

# After Effects of Covid19 on Education in India

**Dr. Harish**

Associate Professor, Department of Economics, B. R. Ambedkar College, University of Delhi, India.

## ABSTRACT

The paper examines the after effects of Covid19 on education in India; with emphasis on higher education. During the ongoing Covid-19 pandemic, education in India at all the levels is suffering a lot. Education institutions are closed for a long time and there is no ray of hope for them to open soon. Majority of classes are shifted on line and around 360 million students are in their homes, mostly without any possibility for e-learning as majority of them have no access to resources required for it. Data from education ministry, UNICEF and all other available sources available till now is used for the present study. As a result of the Covid-19 pandemic, a wide range of industries have been forced to redefine their standards of advancement. One of the most severely impacted industries is education. It is seen as an opportunity to evolve the education system against these new challenges. To recover from the pandemic, all parties involved in education must work together. Universities and countries that react fast to this pandemic will be successful in this wonderful opportunity to improve higher education around the world.

**Keywords:** Covid19, Pedagogy, Education, Higher Education Institute.

From teachers to students, anyone who's been to class since March 2020 has had to deal with COVID-19. The lock-down was imposed in the hopes of stopping the virus resulting in schools and colleges across the country affecting millions of students. India became the country with the second longest school closures in the world, topped only by Uganda. Majority of classes are shifted on line and around 360 million students are in their homes, mostly without any possibility for e-learning as majority of them have no access to resources required for it.

The national newspapers confirmed a massive drop in overall learning levels during this ongoing lockdown period. It also noted a much higher decline among “students from lower castes” and rural areas. While students from lower castes do move up the educational ladder, they still fall behind students from other castes – and the gaps increase in higher education.

A new type of e learning on digital platforms was focussed. Everyone did education online, by interacting with students through a computer, tabs and mobile screen. Many educational institutions and students didn't have an access to internet and mobile phone thus leaving them behind from other students. That was brand new to all of us, and it was very difficult and kind of a new way of teaching and learning. And even though schools and other institution of learning have been back to in-person learning for a while now, the impacts of COVID haven't gone away. Post-COVID-19, online learning is expected to continue playing a significant role, complementing traditional classroom-based education.

In section 1 of this Paper is focused on literature review followed by methodology used in next section. Section 3 will discuss opportunities and challenges faced post covid-19 specifically in higher education. Last section will have suggestions and conclusion.

## 1. Literature Review:

Al-Baadani & Abbas (2020) examined that human capital was shaped in large part through education, which is a key predictor of economic progress. Since the reopening of higher education institutions must be rethought, many countries began reopening educational institutions in a staggered and disinfection-based manner. The Indian government now faces the task of establishing a “standard operating procedure” for reopening higher education institutions. As a result of the current economic downturn, organizations have the opportunity to rethink the country’s long-standing educational institutions and implement “more current and effective teaching methods” that are appropriate for today’s students.

Ali, W. (2020) highlighted that Covid-19 had an important impact on the adaptability of educational institutions. According to his findings, colleges around the world are increasingly embracing online learning. Results also showed that apart from resources, the preparedness, trust, and desire of staff members also play a very crucial role in ICT-integrated education.

Bond, M. (2020) presented a bio ecological model of student engagement in an effort to fill some of the gaps in previous studies. After reviewing the literature, Bond determined that most “studies had been conducted primarily on educators” in Europe and Asia with more studies being conducted in high schools and providing practical advice for instructors.

Bozkurt, A. & Sharma, R. C. (2020a) concluded that the global schooling problem was brought on by the Covid-19 epidemic. They suggested that to address the challenges caused by pandemics, extra efforts must be made to ensure that education is prepared to withstand external threats. Countries around the world devised a variety of solutions to the educational crisis. During this difficult period, many educators’ primary worry was not on the quality of instruction but rather transferring from an offline to an online business model. They suggested emergency remote teaching or re-engineered distance education and working with a variety of stakeholders (such as psychologists, sociologists, therapists, and the like) to provide more prompt and effective answers. Producing solutions that cover a wider range of issues was critical because caring for and supporting students are as crucial during moments of emergency as content delivery.

