

Impact of COVID-19 Pandemic Indian Economy: A Critical Analysis

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Abstract

The global COVID-19 epidemic has repercussions across every industry. The health crisis became crisis for many sectors. Education in India is one such sector which was badly affected. There was worldwide lockdown during this pandemic. It affected learners in India and world. There were around 32 Crore learners who badly suffered due to pandemic lockdown. All activities came to stand-still or stopped. It was worldwide crisis. New changes came in educational instructions and media. It was a kind of revolution and transformation in the field of Indian education. The report reveals the innovative teaching methods being used in India. Efforts made by the Indian government to expand access to higher education are discussed in this article. The good and bad results of COVID-19 on learning are detailed, and remedies are proposed. This was a novel experiment in India to face and overcome difficulties in Corona-pandemic situation.

Key words: Education, COVID -19, Effect, Govt. of India.

Introduction

The health crisis brought on by the Covid-19 epidemic had a domino effect of other crises in the economy and in schools. India's educational system took a huge hit. In a proposition dated February 11, 2020, the World Health Organization (WHO) proposed a new name for the virus: COVID-19. On January 1, 2020, the first case was discovered in Wuhan, China. Wuhan, China recorded the first death on January 11, 2020. On March 12, 2020, there was the first fatality associated with COVID -19. More than 90% of the world's pupils, according to a study by UNESCO, were impacted. On January 30, 2020, the first case of the COVID -19 pandemic was reported in the Indian state of Kerala. This will have an impact on more than 120 billion students globally. More than 32 billion Indian schoolchildren were impacted by the statewide lockdown and other measures [Research Article: Dr. Pravat Kumar Jena July, 2020]. The UNESCO research estimates that in India alone, almost 14 billion primary school students and 13 billion secondary school students were impacted.

All schools, colleges, and universities in India were forced to shut as a result of the lockdown. There was a break in the action, so classes were cancelled. All scholastic examinations were postponed. Students' plans were disrupted because of the lockdown. It ushered in a brand-new age of digital prototypes.

In India, the shutdown altered the normal school schedule. There was transformation in instruction modes. Education was brought to online mode. At the beginning all were confused and found it difficult. But afterwards they got used to it. Pandemic taught good lesson in education. COVID-19 presents several new potential and difficulties for academic institutions. They strengthened their technology to great extent. Their techno-logical knowledge expanded to cope up with time. (Pravat2020). The online classroom was still in use, with teachers and students continuing their lessons there. Zoom, Google Meet, Facebook Live, YouTube, Skype, etc. were used by teachers to deliver live video lectures and assign online homework. There was a whatsapp group set up for parent-teacher communication. They shared their difficulties and teacher solved it through e-medium. In India this was new era in education. China, USA was using these mediums earlier. In rural India students suffered but solutions were discovered. Many institutions strengthened their digital knowledge and improved technical aspects. Traditional education system was transformed to face new challenges of modern digital era.

Objectives

The article sets out to do the following.

1. To reflect about the many steps the Indian government has made to safeguard the country's educational institutions against the flu.
2. To acknowledge the many ways in which COVID-19 improves classroom training.
3. In order to provide evidence of the negative impacts of H1N1 and constructive suggestions for dealing with COVID-19.

Methodology

National and international organizations are compiling data and information on the COVID-19 epidemic. All the facts you need will be available on the genuine website. Several academic publications and online articles on the topic of the impact of SARS-CoV-2 have been reviewed for this article.

