

IMPACT OF COVID-19 ON EDUCATION IN INDIA

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ABSTRACT

The COVID-19 caused by coronavirus is a contagious disease that spread through small droplets from the nose or mouth when a person with COVID-19 coughs or exhales. It was detected in late 2019 in Wuhan city of China. It spread in the city quickly and soon the news of this deadliest virus spreads throughout the world. Other countries were not aware of its symptoms and its transmission. By the time other countries know the details, it starts spreading all over the world and till March its effects could be seen in nearly 183 countries. The source of the virus originated is not yet known but its transfer from human to human is quick was noted by the growing numbers of covid-19 cases day by day. The first case of covid-19 found in India was in February in Karnataka state. The virus spreads all over the country due to foreigners visiting India. The main reasons were also the Indians who were studying in China returned at the time when the cases in Wuhan were at the peak. Among all the states of India, Maharashtra was highly infected. In the mid of March when Maharashtra found few cases it decided to put complete lockdown for four days. But the growing number of cases resulted in 21 days compulsory lockdown throughout the country as instructed by Prime Minister Shree Narendra Modi. At once all the activities came to still. Schools, colleges, offices, shops were all shut down. In Maharashtra, the school term was about to complete and final exams were scheduled but due to lockdown exams were postponed. It has a drastic impact on teachers and students all over the country. The present paper will show the impact of covid-19 on education, teachers and students.

Keywords: Covid-19, impact, education

INTRODUCTION

Since March, India is facing a critical situation due to covid-19. All sectors are severely affected. Among services, the education system has been going through several changes and challenges. The impact is observed in all parts of the country. Some states are severely impacted while some are facing few difficulties. Education can be described as a process that facilitates learning. It involves a system where school or colleges operates to impart knowledge, skills and values to students through their teachers. Covid-19 had impacted education, teachers and students simultaneously in different ways. The objective of this paper is to understand the impact of covid-19 in India on

- a. Education System
- b. Teachers
- c. Students

METHODS

The survey method was used to study the problem. The target audience were students, teachers and principals around the Thane-Mumbai, India Region. The sample size was of 104 respondents was taken. Respondents were chosen randomly, it included 84 students, 16 teachers and 4 principals.

Primary data was collected through discussion over phone and virtual meetings with students, teachers and principals of different schools and colleges. Questionnaires were framed in Google form and shared in online meetings. Secondary data was collected through various journals, news, government sponsored dashboard and articles

Secondary data was collected via multiple literature available in public domain. Secondary data is discussed in the literature review section.

