A Study of Impact and Analysis of Covid-19 on Education System in India

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Abstract - *A lockdown was declared on March 24 to decrease the spread of Covid-19. The number of cases, however, still rose at an alarming rate, leading to the continuation of lockdown and this lead to closing of schools, colleges and various educational institutions. It led to change in teaching and learning patterns. This paper studies positive and negative impacts of online education system. It also studies the digital literacy and availability of gadgets for online teaching and learning in India. The aim of this paper is to study the Impact and Analysis of COVID-19 on Education System in India along with its positive and negative impacts and observations recommendations are suggested.*

Key Words: **Covid-19, Indian Education System, Digital Literacy, UNESCO.**

1. Introduction

Lockdown has tremendously impacted education system of the country especially rural areas students were the most affected. Mainly students are taught using chalk and board method but due to lockdown this system of teaching was replaced by online teaching. Activities like entrance examinations, school admissions, and various examinations were cancelled. People started to migrate to villages due to lockdown which caused students to leave their schools. No immediate start of educational institutions led to online teaching through various platforms like zoom, meet and other platforms. This affected in techniques of teaching and evaluation methods. Though many institutions along with teachers and students adopted this virtual method of teaching still many institutions like government and rural schools were inefficient to adopt it.

1.1 Objectives

Objectives to present the research paper are:

- To study various policies undertaken by Govt. of India for education sector during this pandemic.
- To study various positive impacts on Indian education during pandemic.
- To study various negative impacts on education during pandemic.
- To study the digital literacy in India and its impact.
- To analyse both positive and negative impacts and give observations and recommendations.

1.2 Government Initiative

- **Diksha portal** consists of e-Learning material related to the syllabus, including video lectures, textbooks. It is created by CBSE, NCERT in multiple languages and has more than 80,000 e-Books for classes 1 to 12.

- **E-Pathshala** is an app for classes 1 to 12 in multiple languages. The app consists of books, videos, audio, etc. for students and in multiple languages.

- **National Repository of Open Educational Resources (NROER) portal** consists of syllabus for classes 1-12 provides a various resources for students and consists of books, interactive modules and videos.

- **Swayam Prabha** has 32 DTH TV channels used for displaying educational contents. These channels can be viewed by everyone in the country using DD Free Dish Set Top Box and Antenna. The channel schedule and other details are available in the portal.

- **VidyaDaan 2.0** is a national program to call to the nation, particularly individuals & organizations across the country to contribute e-learning resources in the education domain to ensure that quality learning continues for learners across India.

- **Bharat Padhe Online campaign** has main objective to invite experts from across India to share suggestions or solutions to overcome the challenges and constraints of online education while promoting the existing digital education platforms.

1.3 Digital Litracy in India

- **Availability of gadgets** - Poor students are affected on a large scale in India. Approximately 27 per cent of students mentioned non availability of smartphones as a medium for teaching-learning during covid pandemic according to survey by NCERT.

- **Electricity** – The usage of various devices has caused a need for availability of electricity. In survey of 2017-18, the

Ministry of Rural Development found that more than 36% of schools in India operate without electricity and only 47% of Indian households receive more than 12 hours of electricity.

• **Internet connectivity** – By report given by Household Social Consumption on Education in India, fewer than 15% of rural Indian households have internet access whereas it is 42% in urban Indian households.

• **Knowledge of computer**–According to a survey while 24 % of Indian possess a smartphone only 11 % of households in India posses any type of computer and have the knowledge to use it.

2. Impact on Education System

2.1 Positive Impact

• **Soft copy as teaching material** – It was difficult to obtain hardcopies of notes so notes in the form of softcopies were provided and hence most students used soft copies as notes.

• **Increase in online meetings**- The pandemic has created an increase in virtual meetings, webinars and conferencing.

• **Usage of various platforms for sharing information** - Learning materials are shared among the students through whatsapp, telegram, email.

• **Learning at student's relevant time** – Teachers and students can teach and learn at their relevant time by recording the lectures and sharing it with the students.

• **Effective usage of time** - Students are able to manage their time effectively. They are also able to spend time with their family and playing indoor games, learning new skills, helping family members.

