalore, India

^{2,3,4,5,6}Students, Center for management studies, Jain Deemed to be University-Bangalore, India

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ABSTRACT

The pandemic has had far-reaching effects. Karnataka has had a significant disruption as a result of COVID-19, which has drastically altered Indian education. Over a million students were impacted by the forced closure of institutions and schools due to a statewide lockdown. Even while the epidemic sped up the use of technology in the classroom, these changes revealed preexisting disparities. Low-income students frequently did not have access to gadgets or dependable internet, which made it difficult for them to take part in online learning. In addition, students' concerns about their mental health increased as a result of social isolation and disturbed routines. In order to provide equal access to education for all, Karnataka's education system had to figure out how to combine the advantages of online learning with conventional approaches and solve the digital divide. This research paper explores the profound impact of COVID-19 on the education sector in Karnataka. It investigates the substantial loss of learning experienced by students in the region following the pandemic. Additionally, it delves into the repercussions of the sudden shift to online learning, analysing its effects on both students and teachers. Furthermore, the paper presents the perspectives of parents, students, and teachers regarding their experiences with the educational transition and their suggestions for addressing the challenges encountered.

INTRODUCTION

The COVID-19 pandemic has caused unprecedented disruptions across various sectors worldwide, with the education sector being among the most affected. In Karnataka, India, the pandemic has significantly altered the landscape of education, posing multifaceted challenges to students, educators, policymakers, and institutions alike. This research paper aims to delve into the post-COVID impact on the education sector in Karnataka, shedding light on the challenges faced, the adaptations made, and proposing potential future directions to mitigate the adverse effects and foster resilience. Context and Background: Before the pandemic, Karnataka boasted a diverse educational ecosystem, comprising traditional brick-and-mortar institutions alongside a burgeoning online education sector. However, with the emergence of COVID-19 and subsequent lockdown measures, schools, colleges, and universities were forced to close their physical campuses, leading to an abrupt shift towards remote learning modalities.

Since the beginning of 2020. The global community grappled with an extraordinary crisis in the form of the COVID-19 pandemic, an event that tested the resilience and preparedness of nations worldwide. This global crisis has affected many aspects of our lives, and one of the most significant areas impacted is education. In Karnataka, a state in India known for its diverse culture and strong education system, the pandemic has led to significant disruptions in the education sector.

This research paper seeks to investigate the ramifications of the COVID-19 pandemic on the educational landscape within the Indian state of Karnataka. We will explore various aspects, such as how students accessed education during the pandemic, how their learning outcomes were affected, the differences in experiences based on socio-economic backgrounds, and how schools adapted to using technology for teaching and learning.

During the pandemic, schools in Karnataka had to find new ways to continue providing education while keeping students safe. Many turned to online classes, but this posed challenges for students who didn't have access to the necessary technology or internet connection. Some students also struggled with the transition to online learning, which affected their academic performance.

The COVID-19 pandemic exposed and exacerbated pre-existing disparities in educational access. Students hailing from underprivileged economic backgrounds encountered heightened difficulties in participating in remote learning initiatives, as they grappled with an absence of requisite digital devices or reliable internet connectivity within their households. This widened the gap between students from different socio-economic backgrounds, raising concerns about educational equity.

To address these challenges, schools in Karnataka had to quickly adapt to using technology for teaching. Many teachers had to learn new digital tools and find creative ways to engage students in online classes. Additionally, policymakers introduced measures to support schools and students during this difficult time, such as providing digital devices and internet subsidies.

Despite these efforts, it's essential to evaluate the effectiveness of the measures taken and identify areas for improvement. We need to ensure that all students have equal opportunities to access education, regardless of their socio-economic background or geographic location. This requires a coordinated effort from policymakers, educators, and the community to address the challenges faced by the education sector in Karnataka.

In this research paper, we will analyse data and gather insights to understand the impact of COVID-19 on education in Karnataka better. By identifying the challenges and proposing solutions, we hope to contribute to building a more resilient and inclusive education system that can withstand future crises. Our ultimate goal is to ensure that every child in Karnataka has the opportunity to receive a quality education, regardless of the challenges posed by the pandemic or other external factors.

