

A CASE STUDY ON COVID-19 PANDEMIC: AN IMPACT ON EDUCATION IN INDIA

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Abstract

Education is the building block of any nation; it builds skills, habits, knowledge, and mind of the child. Any nation cannot afford the discontinuation of its education system. Health is also a major concern for any nation and keeping its countrymen healthy is the responsibility of the nation's government. The outbreak of the coronavirus (COVID-19) has been declared by WHO a public health emergency of international concern (PHEIC). In this paper, we are discussing covid-19 and its impact on school education in the Indian context, and also the impact is analyzed from a gender perspective. It is an empirical paper where a literature review is done to understand the concept of Indian schools in the context of online education, the importance of education, and COVID 19 impact on education from the perspective of parents, teachers, and students. For this purpose, a total of 100 respondents were selected from public and private sector schools in Udaipur. Data collection is done using structured questionnaires and analysis is performed with the help of group statistics and independent sample test. Results of the study disclosed that online classes are the best viable solution in situations like a pandemic and the tool is embraced by both the gender stakeholders equally. However, a few critical aspects that need a solution in this context are identified as trained and skilled teachers.

Paper Identification



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INTRODUCTION

The development of any nation is impossible without education; it acts as a key element for the development of the mind of a person. A developed mind can only innovate and come up with new ideas and thoughts for a nation's development. We all know that "health is wealth." i.e., health is everything a person wishes to have. A healthy poor person is richer than a rich person who has an unhealthy body. Now a day whole world is fighting a COVID 19 pandemic. COVID-19 is also known as coronavirus disease here CO stands for corona, VI stands for the virus, and 19 because of this infection have come in 2019. It originated in China in December 2019. The first case was found in Wuhan city of China and after that, it spread in the province of China. Right in the blink of an eye, it was transmitted to all other parts of the world. The WHO suddenly declared a Public Health Emergency of International Concern (PHEIC) On 30 January 2020. This epidemic was transformed in mostly all countries WHO announced COVID-19 as a pandemic on 12 March 2020. Most of the governments of all nations have decided to temporarily close all schools, colleges, and universities to diminish the spreading of COVID 19. Educational institutions cannot maintain social distancing. Therefore, it is compulsory to temporarily close schools and all education institutions to maintain social distancing. The spreading rate of COVID 19 is high in children as compared to adults. In India as per the following lockdown rules, all institutions are closed from nursery level to postgraduate level so their learning gets affected badly. According to the UNESCO report, over 290 million students across 29 countries are affected. An approximate 32 crore students (including school and college) are affected, as declared by UNESCO.

Owing to the present scenario teaching is switching to the online platform. Sometimes some hurdles also come with online studying. Like internet connection failure and disturbances in the home environment, so many students are not able to do the study on the online platform. Not only private schools are adopting e-learning platforms but even government schools also have to adopt e-learning platforms. Some online platforms are WebEx, Zoom, and Google classroom, Skype. By adopting these technology tools, our education will move from a teacher-centric approach to a student-centric approach in the future. These online tools will help teachers and students to enhance their skills and develop their knowledge. Now we can say that this crisis is not only teaching us how to fight this pandemic but also teaching us, how to make our future. The government of India has launched various e-portal and apps to help the students like

SWAYAM, DIKSHA PORTAL, E-PATHSHALA, SMILE, STEM-based portals, and many more.

REVIEW OF LITERATURE

An outbreak of coronavirus disease in 2019 (COVID-19) due to a novel severe acute respiratory syndrome 2 (SARS-CoV-2) was identified in Wuhan City, Hubei Province, China, in early December 2019, according to Harapan, & Itoh, 2020 et al. In a public health emergency of international significance, the World Health Organization announced the outbreak on 30 January 2020. 49,053 laboratory-confirmed deaths and 1,381 global deaths were recorded as of February 14, 2020. Many countries have been led to adopt various prevention measures because of the perceived risk of disease. To summarize awareness of the pathogen and existing epidemic, we carried out a literature review of information available to the public. All the causative causes, pathogenesis and immune responses,

epidemiology, pathology, care and management, control, and preventive methods are discussed in this literature review. In every sector around the world, the influence of the COVID-19 pandemic is shown. It has a severe impact on the education industries both in India and around the world. It has put the global lock, which has a very negative effect on the lives of the students. Approx. 32 Crore students are affected by COVID-19 and all educational activities in India were stopped. The COVID-19 epidemic has told us that transition is imminent. It has acted as a catalyst to build and choose channels and strategies not seen before the education institutions. The education sector has struggled for a new solution due to the continuation of the crisis and has digitized to eradicate the pandemic threat. (Jena, Pravat 2020).