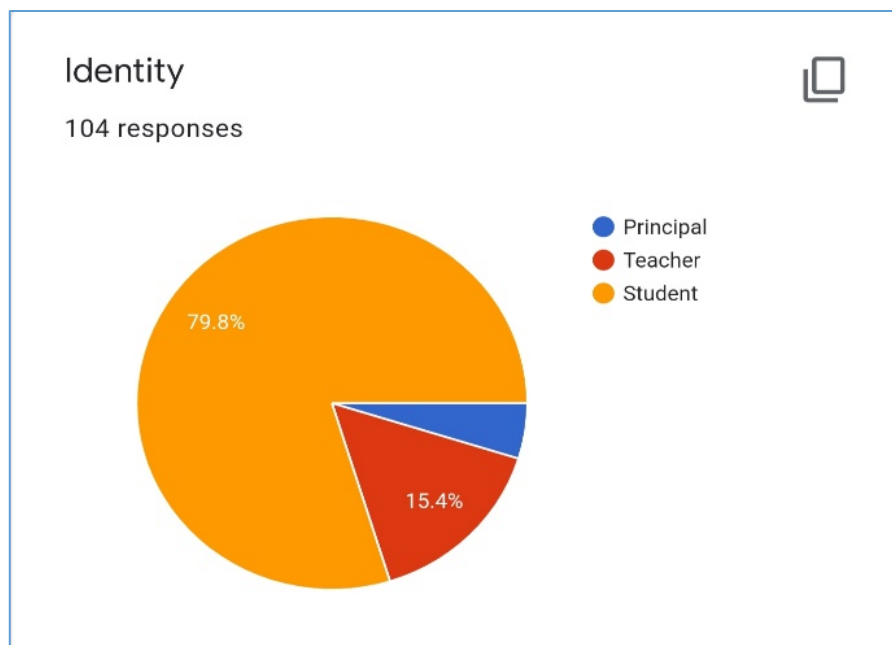
TOOLS USED

Questionnaire

A questionnaire with a set of 9 questions framed in Google form was used commonly through multiple choice questions to ask the experience of the principals, teachers and students along with 14 other question set in the same form was used for all to know their personal opinion.

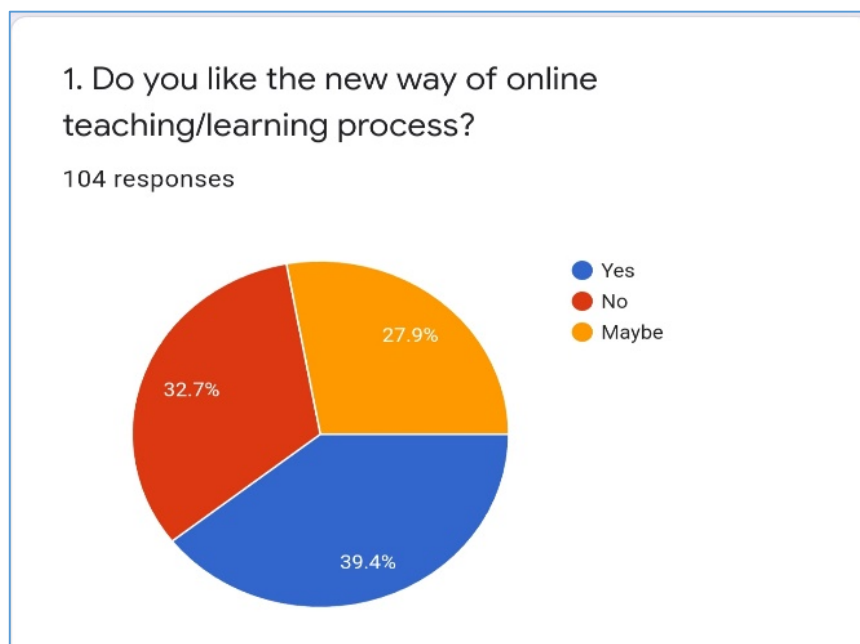
DISCUSSION

The sample included 4 principals 16 teachers and 84 students of different schools in the Thane district. 7 common questions were asked to the group of principals, teachers and students. The response was different from different groups