• **Relistening to lectures** – Students can listen to recorded lectures as per their convenience.

• **Increase in digital literacy** – New methods of teaching and learning have created new opportunities. Parents, students also have learnt new technologies and it has increased digital literacy.

• **Extracurricular activities performed** – Students are developing their skills by activities given by school, helping parents in daily chores, playing various indoor games with family members.
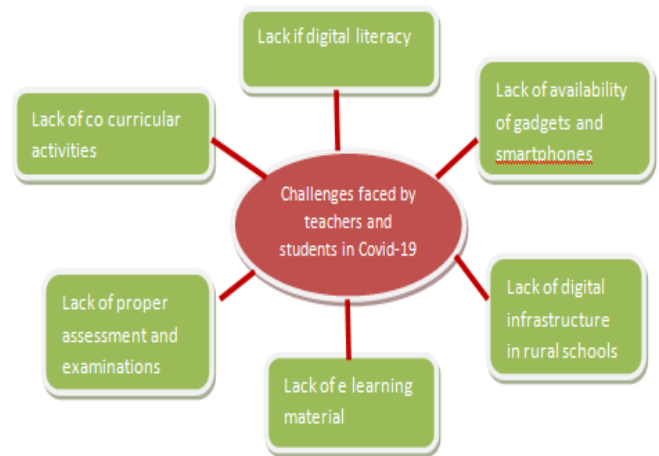

Fig -1: Challenges faced by teachers and students in Covid-19

2.2 Negative Impact

• **Increased responsibility of parents** - Some educated parents are able to guide their children but some may not have the adequate level of education needed to teach children in the house.

• **Availability of various devices** - Especially in rural area many students have limited or no internet access and many students may not be able to afford computer, laptop or supporting mobile phones in their homes, online teaching-learning may create a digital divide among students.

• **Reduced educational activities** – Students are not able to perform extra curricular activities which can affect their health and learning abilities.

• **Unprepared teachers and students** – Conducting online lectures may not be effective like learning in school. Some teachers and students are not knowing how to use online platforms which can decrease efficiency.

• **Loss of nutrition due to school closure** – The mid-day meal schemes have been closed which has caused decrease in nutritional value of students. However the government has provided the students with rice and pluses which are collected from their schools.

Payment of schools fee got delayed and admissions were cancelled - During this lockdown most of the

parents have been facing unemployment so they may not be able to pay the fee which can affect schools.

- **Decreased student interaction with teachers and friends** – Despite of online learning still students lack interaction with teachers and friends which causes accumulation of doubts and loss of communication.

- **Online assessment and evaluation of exams** – The traditional method of examination was replaced by online multiple choice questions. It caused deterioration in assessment and evaluation which decreases value of education.

2.3 Observation and Recommendation

[4]A total of 1.5 million schools in India are affected due to Covid-19 pandemic. The Indian policies must include various individuals from diverse backgrounds including remote regions, marginalized and minority groups for effective delivery.

[5]Government and institutes should decide to continue the school activities by maintaining proper rules and social distancing. 50 % students and teachers may attend schools and this can be done on alternate days. Government should address issues like availability of electricity, internet access, devices.

[6]The United Nations Educational, Scientific and Cultural Organization (UNESCO) have given recommendations. It has suggested use of distance-learning programmes, open educational applications and platforms that schools and teachers can use to reach learners. If the Indian education system aims to transit to online learning in the future, it should form policies that decrease the gap between the digital divide and help the country to achieve the Sustainable Development Goals.

3. Conclusion

[1]There lie both opportunities and challenges for the govt and therefore the private sector. The COVID-19 pandemic resulted during a digital revolution within the education system. India isn't ready completely to transform education through digital platforms. But universities and the government trying to find solutions with the issues in usage of this platform. [2]Online education should be continued in the future as it is benefitting students. [3]The United Nations Educational, Scientific and Cultural Organization (UNESCO) has given various recommendations. It includes the utilization of

various platforms and devices that students and teachers can use for proper and efficient way of teaching and learning. Further detailed statistical study could also be undertaken to explore the impact of COVID-19 on education system of India.

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