During India's COVID-19 celebration, the government has launched many new education programmes: The Indian government had taken preventative action. On March 16, 2020, the government of the United States ordered all schools in the nation to shut their doors. All secondary and upper secondary exams have been postponed by the Central Board of Secondary Education until March 18, 2020. (CBSE). The Central Board of Secondary Education (CBSE) updated its guidelines for testing locations, asking them

to maintain a one-meter space between students and restrict class numbers at 24. Interviews for the Civil Services tests have been delayed by the Union Public Service Commission (UPSC). Exams were delayed by the majority of state governments and other educational bodies because of the COVID-19 epidemic. Janata-Curfew, imposed by the central government, was enforced on March 22, 2020, and lockdown procedures began on March 25, 2020, in stages. The central government sometimes declared a lockdown and fought off epidemics. Educational institutes stayed closed. There will be a lockdown from July 1st to July 31st, 2020, with less restriction in place outside of the educational system. The individual state administrations had all taken the necessary measures to ensure the slow but steady continuance of educational initiatives. The online mode of instruction was adopted. The digital technology was brought to help. It was used to improve new professional skills and knowledge. When a pandemic hit, online classes were the only option. Covid-19 (Pravat 2020b). Central Governments "digital' India mission was fulfilled by online education during pandemic COVID-19. Technology based education is transparent in nature. State Governments and private players in education took required steps to implement online learning throughout the state in schools and colleges as well. Universities were not behind in implementing online learning. The Ministry of Human Resource Development (MHRD) put up a multitude of resources, including websites and educational programming on DTH TV and radio, so that students may access education over the internet. Online platforms such as WhatsApp, Zoom, Google Meet, Telegram, Youtube Live, Facebook Live, etc. were utilized by students as a means of instruction and communication during the lockdown. The MHRD ICT project (e- Broucher; <https://mhrd.gov.in/ict-projects>) was an innovative digital tool. Following is a list of the MHRD's COVID-19 digital projects aimed at secondary and higher education.

Secondary Education:

Diksha portal was helpful for teachers and students, Video lessons were imparted, worksheets were completed. The content was developed in collaboration by the Central Board of Secondary Education and the National Council for Educational Research and Training, with contributions from more than 250 teachers with linguistic expertise in multiple languages. Offline access to the software was a feature. QR codes on textbooks linked to digital versions of their contents. Both the Apple App Store and the Google Play Store carried the software. Website: <https://diksha.gov.in> or <https://seshagun.gov.in/Shagun>.

For students in elementary through high school, the National Council for Educational Research and Training (NCERT) has created e-Pathshala, a free, multilingual, interactive e-learning tool. To support its primary through secondary school students, NCERT provided 1886 audio recordings, 2000 video recordings, 696 electronic books, and 504 Flip books. Mobile Apps is available. Go to the website at

either <http://epathshala.nic.in> or <http://epathshala.gov.in>. The NROER site is the nation's central repository for freely available educational materials, and it features materials for both students and educators. There was a careful matching of content to grade levels 1 through 12. There were a total of 14527 items, presented in various languages. This included 401 Collections, 2779 papers, 1345 interactive, 1664 audios, 2586 images, and 6193 videos.- Website: <http://broes.gov.in/> welcome.

Higher Education:

Swayam is a nationwide online education platform offering 1900 Courses in all disciplines, from engineering to the humanities to social sciences to law to business administration, and more, for students in grades 9 to 12. It's not separate from the regular schooling system at all. The SWAYAM Courses website (<https://Swayam.gov.in>) allows for the transfer of up to 20% of a course's credit.

A collection of 32 DTH channels known as Swayam Prabha continuously broadcast educational programming. These channels are available right across the country with just an antenna and a DD Free Set Top Box. For students in grades 9-12 and beyond, this channel is a must-watch (undergraduate, postgraduate, engineering, technology, law, medicine, agriculture). Website: <https://epgp.inflibnet.ac.in>.

Contributions of COVID-19 to Learning Institutions of higher education embraced the Covid-19 obstacles. Governments at the state level, with assistance from the federal government, organized and implemented programmes to better educate their citizens. This were a challenge and break from traditional education pattern. This was beginning of new era for Indian education. The following positive effects were noted.

Towards blending Learning:

COVID-19 pandemic made education to adopt digital mode. Digital technology was used to continue education through online mode. It made teachers and students technology savvy. It was beginning of 'brave new world'.