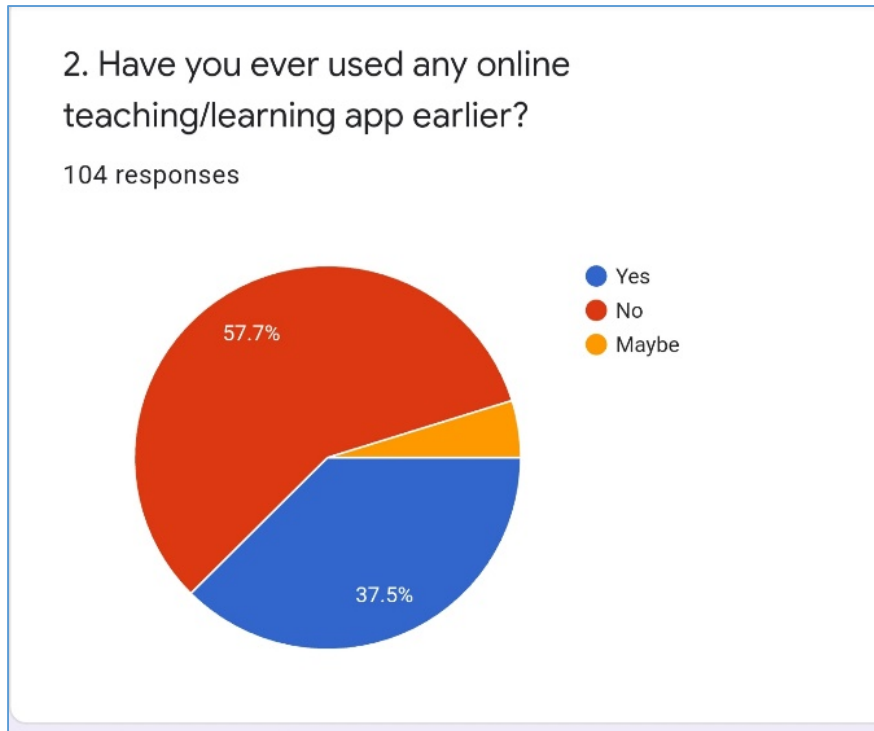
Graph 1: Respondent Survey

Graph 1 describes the ratio of the participants in the survey. Percentage-wise the response from the principals was 4.8%, the teachers were 15.4% and the students were 79.8%.



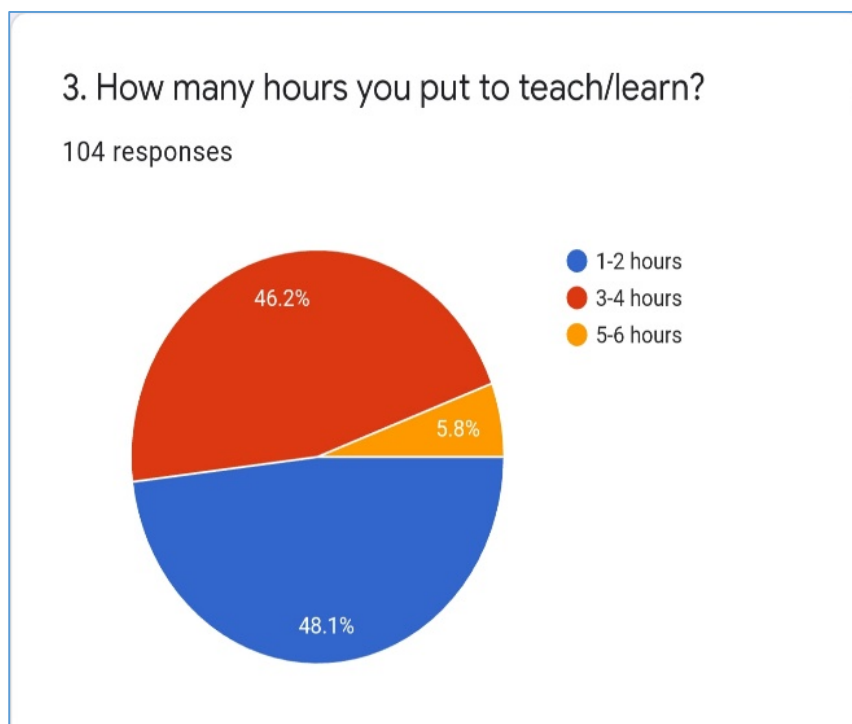
Graph 2 : Responses for new effectiveness of the new Teaching Process

Graph 2 explains the response against the new way of online learning. 39.4% includes 2 principals, 6 teachers and 33 students who showed interest in online teaching/learning whereas in 32.7% 2 principals, 5 teachers and 27 students did not show interest in online teaching/learning. There were also 5 teachers and 24 students who were not sure whether they like the online method of teaching/learning.