REVIEW OF LITERATURE

Conceptual study on changes and progress in education system post covid 19 and its acceptance among student community with reference to Bangalore city, Karnataka

By Dr Lakshman K and Dr Ranjini M L

This research paper delves into the profound impact of the COVID-19 pandemic, which has reshaped and transformed virtually every sector around the globe, with a particular emphasis on the education sector in India, where seismic changes have occurred. The paper highlights the measures implemented by the Indian government and the state government of Karnataka to facilitate uninterrupted education during these unprecedented times. It also examines both the positive and negative repercussions of COVID-19 on the educational landscape.

The pandemic swept across the world, compelling societies to embrace social distancing measures. Educational institutions, including schools, colleges, and universities, were forced to close their doors. Classes were suspended, examinations were indefinitely postponed, and entrance tests were cancelled. COVID-19 disrupted the schedules of students worldwide. However, this crisis also propelled institutions to transition from the traditional classroom teaching model to a new digital era. Teachers and students initially grappled with adapting to this shift, but they eventually navigated the challenges and continued their educational pursuits through online platforms such as Zoom, Google Meet, Skype, and YouTube. According to this research paper

The positive impacts of COVID-19 are:

1. Catalysing a shift towards blended learning models
2. Surging adoption of learning management systems
3. Augmented utilization of digital learning materials
4. Fostering enhanced collaborative practices
5. Accelerated digital literacy among stakeholders

The negative impacts of COVID-19 are:

1. Disruption of educational activities and continuity
2. Repercussions on employment prospects and opportunities
3. Unpreparedness of teachers and students for online education
4. Heightened responsibilities for parents in facilitating their wards' learning
5. Delays in payment of school and college fees

Conclusion: The COVID-19 pandemic has profoundly impacted the education sector, presenting multifaceted challenges while simultaneously unveiling novel opportunities. Despite the obstacles, the crisis has catalysed the evolution of educational practices, paving the way for innovation and adaptation within the sector.

Covid 19 impact on school education system in Karnataka

- Manjunath C

This research paper examines how the COVID-19 pandemic significantly altered people's lifestyles. The pandemic profoundly impacted education systems worldwide, with India's school education sector facing severe consequences. The country's education system, still in its nascent stages in both urban and rural areas, was ill-prepared to cope with the crisis, leading to severe disruptions and necessitating transformative changes in the school education system. Students in rural regions suffered immensely, as the education system there heavily relies on traditional classroom-based learning.

According to the Annual Status of Education Report (ASER), verifiable data demonstrates that parents, even in rural areas, have exhibited a keen interest in their children's education despite minimal available resources. The closure of schools not only deprived rural children of formal learning but also denied them access to the nutritious meals provided by the government in state-run institutions.

While students attended classes through various educational initiatives like Zoom sessions, Google Classroom, YouTube learning, and radio programs, many lacked the necessary resources to participate in online classes, facing significant challenges. Numerous households struggled to obtain the requisite

gadgets for virtual learning. Children with educated parents received support throughout the pandemic, but those with illiterate parents felt helpless about their children's education. The pandemic also disproportionately affected girls, leading to an increase in dropouts as they were assigned more household chores. If children permanently drop out of school, it would result in not only a loss of education and potential for the family but also a loss for the entire community. As society slowly recovers from the pandemic's impact, schools have recorded admissions for the first time after a two-year gap. Four Kannada-medium government schools in the Mysore and Kodak districts, which had been closed for the last two years due to a lack of students and were on the verge of permanent closure because of zero admissions, are reopening this year

Understanding the effect of covid 19 on the education system and the students in Bangalore region of India. - Bhavna Ahlawat

This paper aims to assess the impact of the lockdown on students' education before and after its implementation, and how it influenced their engagement in other activities. The primary objective remains to examine the effect of COVID-19 on students' education and related activities.

