

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

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Abstract

The global Covid-19 pandemic is affecting many industries. The health crisis has become a problem for every sector. Education in India is one such sector that has been badly affected. During this pandemic, there was a worldwide lockdown. It had an impact on the student community in India and the world. There were nearly 38 crore students who suffered a lot due to the pandemic lockdown. Many countries have faced this global crisis in lockdown. Due to the pandemic lockdown suffered a lot. A new change has taken place in the education sector and in the media. This is a kind of change and transformation in the Indian education sector. New teaching methods used in India have been used. This article discusses the efforts made by the Government of India to expand access to higher education. The good and bad effects of COVID-19 on learning are detailed and solutions are proposed. It was an innovative initiative in India to face and overcome the Corona-pandemic situation.

Introduction:

This paper is an analysis of the economic impact of the Covid-19 pandemic in India. First, this paper shows the growth of the disease epidemic in the Indian economy over a decade and the state of economic development. Secondly, it describes the effects of the lockdown on the economy between March 2020 and October 2020. Third, it tries to quantify the economic losses in India using an input-output framework. Finally, it critically evaluates the economic dimensions of the Government of India in a comparative framework. Thus, India's capacity to deal with a new crisis was weak when the pandemic hit in March 2020. The economic crisis after March 2020 affected all the sectors of the Indian economy. In agriculture, farmers were faced with broken supply chains, lack of market outlets, poor demand and falling output prices. In industry, micro and small enterprises were the most acutely affected. The crisis led to a loss of employment to the tune of at least 15 million.

The Covid-19 pandemic has had a major impact on the global economy. In the beginning of 2020, the spread of the Covid19 disease was seen on the smooth-running global economy. A strict lockdown became necessary in almost all countries; In many countries, a second lockdown has been implemented in winter to respond to the second wave. Financial transactions have come to a standstill. The production of goods and services decreased as factories and offices were temporarily closed. The supply chain was massively disrupted. At the same time, there was a contraction on the demand side, autonomous to the supply shock. As the economy closed down, people's jobs and wages were cut. Quantification was observed on the total effective demand.

In short, the economic crisis caused by the pandemic caused an autonomous, concurrent, global demand and supply decline. In reality, the shocks to the economy have spilled over into the financial and external sectors. In summary, the pandemic has evolved from a health crisis to a global financial crisis.

Objectives

The article sets out to do the following.

1. To consider various decisions taken by the Government of India to protect country's educational institutions from the flu.
2. To adopt multiple ways of teaching, during the pandemic of COVID-19.
3. To minimize the negative effects of H1N1 and COVID-19 and to inculcate the positivity among the students.

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. 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 Whats App, 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 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 350 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. 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 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.

Higher Education:

Swayam is a nation wide online education platform offering 1900 Courses in all disciplines, from engineering, the humanities, social sciences, law, 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 broadcasts 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 was 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 Studies:

The Covid-19 pandemic has forced education to adopt a digital mode. Digital technology was used to continue education online. This saved the teachers and students the technology. This was the beginning of a 'brave new world'.

Learning Management Methods:

Institutions invented new teaching methods. This was a great opportunity for electronic companies to sell their devices to institutions and individual students (Misra 2020). During the lockdown, students could not get hard copies of study material, so it is important that they make more use of soft learning tools. Soft was the 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 evolved during the pandemic and so did digital literacy. Use of Electronic Media for Information Sharing: Electronic media has been widely used to share information during the Covid-19 pandemic. Educational material was provided to the students through electronic media. The professor

addressed the issues through email, SMS, phone and social media platforms like Facebook and WhatsApp.

Multi Country Exposure:

Students and teachers in the country could communicate with each other. An 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 education (ODE):

Most pupils favored ODE 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.

Bad impact 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.

Problems in educational activities:

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 lockdown.

Loss or employment:

Most of the new recruitments were postponed. New placements were hampered by the COVID-19 pandemic. Many people lost their jobs as the economy slumped. The national unemployment rate rose from 8.4 percent in mid-March to 23.0 percent in early April, while the urban unemployment rate reached 30.9 percent in 2020. (Educationasia.in) When people lose their jobs, it can have a detrimental effect on their abilities to continue their education. Unprepared teachers and students for online learning. The transition from traditional classroom teaching and learning to online mode was not smooth because teachers and students were not prepared for it. The material was challenging for some students.

Increased responsibility of parents:

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

School closures cause food shortages:

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 a 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 the most remote places of India.

Conclusion

During the corona epidemic, the education sector in India has suffered a lot. Many have been created from it. Opportunities India should develop digital technology. Open and distance education system should be adopted. It is an effective way to cope with the present. ODE method should be adopted in India. It will benefit many students. It is the need of the hour. Digital technology needs to be strengthened for better education for all students. Online learning platforms need to be developed in a big way. "Work from Home" is growing in importance. Our motto should be "Good Education for All". Students benefit from online practice and statistical analysis can be done to determine the impact of COVID-19 on schools.

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