Cao, W. et al. (2020) used cluster sampling to survey Changzhi Medical College students regarding psychological stress caused by the Covid-19 pandemic. They found 0.9% of respondents to have severe anxiety, 2.7% moderate anxiety, and 21.3% mild anxiety. Anxiety symptoms were found to be positively correlated with financial and daily life consequences as well as scholastic delays, whereas social welfare was found to be negatively correlated with the degree of anxiety. Students’ mental health should be monitored during epidemics according to one suggestion.

Daniel, J. (2020) presented guidance for teachers, administrators, and officials in dealing with the Covid-19 pandemic. Daniel discussed how, in his viewpoint, institutions were able to respond quickly to the varied concerns of students and that students’ learning paths will need to be repaired following the pandemic; a list of resources was provided for this purpose.

Deshmukh (2020) discussed the country’s education policy and the best ways to improve students’ knowledge, abilities, and attitudes to help the country grow. Additionally, the author emphasized the importance of a human relations model in providing high-quality instruction. On the subject of crisis “remote teaching, it was determined” that there was no other option other than online distance learning.

Dhawan, S. (2020) studied e-learning modes in times of crisis using the SWOC (Strength, Weaknesses, Opportunities, and Challenges) analysis. EdTech start-ups’ growth during times of pandemic and natural

disaster were “highlighted along with recommendations” for research universities on how to deal with the issues of online learning.

D’Orville, H. (2020) argued that the current problem in educational institutions owing to the Covid-19 pandemic provides an opportunity for deeper international collaboration in teaching and research. This would help narrow the focus and implement study results, particularly those utilizing digital technologies like apps and websites. According to many authors, educators should receive sufficient training on how to use new digital teaching tools.

Gupta, A. & Goplani, M. M. (2020) discussed educational institutions in India with special reference to schools and colleges, and assessed the actions and decisions done by the government to ensure the safety of educational institutions and their related stakeholders. The data for the study were gathered from numerous official websites, newspapers, e-news items, and interviews with teachers as well as interviews with students. Decisions to shut down institutions for the benefit of stakeholders and society were deemed suitable by the participants in their conversation.

Hodges, C. et al. (2020) differentiated various responses to the crisis from well-planned online learning experiences from online courses. Jake, B. (2020) stated that the Covid-19 lockdown was lifted on May 30, 2020, after 68 days (nearly one-fifth of the year). Reopening “Indian educational institutions” had not been decided in the first two unlock phases. According to a recent survey, 92% of Indian parents were hesitant to bring their children back to school as soon as it reopened. It is time to turn the difficulties caused by Covid-19 into advantages for all academic institutions. UNESCO, UNICEF, the World Bank, and the World Food Program’s guidelines for reopening educational institutions are “some of the most significant variables” to consider while preparing guidelines for reopening academic institutions.

Koowo, E. et al. (2020) recommended that through its Student Affairs and Counselling Sections, the university should continue to “educate students about stress management” and how it affects academic performance. However, the online teaching–learning process and examinations might have put a greater strain on students’ academic achievement during the Covid-19 pandemic.

Linda, D. H. & Maria, E. H. (2020) explored ways to help teachers meet the social–emotional and academic needs of pupils in the event of an Ebola outbreak. High-quality educator training and a shift in educator training and professional development are necessary to meet the demands of today’s learners according to their research. The impact of Covid-19 on education and the issues faced by educators and researchers were examined and debated.

Strielkowski, W. (2020) proposed that when the Covid-19 pandemic is over that people should be ready for a new world. There must be clear criteria and effective preparations for restarting higher education institutions and sufficient support systems by the government to ensure that students may return and participate in teaching and learning when they are able. It is also critical to provide pupils with a safe learning environment. After 8–9 months of Covid-19 lockdown, educational institutions are being reopened in a phased manner. Such circumstances necessitate a careful examination of students’ views on restarting schools.

Teras et al. (2020) found that the Covid-19 pandemic created a sellers’ market in the education technology industry as institutions sought digital learning solutions. These “solutions may not” always be driven by the best pedagogical practices. Zhang et al. (2020) suggested that online teacher training and scholarly research into online education must be supported by the federal government.