The pandemic has impacted all sectors of human life, and the education system faced numerous challenges, ranging from aligning educational objectives to the need for motivational activities during these times, ensuring course relevance, preparing an online setup, deploying staff, and addressing the lack of a concentrated learning environment. However, it also provided opportunities to transform learning by utilizing digital platforms, promoting collaborative learning, employing asynchronous learning tools, and enabling teachers to receive feedback and follow-ups. COVID-19 catalysed the expansion of online and technology-based learning in education.

Although students engaged in online educational activities found it novel, interesting, useful, and encouraging, they still experienced stress, anxiety, and fear, primarily due to the uncertain situation. Some situations have led students to take their own lives due to a lack of facilities and similar problems.

In a survey conducted to determine students' preferences for online or offline education modes in the future, the student population responded that they would prefer to continue with the regular educational system rather than online learning. They found regular classes more suitable in terms of interactivity, technological involvement, understanding, and doubt clearance. These responses remained consistent for both undergraduate and postgraduate students.

Engagement in various college activities, such as cultural forums, NCC, NSS, sports, and others, provided insights into how education is not solely about content delivery but also about learning other skills. Students participating in these activities were involved in developing skills like leadership, honesty, and group learning. The data in this research shows that students' involvement in such activities declined dramatically, with a significant portion focusing on social media.

The research paper demonstrates that the COVID-19 pandemic had a significant effect on students' education in Bangalore, India. The shift went from high to average understanding, doubt clearance, and interactive classes from pre- to post-lockdown, whereas technological involvement showed the opposite trend. The pandemic has given students a chance to be more involved in self-development activities at home, but the greater influence of social media has overpowered activities like reading and exercising, resulting in mentally exhausted and unsatisfied students who desire to return to the regular education system with a curriculum that includes cultural participation, NCC, NSS, sports, and other ventures

Challenges in education during the period of covid 19 pandemic : A study of government schools and colleges in Karnataka

- Dr.A.N.Radhika, Mr. Gurudatta Somayaji H, Dr.Tamilarasu

This research paper highlights that the issues caused by COVID-19 may not be short-term but rather have long-term consequences. There will be enduring impacts on social, educational, pedagogical, and academic frameworks, as well as the structure of schooling and learning. For today's students, the coronavirus outbreak has resulted in a substantial loss of learning time.

This research paper takes into account the plight of students studying in state-run schools and colleges of Karnataka. It discusses the pros and cons of COVID-19's impact on the education sector in Karnataka.

Major education problems that students and educators face due to the COVID-19 pandemic:

1. Students caught in the crossfire were uncertain about their higher education and career prospects
2. The pandemic adversely affected the mental health of students and teachers
3. Disruption in education
4. Difficulties faced by students and teachers in adopting technology for learning
5. Social and cultural challenges
6. Decline in enrollment of girl students
7. Unemployment issues
8. Lack of clear communication between students and teachers

Positive impact COVID-19 brought into the education sector:

1. stronger bonds between parents and teachers

2. Integration of technology in education
3. Increased online meetings, leading to cost savings
4. Awareness and spread of digital literacy
5. Improved and productive use of social media

These are the findings of this research paper

RESEARCH GAP

1. Exploring mental health implications
2. understanding learning loss

STATEMENT OF PROBLEM

To find the impact of covid 19 on the education sector in Karnataka

OBJECTIVE OF THE STUDY

1. Understanding Learning Loss: We want to find out how much students in Karnataka have fallen behind in their studies because of the pandemic. This includes looking at how school closures, online learning problems, and other issues have affected their learning.
2. Evaluation of Remote Learning Effectiveness: We'll check how well online classes worked for students during the pandemic in Karnataka. This involves seeing if students had the right technology, good internet, and if the teaching methods online were helpful.
3. Exploring Mental Health Implications: We're going to see how the pandemic has affected the mental health of students, teachers, and others involved in education in Karnataka. This includes looking at stress, anxiety, depression, and how people are coping.
4. Identification of Policy Responses: We'll look at what the Karnataka government did to help schools and students during the pandemic. This includes changes in what students are taught, training for teachers, and improving school facilities.
5. Stakeholder Perspectives: We want to hear from students, parents, teachers, government officials, and education experts in Karnataka about their experiences and ideas for fixing problems in education caused by the pandemic.
6. Long-term Educational Resilience: We'll see how well Karnataka's education system dealt with and recovered from the pandemic. We'll also look at how to make the system stronger for dealing with future crises and improving online learning.