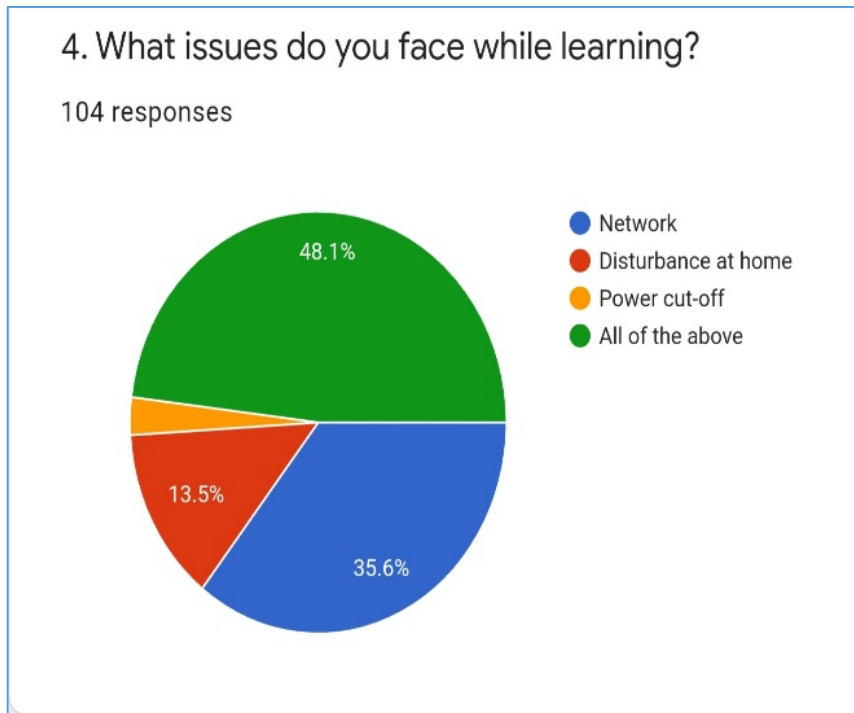
Graph 3 : Prior experience in using Online Teaching/learning Application

Graph 3 shows the percentage use of the online teaching/learning app. 37.5% sample in which 1 principal, 3 teachers and 4 students have used the app whereas 57.7% sample in which 3 principals, 10 teachers and 78 students haven't used any teaching/learning app earlier. Also, 3 teachers and 2 students were not sure whether they had used it or not.



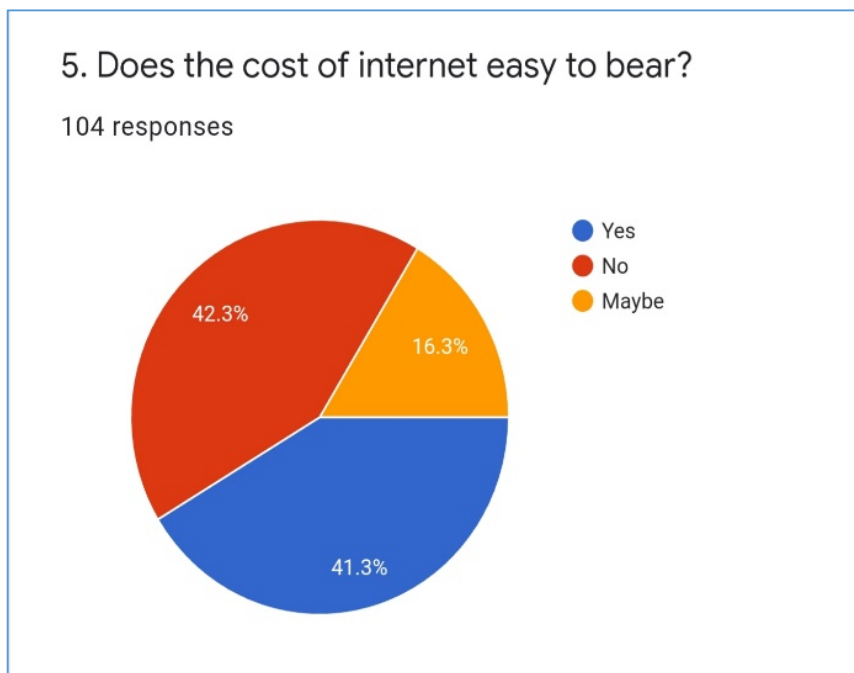
Graph 4 : Teaching/Learning hours put in using apps

Graph 4. shows the percentage of hours the sample put in teaching/learning. About 48.1% of the sample in which 4 principals, 4 teachers and 44 students put 1-2 hours in teaching/learning whereas, in 46.2% 10 teachers and 38 students put 3-4 hours in teaching/learning. Also, there are 5.8% of the sample in which there are 2 teachers and 2 students who put 5-6 hours in teaching/learning.