Alkhaldi & Abualkishik (2019) stated that some students may find faculty expectations unreasonable while others may not be able to meet them. Some students may have a digital learning gadget that lacks a

camera. Many advantages of the virtual classroom are hindered by the use of mobile phones and tablet computers. The hand-raising capability that was available in some learning management systems (LMS) may not always be available on the mobile versions of these same LMS (i.e., the difficulties associated with using Mobile Blackboard as an example).

Kopp, M. et al. (2019) concluded from the perspective of higher education institutions that digital transformation could be viewed as the aggregate of all digitalization required to achieve the transformation process that allows institutions of higher learning to positively employ digital technology optimally. An “important aspect of this process was ensuring that all parties” involved had the necessary data and insights to work together effectively and collaboratively.

Littlefield, J. (2018) pointed out that it is more vital to put in the work than it is to read. There may be a possibility that the online content provided by many universities would be of low quality, making it difficult for pupils to learn efficiently. Students face “numerous challenges” when attempting to learn through the internet due to a combination of inadequate material transmission, technical obstacles, and a lack of clarity about the intended learning outcomes.

Sandkuhl & Lehmann (2017) stated that the digital transformation of higher education institutions is a prominent issue that many people in the field of education should be concerned about. People’s abilities to use ICT (Information Communication Technology) in all areas of their lives are still at an “intermediate” level; hence, universities need to be ready to help students learn how to deal with problems and find solutions.

Bork, R. H. & Rucks-Ahidiana, Z. (2013) examined the responsibilities and expectations of students and instructors in two online college programs. This leads to both students and instructors experiencing “anger, misunderstanding and stress.” “Internet etiquette” would be the phrase used to describe these needs and roles and the behaviors that follow them. There may be regional or national variations in student and teacher duties and expectations, but students and teachers in academic settings have been socialized to a face-to-face situation. However, as previously indicated, both groups found themselves in a position where face-to-face educational settings were unlikely to continue in their totality or their majority for the near future. For both teachers and students, online classes continue to pose issues and, thus, the hope is to offer some practical concerns and equitable viewpoints to help promote and support more professional behaviors in these major learning forms.

## **2. Post Covid-19 Challenges and Oppertunities:**

Ensuring equitable access to education remains a major challenge. The pandemic has exposed and exacerbated existing educational inequities. Students from low-income backgrounds, rural areas, or with limited access to technology have faced greater difficulties in accessing quality education. Ensuring equitable access to education remains a major challenge and it needs to be addressed.

The sudden shift to online learning highlighted the digital divide among students. Bridging the digital divide and providing reliable internet access and devices for all students remains a challenge as well as opportunity to improve availability and accessibility to technology required for education to students and institution for the future.

Educators faced significant challenges in adapting to remote and hybrid teaching models. Many teachers lacked training and support to effectively use technology for instruction. Ongoing professional development and support are needed to enhance teachers' digital skills and pedagogical strategies.

Educators as well as administrator needs to trained in technological advances including recently fast moving AI tools.

The “pandemic has raised questions” about the relevance of traditional curriculum and the need for greater emphasis on digital literacy, critical thinking, and adaptability. Education systems need to review and adapt their curricula to ensure students acquire the skills necessary for the future workforce.

During and after Covid-19 the amount online courses have increased. Now many “world renowned universities” are also offering online courses so our curriculums seriously need to match them. Of course in this way all those students will get benefited who doesn't have resources to go to foreign countries but it too is challenge to keep qualitative human capital with us for future growth.

The pandemic highlighted the importance of social-emotional learning (SEL) in supporting students' holistic development. Schools need to prioritize SEL programs to help students build resilience, develop empathy, and manage emotions effectively.

During COVID-19 we all witness a serious need to focus on to health and safety measures in all places including educational institutions. Enhanced sanitation practices, social distancing norms, and the promotion of good hygiene remains a “big challenge” in the country and has to be integral parts of campus life. Institutions may need to invest in infrastructure upgrades and implement protocols to ensure the safety of students, faculty, and staff.

The pandemic has had a “significant impact on the mental health and well-being” of students in higher education. The lack of physical interaction, increased academic pressure, and uncertainty about the future have contributed to heightened stress and anxiety. Providing adequate mental health support services and creating a supportive campus environment are crucial for student well-being.