Limitations of the study

1. Data Availability: Getting reliable information about how COVID-19 is affecting schools in Karnataka might be tricky. This could happen because it's hard to collect data during the pandemic, or because different schools report things differently.
2. Methodological Limitations: The way we choose to study this topic could have some challenges. For instance, if we rely too much on surveys or interviews, or if we analyze data from other sources, it might make our findings less reliable.
3. Bias and Subjectivity: Sometimes, the way we collect and interpret data might be influenced by our own opinions or experiences. This could affect what we find out about COVID-19's impact on education in Karnataka.
4. Unforeseen Circumstances: Unexpected things, like changes in government rules or how schools operate during the pandemic, could disrupt our research or change our findings unexpectedly.

Data Analysis

1. Fee structure in Karnataka schools during covid 19

During covid-19 crisis as schools went from offline to online many schools were forced to reduce their fees.

A deduction of 30% was demanded from people in Karnataka

Educational institutions used the following measures to help out parents during covid-19

- Take fees in 4 instalments to reduce the financial pressure on parents
- A reduction of 20-25% was made by multiple schools
- Fees taken for extra cuticular activities was waived off for that year

- Parents who had already paid the fees for the whole year would either get a refund or the excess amount would be adjusted in the next academic year.

2. drop in admissions during covid-19

The final admission data available with the Department of Public Instruction reveals a concerning trend. The number of enrollments at state board schools for Class 1 during the current academic year has witnessed a significant drop of 1,11,852 compared to the 2020-21 academic year. During the 2020-21 academic year, the number of students admitted to Class 1 stood at 10,21,105, while this year, it has declined to 9,09,253. The most substantial reduction in admissions has been observed in private unaided schools, while enrollment in government-run schools has remained unchanged, with no fluctuations in numbers for aided institutions.

Although government-run schools are exhibiting an increase in admissions this year, there is an overall dip of three lakh in total admissions for Classes 1 to 10. The data indicates that the total admissions across all management types during the 2020-21 academic year were 1,04,56,650, while this year, the figure stands at 1,01,06,883, reflecting a decline.

Enrolment numbers		
Year	Govt schools	Pvt schools
2023-24	42,90,948	46,43,225
2022-23	45,45,432	45,13,902
2021-22	47,04,038	42,99,819
2020-21	43,87,974	44,37,669
2019-20	42,89,442	45,14,893

Biggest concern post lockdown

- **Health screening at school and maintaining social distancing at school's post COVID**

Concerns concerning the health and safety of children and staff are raised by schools' relaxation of lockdown procedures. For school administration teams, maintaining both social separation in the classroom and ongoing learning is their top priority.

- **Teaching-learning process and competency of teachers to handle online, remote, and virtual classes.**

The majority of teachers lacked sufficient training prior to the pandemic in managing classroom interventions, leaving schools uncertain about ensuring continuous learning. There is a pressing need for support in implementing online pedagogical solutions and digital learning. Moreover, schools are grappling with the decision of whether to adopt blended learning or transition fully to online or virtual platforms.