The closing of schools because of prevention steps against COVID-19 has had a detrimental effect on schooling, well-being, and the workings of all interested parties and the educational structures of the country. While the transition to a distance or an online education has now become a component of many educational institutions around the globe, a series of variables are expected to contribute to the consistency of the educational institutions, teachers, parents, and students through the changes in their emotional condition. Hyseni Duraku, Linda, Zamira & Hoxha, (2020) in a study analyzed and illustrate the issues of pupils, parents, and teachers regarding social exclusion conditions and teachers' and parents' views of remote or online education. The qualitative nature of the analysis was followed. The case study analysis technique was used in the context of this study. Semi-formal interviews with (N = 13) parents and (N = 11) teachers were used for data collection. The participants in the study were active members of public institutions pre-university inside (n=14) cities of (n=7) Kosovo regions. This study

suggests that many worries have arisen between pupils, parents, and teachers in Kosovo as a result of the spread of the COVID-19, including changes in education. The results of the analysis affirm the shared worries of both reporting parties concerning the evaluation, worries, and overload of their pupils and estimates of the inconsistency of the learning that has so far been carried out. The outcomes of this study confirm teachers' desire and incentive to increase their expertise and awareness and to contribute to improving education efficiency. It also provides resources to advance online learning content, teacher, parents, and family support, along with realistic advice for educational stakeholders.

All India council of technical education (AICTE) has allowed forty-one e-learning platforms listed by these students can learn easily during this pandemic period. These are SWAYAM online courses, SWAYAMPURABHA, National Digital Library, e-Kalpa, e-shodh sindhu, SMILE, NCERT Text Books from classes 1 to 12, and many more. Rajasthan government has launched a project SMILE (social media interface learning engagement). This is a digital platform that can be accessed by many other social media platforms. From this project, all government schools in Rajasthan can provide online education. About twenty thousand Whatsapp groups are made to provide online study materials and videos from class 1st to 12th.

COVID-19 AND EDUCATION

The first school of the child is home and the first teacher is the mother. But we know that if we want to develop our child's social life and productivity so we need to send them to school. For our economic growth schools are increasing children's social awareness, skills, and ability in fun ways. Only a short time do children spend in school and learn more things.

Our child can learn better when he/she interacts with teachers and peers in a physical classroom. They can develop their social life and they can learn more effectively. Due to this COVID-19 pandemic, most countries have closed their schools, colleges, and universities. It seems like students' growth just stopped in the way. But due to the awareness of our government, students are getting their education by online mode. In this way, their learning is becoming an ongoing process without interruption.

There are some advantages and disadvantages that are seen in India for digital learning during the COVID-19 period.

Advantages of online learning in COVID- the 19 period-

1. Improve the quality of education in India from the future point of view.
2. Teachers are also enhancing their e-learning modules.
3. It is better than traditional learning.

4. It is cost-effective.
5. No geographical boundaries for learning.
6. No time restriction for learning.
7. Face-to-face interaction with teacher and students.

Disadvantages of online learning in the COVID-19 period-

1. In rural areas students have no proper resources.
2. Lack of knowledge among parents about technology.
3. Government of India facing difficulties due to a shortage of budget.
4. Teachers should be very friendly with technology.
5. No studying environment find at home.
6. Students are sometimes distracted by games, social media, and so on.
7. No written work provides.
8. Content should be maintained and secure from hacking.
9. Effective assessment cannot be taken on an online platform.

Precautions - after the lockdown of schools HRD minister MR. Ramesh Pokhriyal has announced some guidelines that should be carefully obeyed by schools after lockdown.

1. No assembly session, seminars for a long time
2. Only 30% of school strength should be allowed in a day
3. 6 feet distance between students
5. 10 students in 500 square feet classroom
6. For the student there is an option to study at home.

OBJECTIVES OF THE STUDY:

1. To analyze the COVID-19 impact on education.
2. To analyze the perception of male and female respondents towards online study during COVID-19.
3. To analyze the advantages and disadvantages of online study during the pandemic.

SIGNIFICANCE OF THE STUDY

This special investigation reflects on the effect of Covid-19 on schooling. It investigates the causes behind the Covid-19 pandemic and eventually impacts the students. The research would allow readers to consider their understanding of the pandemic time of pupils, parents, and teachers to establish properly-suited methods to perform future research in the right manner.