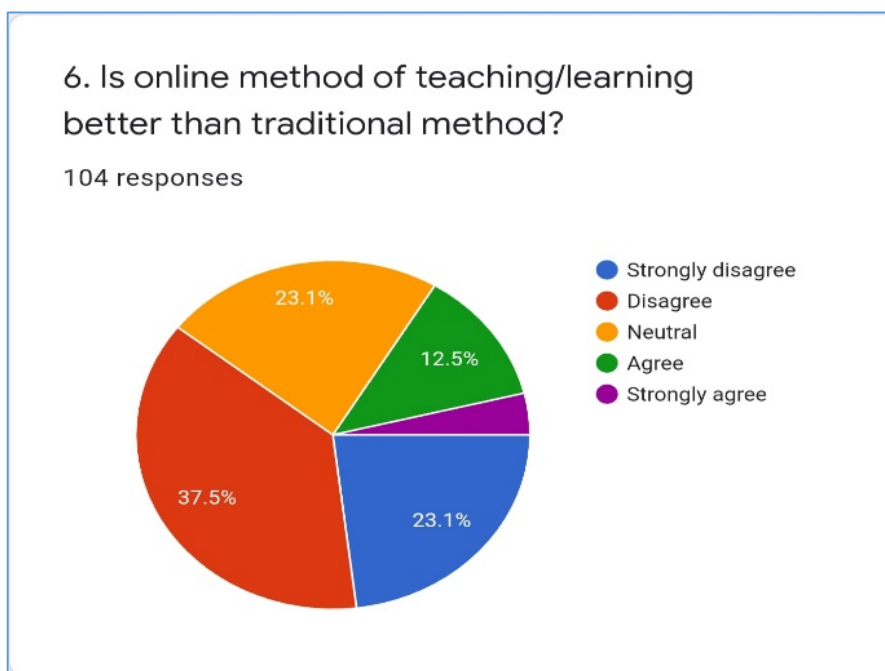
Graph 5 : Issue faced

Graph 5 describes the issues faced by the sample. Nearly 35.6% face network issues (1 principal, 2 teachers and 24 students), 13.5% face disturbance at home (1 principal, 5 teachers and 8 students), 2.8% face power cut issue (1 principal, 1 teacher and 2 students). Apart from this all of the above issues are faced by 48.1% of the total sample (1 principal, 2 teachers and 24 students).