- **Wellbeing and mental health support**

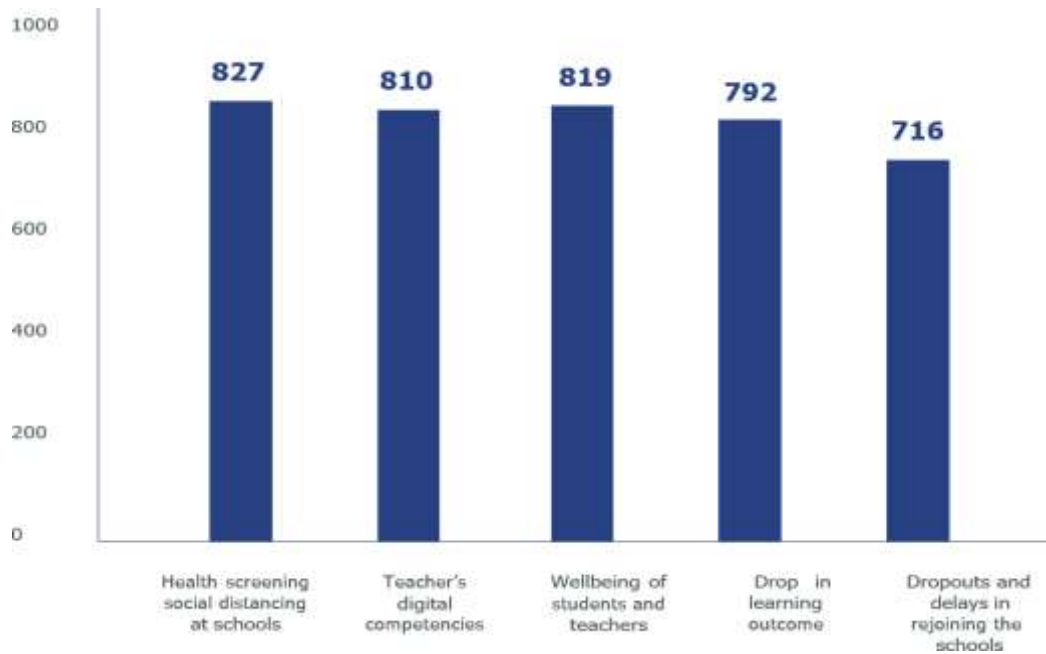
Given schools' significant role in safeguarding students' welfare, additional interventions are essential to equip teachers with the necessary tools to address students' mental health concerns. Furthermore, ensuring educators' welfare must also be prioritized.

- **A drastic drop in learning levels**

With the absence of learning activities for the past sixty days, there's a growing concern among schools regarding the potential adverse impact on students' academic progress. Many educators believe that the interruption in learning may have significantly hindered students' abilities, particularly in key areas such as reading comprehension, arithmetic, and mathematical proficiency. Consequently, there's a prevailing sentiment among educators that it might be necessary to initiate a comprehensive review and re-teaching process to ensure students regain lost ground effectively. Despite teachers' diligent efforts to foster academic growth, the abrupt school closures during the lockdown period may have impeded their ability to provide structured learning opportunities, thereby necessitating a potential restart to reinforce foundational skills and knowledge.

- **Dropouts and delays in re-joining the schools**

Due to the lockdown, a significant number of families and children relocated to their home countries, causing schools to anticipate potential delays in their return. Additionally, schools worry that prolonged closures could lead to an increase in student dropout rates. A teacher from Tumkur expressed uncertainty about the return of students who moved back to their villages, stating, "Many of our students have returned to their villages with their families, and it remains unclear whether they will come back to school."



Our survey conducted after COVID-19 looks at the concerns around reopening schools after the lockdown and the support needed for educational institutions. We engaged with 853 schools across 28 districts of Karnataka, including low-cost private schools, government schools, and government-aided schools. Our research aims to understand the pandemic's impact on the education system.

The key findings show that 96% of schools need help in addressing students' well-being and mental health concerns following the closure. Additionally, 95% of schools want to postpone exams this year due to concerns about students' preparedness, as many schools are still completing the syllabus or preparing for board exams. Furthermore, 92% of teachers and principals suggest a reduced syllabus in the upcoming academic year to compensate for the lost instructional time during the lockdown.

Alarming, 97% of the surveyed schools lack adequate digital infrastructure for online classes, highlighting an urgent need for technological support. The survey also reveals the financial strain faced by educators, with more than 89% of schools requiring financial assistance to sustain operations.