SCOPE OF THE STUDY

The study's findings are focused on respondents' answers in a certain area. This research would help to get an insight into respondents' understanding of online schooling and its influence on the well-being of their pupils concerning the gender respondents.

HYPOTHESIS

H01 :- There is no significant difference between the perception of male and female respondents about the impact of online teaching during the covid-19 pandemic.

H11 :- There is a significant difference between the perception of male and female respondents about the impact of online teaching during the covid-19 pandemic.

RESEARCH METHODOLOGY

For research, data was collected from students, teachers, and parents of public and private institutes in the Udaipur region of Rajasthan. A total of 100 respondents were selected by the convenience sampling procedure. The study has made use of only primary data for achieving the objectives of the study. An online questionnaire was generated and mailed to all the respondents. Responses were also collected online from respondents as face-to-face interaction was not possible during the pandemic time.

The researcher has used a structured questionnaire using a Likert scale. Due to the pandemic situation, the researcher prepared the questionnaire using Google documents and send links to the students and faculties using WhatsApp, Facebook, and email. The data was collected and analyzed using IBM SPSS software 20. For statistical analysis factor analysis, group statistics, and independent sample test was used for this study.

Data is collected from a total of 100 respondents.

DATA ANALYSIS

Table 1:- Group Statistics

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
How much do you satisfied with the “online teaching” concept in this covid- 19 situation?	Male	60	1.55	.502	.065
	Female	40	1.48	.506	.080
Do you feel that you have to study	Male	60	1.93	.843	.109

more in online teaching?	Female	40	1.83	1.217	.192
Do you find a peaceful environment at home to study?	Male	60	3.99	1.092	.141
	Female	40	3.93	1.023	.162
Do you think that you have contributed to the prevention of spreading covid-19	Male	60	1.45	.502	.065
	Female	40	1.35	.483	.076
Do you think that the online teaching concept will continue after this crisis?	Male	60	1.92	1.225	.158
	Female	40	1.90	1.081	.171
Do you feel that you need physical documents or equipment to study from home?	Male	60	3.92	1.441	.186
	Female	40	3.03	1.476	.233
Do you feel isolated during online learning?	Male	60	2.00	1.105	.143
	Female	40	1.80	1.091	.172
Are you feeling comfortable while studying at home in comparison to school?	Male	60	4.13	1.359	.175
	Female	40	3.48	1.601	.253
Do you feel that all ICT'S tools you are using are sufficient to study online?	Male	60	2.33	1.489	.192
	Female	40	2.30	1.636	.259
Do you realize that most of the students' don't have access to online education?	Male	60	1.45	.649	.084
	Female	40	1.45	.714	.113
Do you agree that the online learning concept is suitable for all kinds of students?	Male	60	4.37	.938	.121
	Female	40	4.03	1.121	.177
Do you feel that monitoring students	Male	60	1.73	.936	.121

are difficult in online teaching?	Female	40	1.53	.784	.124
Do you realize that you are facing some health issues while studying at home?	Male	60	2.87	.769	.099
	Female	40	2.00	1.038	.164
Do you feel that family responsibilities are increased while studying from home?	Male	60	2.18	1.172	.151
	Female	40	1.83	1.107	.175
a. t cannot be computed because at least one of the groups is empty.					

In the Group Statistic table, the number of respondents (N), mean, standard deviation, and standard error are represented for all the variables related to online teaching. Also from the table, it is clear that the highest mean is recorded for the variable “Do you agree that the online learning concept is suitable for all kinds of students?” for the male group (4.37). The number of respondents for males is 60 and for the female is 40.

Table 2:- Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
How much	Equal	.191	.66	.730	98	.467	.075	.103	-	.27

do you satisfi ed with the “online teaching” concept in this covid- 19 situation?	variances assumed		3						.129	9
	Equal variances not assumed			.729	83.2 68	.468	.075	.103	- .130	.28 0
do you feel that you have to study more in onli ne teaching?	Equal variances assumed	1.667	.20 0	- .931	98	.354	-.192	.206	- .600	.21 7
	Equal variances not assumed			- .867	63.6 35	.389	-.192	.221	- .633	.25 0
Do you find a peaceful environmen t at home to study?	Equal variances assumed	.405	.52 6	- .422	98	.674	-.092	.217	- .523	.34 0
	Equal variances not assumed			- .427	87.4 31	.670	-.092	.214	- .518	.33 5
Do you think that you have contributed to the prevention of	Equal variances assumed	3.890	.05 1	.991	98	.324	.100	.101	- .100	.30 0
	Equal variances not assumed			.999	85.8 97	.321	.100	.100	- .099	.29 9