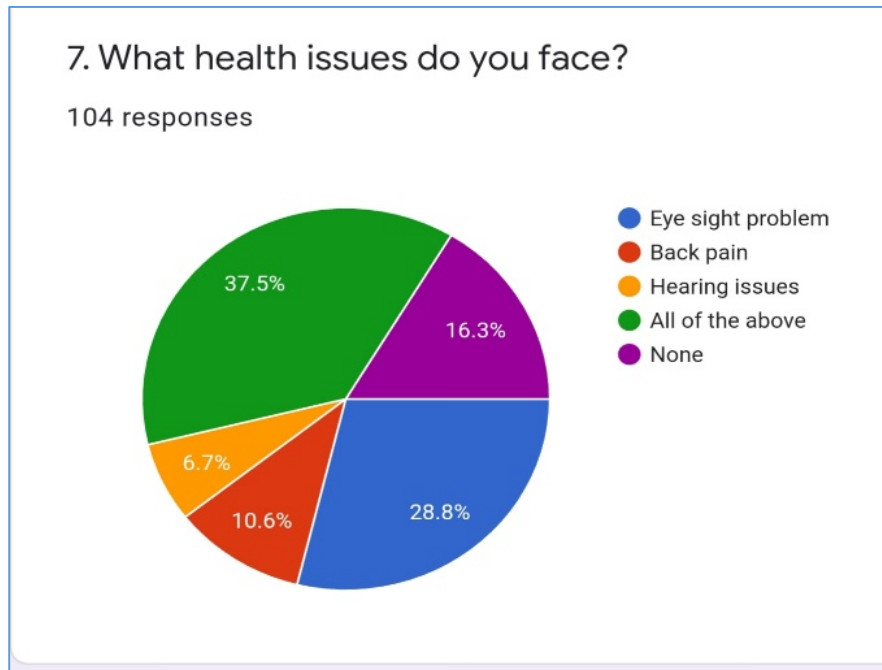
Graph 6 : Cost of Internet

Graph 6 explains whether the cost of the internet is easy to bear. Percentage-wise 41.3% says ye (3 principals, 8 teachers and 31 students), 42.3% say no (1 principal, 6 teachers and 37 students) whereas 16.3% are not sure (2 teachers and 15 students).



Graph 7 : Comparison between tradition and online method of teaching

Graph 7 explains whether the online method of teaching/learning is better than the traditional method. Among 104 respondents 23.1% strongly disagree (1 principal, 5 teachers and 18 students), 37.5% disagree (3 principals, 6 teachers and 30 students), 23.1% were neutral (1 teacher and 23 students), 12.5% agree (2 teachers and 11 students) and 3.8% strongly agree (2 teachers and 2 students).



Graph 8 : Health Issue due to online classes

Graph 8 explains the responses of the health issues faced by the respondents. Among 104 respondents 28.8% faced eyesight problem (2 principals, 10 teachers and 18 students), 10.6% face back pain (2 principals, 6 teachers and 3 students), 6.7% faced hearing issues (7 students), 37.5% face all the issues mentioned (39 students) and 16.3% don't face any issues (17 students).

The data was collected in Google form and the link of the questionnaire was shared in a zoom meeting and the answers were almost similar. They insisted that neither government nor the education department was ever ready for any such calamity. The education system had gone through tremendous change due to the pandemic. The above discussion is elaborated further from different perspectives.

REVIEW OF LITERATURE

Richa C.^[1] observed that only few private schools could adopt online teaching methods and low-income and government schools will be completely shut down. The article also mentioned the lockdown impact on low income students studying in government schools by expressing no access to healthy meals which may subject to economic and social stress. She also stresses on overall increasing unemployment rates.

Shikha G.^[2] examined the impact of coronavirus on education in India. She stated the measures taken by the educational institutes. She further discussed about postponement of all exams, closing of schools for long time, cleaning and sanitisation of premises. She analysed that there may be pay cuts and bonuses or increments may be delayed.

Kritika S.^[3] discussed HRD minister Ramesh Pokhriyal live interaction with teacher via video conferencing and his discussion on how to reopen schools amid the covid pandemic as per NCERT guidelines. She also stated on HRD hints that schools could resume with 30% students at a time after lockdown.

Rashmi C.^[4] discussed on re-imagining schooling post lockdown. She stated that the process of re-creating schools will be based on 3 guiding principles i.e. preparation, precaution and prevention. She further explained the planning to be implemented after lockdown taking due care of safety, hygiene and precautions. She suggested to take additional actions like appointing medical practitioner as it will be the need of the hour.