The Covid-19 situation highlighted the need for a strong focus on skill development to enhance employability. Post-COVID-19, there need to be an increased emphasis on integrating skill-based courses and experiential learning opportunities within the higher education curriculum. Institutions may collaborate with industries to align educational programs with industry requirements and foster practical skills among students.

The importance of scientific research and innovation is proved to be very important during Covid-19, all the countries of world came out with different medicines and way outs to address the virus. So Post-COVID-19, there need to be increased investment in research infrastructure, interdisciplinary collaborations, and funding opportunities to encourage scientific research and innovation in various fields, including healthcare, technology, and social sciences.

On line teaching and learning is not a replacement for face to face teaching and learning but it may be a reality in a situation where it is not possible to go to educational institutions. Many institutions are likely to adopt hybrid learning models, combining online and offline teaching methods even in post Covid-19 situation. This approach offers flexibility and allows for a blend of in-person interactions and virtual learning experiences. It can also address concerns regarding accessibility and reach, particularly for students in remote areas.

Hybrid mode of education is going to remain here in the future too as it suits to educator and learner both e.g. it's easy for students to submit assignments online at different platforms like google zoom etc. reducing the need for paper thus reducing the carbon footprints too. Teacher and student will be able to share their knowledge and mental health issues more easily at video-calls.

Covid-19 has changed the face of education all around the world. It was difficult for both teachers and learners suddenly to teach and learn online. It was a challenge initially but students and teachers accepted it and moved forward

Our study found that a wide range of technological tools and platforms are used to help people learn when they are online. Some of the tools are web-based, like learning platforms and video-conferencing tools. Others are “Massive Open Online Courses (MOOCs)”, streamed workshops, chat apps, and educational tools. It took a long time for people to get used to online classes; instructors, professors, and schools all had trouble learning in this new way. Universities need to be aware of these barriers and use their resources to get around them in the short term and enabling them to move forward. They need to pay extra attention to the technological age of active learning and to teach professors, administrators, and students how to use specific tech tools. Then, the “future of higher education” around the world would change if more people went to school online. It is clear that universities need to mix face-to-face and online learning to meet students’ needs to improve one’s learning chances in this digital world.

To move with changing technology it is important for educators and learners to remain up to date. AI is the latest in this line and with the passage of time going to be very important in teaching learning process. There is a need for running continuous training programme for educators and learners with changing situation during and post COVID19.

#### **SUGGESTIONS:**

- Hybrid mode of “teaching and learning” is here to stay in the future with advancement in technology. With AI machine learning has become very important and need is to train educators and students alike.
- Governments and educational institutions should make it a priority to give internet access and digital devices to all students to promote web-based learning and keep people safe in the event of an epidemic/pandemic (Pravat, 2020).
- On the other hand, many online learning systems allow students to choose from a wide range of courses on the same subject matter. As a result, the quality of courses offered online may vary. The rapid growth of online learning platforms necessitates the development of quality assurance mechanisms and quality benchmarks by HEIs (Higher Education Institutions).
- Virtual educational activities can be made more effective with government support.
- Mental health is least discussed subject in our country which is very important and need to be focussed in future.

#### **CONCLUSION**

As a result of the Covid-19 pandemic, a wide range of industries have been forced to redefine their standards of advancement. One of the most severely impacted industries is education. As a new beginning, let us see it as an opportunity to evolve the education system. Authorities as well as faculty members have a significant role to play in ensuring that quality online education is available in the future. To recover from the pandemic, all parties must work together. Universities and countries that react fast to this pandemic will be successful in this wonderful opportunity to improve higher education around the world.

It is hoped that “higher education institutions” will look to new ways to deliver courses, think about pedagogy, and make these available to students. It is important for universities to think more about the human side of change as it affects lecturers and students as they move forward in the face of uncertainty. Higher education institutions (each faculty) should develop guidelines and provide materials for individuals to complete and take charge of their online courses. In this way, students may feel more like they belong and become more active in virtual classrooms, which is why this is important. Keeping this in mind, they say that Higher Education Institution (HEIs) should change the culture of trust where educators value and recognize the program of study and feel supported by both academic and administrative staff so that they can learn and grow.

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