spreading covid-19										
Do you think that the online teaching concept will continue after this crisis?	Equal variances assumed	1.971	.163	.070	98	.945	.017	.239	-.457	.491
	Equal variances not assumed			.072	90.509	.943	.017	.233	-.446	.479
Do you feel that you need physical documents or equipment to study from home?	Equal variances assumed	.287	.593	-.365	98	.716	-.108	.297	-.698	.481
	Equal variances not assumed			-.363	82.348	.718	-.108	.298	-.702	.485
Do you feel isolated during online learning?	Equal variances assumed	.112	.739	.891	98	.375	.200	.224	-.245	.645
	Equal variances not assumed			.894	84.466	.374	.200	.224	-.245	.645
Are you	Equal	8.074	.00	2.20	98	.030	.658	.298	.067	1.25

feeling comfortable	variances assumed		5	9						0
while studying at home in comparison to school?	Equal variances not assumed			2.138	74.145	.036	.658	.308	.045	1.272
Do you feel that all ICT“Stools you are using are sufficient to study online?	Equal variances assumed	1.109	.295	-	98	.833	-.067	.316	-	.561
	Equal variances not assumed			-	78.182	.837	-.067	.322	-	.575
Do you realize that most of the students' don't have access to online education?	Equal variances assumed	.315	.576	.000	98	1.000	.000	.138	-	.274
	Equal variances not			.000	78.100	1.000	.000	.141	-	.280

	assumed									
Do you agree that the online learning concept is suitable for all kinds of students?	Equal variances assumed	.916	.341	1.650	98	.102	.342	.207	-.069	.753
	Equal variances not assumed			1.592	73.374	.116	.342	.215	-.086	.769
Do you feel that monitoring students are difficult for online teaching?	Equal variances assumed	1.513	.222	1.161	98	.248	.208	.179	-.148	.564
	Equal variances not assumed			1.203	92.905	.232	.208	.173	-.136	.552
Do you realize that you are facing some health issue while studying at	Equal variances assumed	3.256	.074	-.737	98	.463	-.133	.181	-.492	.226

home?										
	Equal variances not assumed			- .695	66.8 89	.489	-.133	.192	- .516	.250
Do you feel that family responsibilities are increased while studying from home?	Equal variances assumed	.314	.577	1.532	98	.129	.358	.234	- .106	.823
	Equal variances not assumed			1.549	86.9 55	.125	.358	.231	- .101	.818

The Sig. (2-Tailed) value in the above table is greater than 0.05 for all variables. Because of this, it can be concluded that there is no significant difference between the perceptions of different gender about online teaching during the covid-19 pandemic. Since the previous Table, the Group Statistics box revealed that the Mean for the male group is greater than the mean for the female group; we can conclude that the male group was more concerned about the online teaching during COVID-19 as compared to female group respondents.

FINDINGS

From the study results, it becomes clear that due to the suspension of the education process all over the world to discourage the spread of corona-virus among students online learning is adopted to avoid discontinuity of learning. Though the method has been the only feasible solution at the time of the lockdown has its own set of limitations. The results also put forth that when students, teachers, and parents were interviewed to find out their perceptions about the impact of this pandemic on the education system and online learning adoption it was established

that both the gender groups hold similar perceptions about the online learning procedure and its impact on the student's education process.

CONCLUSION

It is visible that the impact of the coronavirus will tarry for years. India has already planned to teach the numbers of students at home owing to its very vast 4G network. In India, almost everywhere 4G connectivity is available at a very low cost. Due to powerful network connections, students can learn in the classroom environment as they are sitting directly in the classroom. Online teaching offers flexibility in teaching and learning and it also offers more tools and techniques for making the class motivating. The focus of online teaching is more on students and hence it promotes students centered learning instead of old teacher-centered learning. Indian students, teachers, and parents are not habitual of a virtual classroom. The traditional classroom was the only way of learning for them. But now suddenly Indians have to shift their traditional classes to online classes. Thus, the system is required to work on our teacher's training for online classrooms tool, so that they can teach the students more effectively and build our future generation. India was not prepared for these dramatic changes so it was a big challenge for our nation's population. Thus depending upon the findings of the study it can be concluded that both male and female students, parents, and teachers of institutes in the Udaipur district of Rajasthan consider online learning as an effective and most suitable tool in this lockdown time due to the COVID-19 pandemic.

School administrations are required to train their teacher to the level that enables a smooth online learning system. From the future point of view, virtual classes will contribute to our nation's educational growth. We should support our government to adopt online classes and help our students to give them the best future.

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