IMPACT OF COVID-19

Education System

- **Affected all countries:** Almost 213 countries including territories around the world got affected due to this pandemic. The highest confirmed cases and death so far is recorded in United States. India also faced a critical situation with the growing number of cases day by day.
- **Students out of the school:** After the World Health Organisation has declared covid-19 as a pandemic, almost all educational institutions of the affected countries were closed to maintain social distancing. Nearly 1.2 billion students were out of their classroom.
- **No preparation:** There were no expectations of any such situation will arise. At once all educational institutes were closed and no one was prepared to deal with the situation.
- **Unable to conduct exams:** Many states were on the verge of conducting their final exams but due to such emergency exams were postponed and later they were cancelled by the education ministry of concerned states. Major decisions were taken by the central government on not conducting exams at lower level and students to be promoted to a higher class.
- **Affected academic and non-academic activities:** CBSE schools term had already started and like state board schools, they won't stop the teaching/learning process at once. So both academic and non-academic activities came to still. Due to lockdown students couldn't take part in any of these.
- **Difficulty to connect students:** Initially it became difficult for all schools to connect with their students to inform them about the future planning process. Some schools have a large number of students and many students belong to the economically weaker section. Such students are not easily connected.

- New planning: The education system has to come up with new ideas and planning to continue the teaching/learning process. Temporary planning related to the academic calendar was the need of the hour.
- Online learning: All the schools and colleges adopted online learning platforms to avoid any loss to student's performance. It was a new concept of learning especially with regular schools as the teaching and learning was completely from home and not at the workplace.

Teachers :

- Not prepared psychologically: This was a sudden change in the educational system and teachers were not psychologically prepared to accept the change. They started to resist as they found it difficult from their regular mode of teaching.
- Traditional method: For years teachers were using the old traditional chalk and board method. The sudden change in the teaching system created anxiety and stress. They had to give up the old method for this temporary period and switch on to the online teaching/learning method.
- Lack of technical skills: School teachers make less use of technology especially at the state board level. Hence they lack technical skills due to which they were unable to access technology easily.
- No previous experience: Mostly teachers were not aware of online teaching. They even don't know which app or platform can be used for online teaching and so they lack experience in teaching the new way.
- Difficulty for veteran teachers: Though many teachers accepted the change, veteran teachers were finding it very difficult and stressful to go with the online process.
- Poor internet connection: Many teachers have either the connectivity problem or a poor internet connection. It also depends on speed of the internet or data package used for online learning.
- Effect on health: With online learning, teachers were exposed to more and more use of technology as they have to prepare their lesson with the help of PowerPoint presentation or additional notes required to teach while teaching. This not only affected their eyes but also other parts of their body.
- Difficulty in managing online class: It becomes difficult to manage from home. Teachers were unable to keep control of students in the beginning but later when they became used to it, they develop an art of controlling to a certain extent.

- Working environment at home: It is difficult to create a working environment at home. There is a lack of personal space at home for many teachers. Also, house responsibility cannot be ignored while staying at home.
- Difficulty in assessment: Many times teachers give assignments but it is really difficult to assess individual assignments during online classes. Teachers lose control over students and hence they find difficulty in assessing the given assignment.
- Individual attention: As in a regular class, teachers can't give individual attention to students. If a teacher is teaching through a mobile phone, then she won't be looking over the complete class at a time.
- Salary reduction: Due to lockdown revenue of educational institute reduced and this impacted badly on teacher's income. Most of the private education institutions stopped paying teachers while some teachers receive only 30 to 40 percent of their salary.
- Loss of jobs: Lockdown impacted jobs badly and many teachers became jobless. The situation went from bad to worst during the lockdown.
- Gadgets: Many teachers are unable to afford gadgets like tablets, phones or laptops. This created stress among those teachers.

Students :

- A new way of learning: Online learning is a revolution in the education industry throughout the world. Students initially were too excited to learn online as they were feeling the sense of happiness of not going to school.
- Loss of physical activity: Online learning didn't give access to any physical activity and so it creates a negative impact on the physical development of a child or learner. Less physical activity creates boredom and laziness.
- Loss of exams: Many schools were in their final exam process but due to lockdown exams were cancelled. This was a huge loss for students to analyse their actual performance.
- Lack of attention: Many students are unable to focus on continuous online learning. They feel overburden and lack attention in whichever topics were taught by the teachers.
- Lack of accountability: Students become less accountable towards their assignments and worksheets as the teacher is unable to focus on them individually.
- Gadgets: Many students were unable to attend their online class due to the non-availability of necessary gadgets like android phones, tablets or laptops.