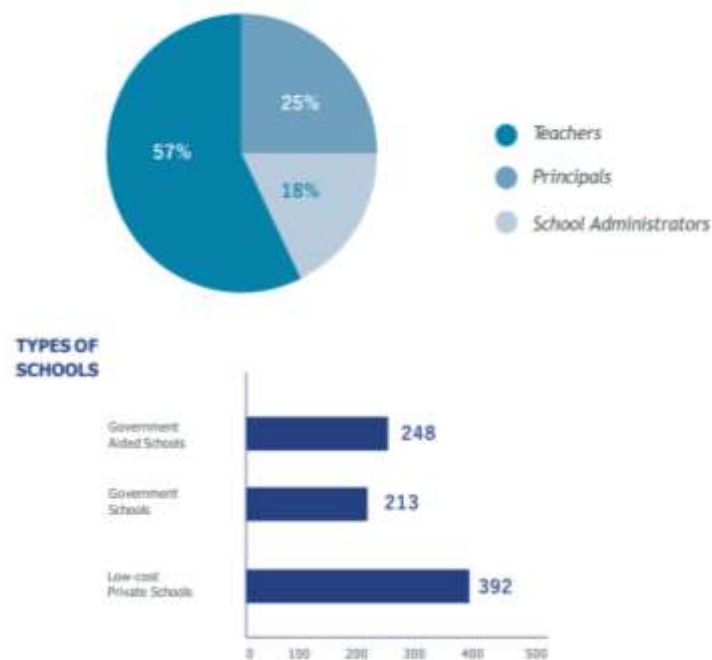
These findings highlight the multifaceted challenges schools face in the wake of the pandemic. There is an urgent need for comprehensive support measures to ensure the continuity of education. Schools require assistance in addressing students' mental health, support for digital infrastructure, financial aid, and adjustments to the academic curriculum and examinations to account for the disruptions caused by the pandemic.

It has been approximately 60 days since schools across India closed their doors due to the COVID-19 pandemic, affecting over 32 crore students. While some institutions have announced plans to commence online classes soon, uncertainty still looms regarding the timeline for physical reopening. The pandemic has inflicted significant challenges upon the education system, forcing schools to shut down without a clear roadmap for resumption. Low-cost private and government schools bear the brunt of this crisis, lacking adequate e-learning solutions. Consequently, students not only miss out on educational opportunities but also face the loss of access to nutritious meals, exacerbating economic and social stressors.

Amidst these circumstances, educational boards like NCERT and CBSE are devising strategies to reopen schools, with online learning emerging as a primary recommendation from central and state education departments. However, the transition to online education presents its own set of challenges, especially for schools lacking digital infrastructure. While educational authorities strive to ensure uninterrupted learning, there's a pressing need to prepare school ecosystems for reopening, accompanied by clear guidelines and robust support mechanisms.

Our survey engaged 853 school principals, institution heads, and teachers to comprehend the pandemic's impact on various educational setups, including low-cost private, government, and government-aided schools. By encompassing schools from diverse rural and urban backgrounds across Karnataka, the study aimed to gather comprehensive insights into the challenges faced and support required for the post-lockdown reopening of schools.

SURVEY RESPONDENT'S DETAILS



1. 95% of schools wish to delay or push back the board exams to a later date.

The Karnataka government has set June 25 as the date for board exams to commence. However, according to the surveyed schools, none of them are adequately prepared for these exams. School principal's express concerns, not about the risk of disease transmission during the exam period, but rather about the lack of preparedness due to the emergency closure of schools. They worry that students may struggle to pass the exams as they haven't covered the syllabus or undergone model exams to adequately prepare. Moreover, the lockdown has led to many students and families relocating to their villages, making it difficult for schools to reach them. This exacerbates the challenge of ensuring all eligible students can participate in the exams.

2. 92% of schools want a smaller or shortened course material/curriculum for the new academic year.