Learning Management System:

Institutions invented novel ways of learning. It was a great opportunity to electronic companies to sale their equipments to institutions and individual students (Misra 2020).

During a lockdown, students were unable to get hard copies of study materials, thus it is important that they make more use of soft learning tools. Soft was a reference point for the students.

Collaborative projects advanced; new possibilities for teamwork in the classroom emerged. Collaboration was useful to share experiences in faster way, (Misra 2020).

Rise in online meetings: Teleconferencing increased during pandemic of COVID-19. Virtual meetings, webinars and e-conferences were usual features.

Increase of digital literacy:

Digital technology was developed during pandemic and digital literacy also increased.

Utilization of electronic media for information sharing: During pandemic of Covid-19 electronic media was used to great extent for sharing information. Learning material was provided to students through electronic media. The professor addressed concerns via email, SMS, phone, and social media platforms like Facebook and WhatsApp.

World Wide exposure:

Students and teachers from all around the globe were able to communicate with one another. International community was formed.

Time management:

Successful students know the value of a well-managed timetable. Learning online helped students better organize their schedules.

Demand for open and distance learning (ODL):

Most pupils favored ODL mode throughout the epidemic. It encouraged autonomous study, open access to a variety of learning materials, and individualized teaching with a focus on certain objectives.

Negative effect of Covid-19 on education:

The COVID-19 epidemic caused significant damage to the educational system. There were several detrimental repercussions on classroom instruction as a result.

Educational activity obstructed:

Due to COVID-19 pandemic classes were suspended and examinations were postponed. Different boards, postponed examinations. During the 2020-21 school year, pupils lost approximately three months of instruction time due to the lockout.

Loss or employment:

Most of the new recruits got postponed. New placements were obstructed due to COVID-19 pandemic. Many people lost their employment when the economy declined. The national unemployed rate increased from 8.4 percent in the middle of March to 23.0 percent at the beginning of April, while the urban jobless rate reached 30.9 percent in 2020. (Educationasia.in) when people lose their jobs, it can have a devastating effect on their ability to continue their education.

For online education, unprepared instructors and students .The transition from conventional classroom teaching and learning to online mode was not smooth since teachers and students were not prepared for it. The material was challenging for some pupils.

Increased responsibility of parents:

Some educated parents guided their wards. But it was difficult for uneducated parents.

Lack of food due to school cancellation:

Mid day meal scheme suffered due to school closure.

Access to digital world: Economically poor students suffer as they had no mobile or too laptop for online learning. They had no internet to access.

Access to global education: Higher education sector suffered great loss due to COVID-19 pandemic. Indian students from abroad affected to great extent.

Payment of school and college fees affected: During the lockdown many parents lost their jobs and it created great problem for schools and colleges to recover their fees. Non-grantable institutions suffered a lot.

Suggestions

In order to provide online education to all of India's students, the country will need to come up with some innovative solutions. This will help those in outlying areas, as well as minorities and the marginalized, to better their educational opportunities.

The impacts of the epidemic on employment and scientific endeavors must be mitigated immediately.

There is a need to create a system of quality control and a standard of excellence for e-learning platforms. There should be rapid growth of online learning.

Indian traditional knowledge must be spread through online learning to rest of the world. India is treasure of ancient knowledge:

Providing even the most impoverished and very far communities with access to technology and the internet is a pressing need right now. Issues with digital education should be addressed by ideas proposed by state governments or private groups.

Central Government and state governments should strengthen digital education to remotest places of India.

Conclusion

Education sector in India had suffered great loss during corona pandemic. It has created many opportunities India should develop digital technology. Open and Distance learning method should be adopted. This is effective method to cope up with present time. ODL method should be adopted in India. Many students will be benefited due to it. It is a need of the hour. Strengthening digital technology for better education to all students is must.

Online learning platform should be developed to great extent. The significance of "work from home" is growing. Our motto should be "better education for all." Students gain from online practice, and a statistical analysis might be conducted to determine COVID-19's impact on schools.

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