- Internet connection: Poor internet connection was also a major obstacle in the smooth functioning of online classes. Data package also plays an important role. Many students don't have Wi-Fi installed in their homes.
- Economically backward students: The most suffering part of society are the economically backward students. They don't even possess a keypad mobile and so they were unaware of the changes going on in the education system.
- Slow learners: Not all students possess the same pace of learning. Few are slow learners and that can't be observed by the teacher through online learning. Such students suffer in their academic settings.
- Health issues: Online teaching/learning has both positive and negative impacts. It impacted students' health in many forms like effects on eyes, spine, mental health & ears. Below 10 years students face more health issues than grown-up students.
- Lack of retention: It is difficult for students to retain for a longer time for what they have studied. They don't get enough time to note all the important points at the speed of a teacher. On the other part, there is no revision form that helps students to retain what they have learned in an online class.
- No physical interaction: There is a lack of physical interaction between students and teachers in online learning. Some students who are not serious about their studies take advantage and don't complete their home works, assignments and worksheets seriously.
- Lesser exam fears: Many exams were cancelled due to lockdown and this impacted students' academic performance but at the same time it reduced the fear of exams in student's mind. They expect this to go long term.
- Homework and assignments: Teachers do their part of teaching lessons and provide homework and assignments but as there is lesser accountability, students don't compulsorily submit the copy of their work done to teachers on time.

CONCLUSION

When the survey was done the teachers and students gave similar responses with respect to network issues, health problems, difficulty in managing studies from home. All had given less importance to online studies either teacher or student or principal of any school or junior college.

From the above discussion, it is clear that covid-19 had affected the education system in both a positive and negative way. Online teaching and learning have created different impacts and we must learn to accept the change. As this is a digital revolution, it is expected to be continued even after the impact of covid-19 is over and in the

coming years, teachers have to be ready with more innovative skills and personal development.

Teachers, students and parents need to understand the changes which are brought in with the new education system. They need to adopt changes so as the changes does not impact their health and knowledge gained is as good as when education is imparted using the physical methodology. During these times the electronic gadgets has increased, so Government and the education institute should ensure that the weaker section has access to the Gadgets and the Internet.

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APPENDIX

Questionnaire

Sr.No	Questions asked in common to the principals, teachers and students in Google form
1	Do you like the new way of online teaching/learning process?
2	Have you ever used any online teaching/learning app earlier?
5	How many hours you put to teach/learn?
8	What issues do you face while teaching/learning?
12	Does the cost of internet easy to bear?
13	Is online method of teaching/learning better than traditional method?
14	What health issues do you face?

Sr.No	Questions asked to the teachers in Google form
1	Do you find the system easy?
2	Are you able to use all applications properly?
3	What are the basic necessities you need for online teaching?
4	What are the challenges?
5	What preparations do you need to do before teaching?
6	Do you have smart phones/laptop/tab?
7	Do you have good network connection?
8	Are the video recorded for future sessions?
9	Are you able to manage work and home at same time?
10	Do you find convenient to work from home?
11	Are the students attentive during online lectures?
12	Are you able to conduct online test?
13	Is it possible to control student online?
14	Do you get full salary?
15	How do you conduct practical?
16	How do you record attendance?

Sr.No	Questions asked to the students in Google form to know their personal opinion.
3	Do you find the system easy?
4	Are you able to use all applications properly?
6	What are the basic necessities you need for online learning?
7	What are the challenges?
9	What preparations do you need to do before learning?
10	Do you have smart phones/laptop/tab?
11	Do you have good network connection?

Questions asked to the principals of the school in zoom meeting to know their personal opinion	
01	What measures government has taken to improve online learning?
02	What precautions to be taken post lockdown?
03	Will there be regular lectures
04	Have you talked to parents to know any issues if they are facing?

End