Since both the central and state education boards have not yet decided on the next academic session, the surveyed schools are suggesting to reduce the syllabus for the upcoming academic year. This recommendation comes from realizing that a lot of teaching time was lost, and there will be limited time available for the next session. So, cutting down the school curriculum is seen as a reasonable solution.

3. 97% of schools need help in getting digital learning tools and resources, as well as training for teachers to effectively use them

Schools currently need help to get access to digital learning solutions, as many plan to conduct online classes for some time. Even though shifting to online and remote learning is strongly recommended, none of the surveyed schools have prior experience in managing such virtual classes. Teachers are not familiar with using technology for teaching and learning purposes. One principal from Bangalore points out two major challenges: teachers not being trained for online instruction, and the difficulty in reaching out to students who have moved back to their villages .

4. 89% of the schools need financial support

Most private schools have ceased salary payments to teachers and staff, as these salaries are typically funded through student tuition fees. With schools unable to collect fees during the lockdown period, they anticipate requiring financial aid from the government to sustain operations in the upcoming academic year.

2. 96% of the school's wellbeing and mental health concerns require support to address students'

All schools emphasize the importance of addressing students' emotional and psychological needs following the reopening post-COVID closure. However, they lack concrete plans to provide this support. A principal from Mysore emphasizes that many students come from vulnerable backgrounds and may require assistance and care due to the adverse effects of the pandemic.

Variations in parameters among students regarding their engagement with technology in the classroom before and after the lockdown.

Level of technology involvement in college Parameters	Level of technology involvement in online classes				
	High	Average	Below average	Low	Total
High	68	30	4	1	103
Average	102	86	20	7	215
Below Average	14	7	2	1	24
Low	5	3	1	4	13
Total	189	126	27	13	355

Disparities in parameters among students concerning their comprehension levels in class before and after the lockdown.

Level of understanding in college Parameters	Level of understanding in online classes				
	High	Average	Below average	Low	Total
High	30	90	19	9	148
Average	15	107	31	13	166
Below Average	6	11	8	4	29
Low	2	3	2	5	12
Total	53	211	60	31	355

Variations in parameters among students regarding the interactive nature of class sessions before and after the lockdown.

Level of interactive session in college Parameters	Level of interactive session in online classes				
	High	Average	Below average	Low	Total
High	26	83	40	11	160
Average	21	87	36	17	161
Below Average	2	12	5	7	26
Low	0	1	1	6	8
Total	49	183	82	41	355

The viewpoints of students regarding the impact of COVID-19 on their education and their preferences for the education system have been depicted.

Educational qualification	Number of students	How COVID-19 affecting the education?			Preference of education system		Total of each parameter
		Positive	Negative	Neutral	Regular	Online	
Under graduate	308 (86.8%)	23	189	96	280	28	308
Post graduate	47 (13.2%)	6	27	14	43	4	47
Total	355						355

FINDINGS AND SUGGESTIONS**Impact on Students:**

During the pandemic, many students faced significant disruptions to their education. With schools closing their doors and transitioning to online learning, students encountered challenges in adapting to new modes of instruction. For certain individuals, the absence of access to essential technology or reliable internet connectivity posed obstacles to their full participation in remote learning. Moreover, the lack of face-to-face interaction with educators and classmates could have impacted students' drive and involvement. Consequently, there is apprehension that numerous students may not have sufficiently covered the curriculum, potentially resulting in educational disparities and setbacks in their academic advancement.

Impact on Teachers:

Teachers have been at the forefront of navigating the educational upheaval brought about by the pandemic. They've had to rapidly adjust their teaching methods to accommodate remote learning, often without sufficient training or resources. Balancing the demands of delivering lessons online, providing individualized support to students, and maintaining communication with parents has been a considerable challenge. Furthermore, concerns about their own health and safety, along with the stress of managing personal and professional responsibilities during uncertain times, have added to the strain experienced by teachers.

Impact on Institutions:

Educational institutions, including schools and colleges in Karnataka, have faced unprecedented challenges in maintaining continuity of learning amid the pandemic. The sudden shift to remote instruction required swift adaptations in infrastructure, technology, and pedagogical approaches. However, disparities in resources and infrastructure among institutions have exacerbated existing inequalities. Some schools and colleges may have struggled to provide adequate support for remote learning, resulting in disparities in access to quality education among students. Additionally, financial strains stemming from reduced enrollment, increased expenses for implementing safety measures, and decreased funding have further strained institutions' ability to deliver quality education.

Suggestions to Overcome Learning Loss:

1. **Extra Learning Support:** Offer personalized support and targeted interventions for students who require additional assistance to catch up on missed learning opportunities. This could involve small-group tutoring sessions, one-on-one mentoring, or access to online learning platforms tailored to individual needs.
2. **Flexible Learning Methods:** Embrace a variety of instructional modalities to accommodate diverse learning styles and preferences. Providing a mix of synchronous and asynchronous learning activities, incorporating hands-on experiences, and leveraging multimedia resources can enhance engagement and promote deeper understanding among students.
3. **Teacher Training and Support:** Invest in professional development opportunities for educators to enhance their digital literacy skills, pedagogical knowledge, and socio-emotional support strategies. Empowering teachers with the tools and resources needed to navigate the challenges of remote and hybrid learning environments can bolster their confidence and effectiveness in delivering quality instruction.

By addressing these challenges and implementing proactive measures, we can work towards mitigating the impact of COVID-19 on education in Karnataka and fostering resilient learning communities that thrive despite adversity.

2. Mental Health Impact:

The effects of COVID-19 on education in Karnataka are also affecting the mental health of teachers, students, and parents. The pandemic has brought extra stress and challenges that can harm mental well-being.

Teachers: Teachers are dealing with heavier workloads, learning new teaching methods, and worrying about their health. They might feel stressed and tired from managing online classes and dealing with uncertainties.

Students: Students are facing disruptions in their schooling, worry about falling behind, and feel lonely from being away from friends. Learning online can also be hard and make them anxious about their grades.

Parents: Parents have to handle their jobs, help their kids with school, and manage household duties. They might feel stressed about money, health, and the future.

Suggestions to Help:

Raise Awareness: Teach teachers, students, and parents about mental health issues and give them tips for coping with stress and anxiety. This could be through workshops or online resources.

Build Supportive Communities: Encourage teachers, students, and parents to talk and support each other. Creating groups where they can share experiences and advice can help reduce stress.

Offer Flexible Help: Provide extra help for students who are struggling and let them learn in different ways. Giving options for assessments and more resources can make things less stressful.

Access to Counseling: Make sure teachers, students, and parents can get counseling or talk to mental health professionals. Having someone to talk to can really help during tough times.

As per our suggestion, the new technology-based equipment are fun as well as easy to use

With technology such as virtual classes in Zoom and any video conferencing app it was easy to conduct meetings and classes

As per our suggestions, digismart learning concepts is also introduced to make learning more intuitive and easier for students. As per our suggestion, the subject such as home science mental well being and physical education is given as much as academic subjects Ditching the old modern way of teaching subjects with books rather transforming to PPT's Digital slides and experience learning They have introduce new tech and AI for effective education

CONCLUSION

The COVID-19 pandemic severely disrupted the education sector in Karnataka, exposing deep cracks in the system. Students struggled immensely with the sudden shift to online learning, grappling with issues like lack of devices, poor internet connectivity, and inability to adapt to virtual classrooms. Teachers were equally unprepared, lacking training to effectively conduct digital lessons. This crisis laid bare the harsh disparities, with students from underprivileged backgrounds facing compounded challenges in accessing quality education remotely. While technology enabled some continuity, it also created new inequalities. As we move forward, bridging these gaps must be a top priority. Investing in teacher training, ensuring universal access to necessary tools and infrastructure, and prioritizing mental health support for all stakeholders is crucial. With thoughtful interventions and systemic reforms, Karnataka's education landscape can emerge more resilient and equitable, capable of weathering future storms without compromising on holistic learning opportunities for every student, irrespective of their circumstances.