IMPACT OF COVID-19 ON THE EDUCATION SYSTEM IN INDIA

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ABSTRACT

The impact of pandemic COVID-19 is observed in every sector around the world. The education sectors of India as well as world are badly affected by this. It has enforced the world wide lock down creating very bad effect on the students' life. Around 32 crore learners stopped to move schools/colleges and all educational activities halted in India. It has worked as a catalyst for the educational institutions to grow and opt for platforms with technologies, which have not been used before. The education sector has been fighting to survive the crises with a different approach and digitising the challenges to wash away the threat of the pandemic. This paper highlights some measures taken by Govt. of India to provide seamless education in the country. Both the positive and negative impacts of COVID-19 on education are discussed.

Keywords: Education, COVID-19, Impact, Online Education, Schools

1. Introduction

In December 2019, a pneumonia outbreak was reported in Wuhan, China. On 31 December 2019, the outbreak was traced to a novel strain of coronavirus, which was given the interim name 2019-nCoV by the World Health Organization (WHO), later renamed SARS-CoV-2 by the International Committee on Taxonomy of Viruses.

As of 5 April 2021, there have been at least 2,856,632 confirmed deaths and more than 131,593,180 confirmed cases in the COVID-19 pandemic. The Wuhan strain has been identified as a new strain of Beta- Coronavirus from group 2B with approximately 70% genetic similarity to the SARS-CoV. The virus has a 96% similarity to a bat corona virus, so it is widely suspected to originate from bats as well.

Socio-Economic Impact of COVID-19

Corona virus (COVID-19) pandemic has created an unprecedented loss and disruptions over all across the world. From developed to developing, no country has been spared from its brunt. In this paper, we have analyzed the implications of COVID-19 on the economy and society of India so far. An impact assessment on the basis of available literature is made on all the three sectors—primary, secondary and service sector along with the impact on migrants, health, poverty, job losses, informal sector, environment, and so forth. The all sectors of the economy have been disproportionately affected and even within a sector, there is a disproportionate loss. The societal impacts are dire too with job losses, mental illness, increased domestic violence, and so forth. Some positive effects can be seen in terms of improved air quality, water quality, wildlife but the sustainability of such impact is conditional upon post-COVID and people's habits and future policies related to the environment

To contain the spread of COVID-19, just like how other countries did, India imposed a complete lockdown in March which coincided with the peak of harvesting season of Rabi crops in India mainly in the north-west which posed significant losses to the farmers. Although there were relaxations to the agriculture sector during lockdown but transport constraints, mobility restrictions and lack of labor due to reverse migration of labour to their native places were the major problems faced by the farmers.

Amidst the lockdown in Indian society, multiple issues related to social, educational, economical, political, agricultural, psychological levels and many more have been noticed which has created the devastating impact on the lives of the people.

The impact of Covid-19 on education

The impact of Covid-19 on education has been cruel and its repercussions will be seen in the upcoming future. As per the report of World Bank titled "Beaten or broken: Informality and Covid", WB has warned that there will be the lifelong impact of school closures on the productivity of this generation of students.

Children being out of school for about more than One Year might forget some facts as well as impact their learning capacity.

India has the world's second-largest school system, after China. The prolonged closure has a disproportionately negative impact on the most vulnerable students. The pandemic has not only caused the wide rift in educational inequality to balloon but also exacerbated existing disparities.

A total of 320 million learners in India have been adversely affected and transitioned to the e-learning industry, which comprises a network of 1.5 million schools. An NSSO 2014 report highlights that 32 million children were already out of school before the pandemic — the majority of them belonging to the socially disadvantaged class in the country.

While the government endorses India as the flag-bearer of the digital revolution and acknowledges that it is a diverse and multilingual country, as supported by the recently drafted new education policy, e-learning platforms cannot replicate the various dialects, varied contexts and different lived experiences that are brought together by physical classrooms.

If e-learning is the "new normal", the policy must go further to address the feasibility of digitalization to ensure equity and quality in education.

E-learning, as the name suggests, relies on the availability and accessibility of technology, but little or no availability of electricity is a significant challenge to taking advantage of education online. In a recent survey, the Ministry of Rural Development found that only 47% of Indian households receive more than 12 hours of electricity and more than 36% of schools in India operate without electricity.

This suggests that while students from families with better means of living can easily bridge the transition to remote learning, students from underprivileged backgrounds are likely to succumb to inefficiency and a lack of adaptation, either because of the inaccessibility of the technology or the low education of their parents to guide them through tech-savvy applications.

According to the Key Indicators of Household Social Consumption on Education in India report, based on the 2017-18 NSSO, fewer than 15% of rural Indian households have internet access as opposed to 42% urban Indian households. A mere 13% of people surveyed (aged above five) in rural areas — just 8.5% of females — could use the internet.

Girls in vulnerable households face increased domestic duties inducing their inability to access online education either because of inadequate access to the internet and gadgets or because the male child and his teaching are prioritized. This silent exclusion of children belonging to families in distress may cause child labour and child marriage.

Social Significance

Pandemic Covid-19 – the Impact of pandemic Covid-19 observed in every sector around the world. The Education sectors of India as well as world are badly affected by this. It has enforced

the world wide lock down creating very bad effect on the students' life. Around 32 crore learners stopped to move schools & colleges – all educational activities halted in India.

The outbreak of Covid-19 has advised us that change is inevitable. It has worked as a catalyst for the educational institutions to grow and opt for platforms and techniques which have not been used before.

The education sector has been fighting to survive the crisis with a different approach and digitising the challenges to wash away the threat of the pandemic.

This research will highlight some measures taken by the Govt. of India to provide seamless education in the country. Both the positive and negative impacts of Covid – 19 are pointed to carry out educational activities during the pandemic situation.

The Social Significance of this pandemic is that it has massively affected the socio, economic, political and psychological arenas of not only a particular society, Nation – State but across the globe.

It has worked as Genocide all over the world killing numerous people across the globe.

Analysis of the Secondary Data

Report – 1

A literature review on Impact of COVID-19 Pandemic on Teaching and learning

Sumitra Pokhrel and Roshan Chhetri

Introduction

The global outbreak of COVID-19 pandemic has spread worldwide. The countries around the world have included many strategies to control the transmission of the disease. Strategies like hand washing, wearing masks, physical distancing, avoid social gatherings, lockdown and staying home have been adopted.

Bhutan first declared the closing of schools and institutions and reduction of business hours during the second week of March 2020. More than 17000 children in Bhutan from Classes PP to XII are today affected by the School closure. Several schools, colleges and universities have discontinued face to face teaching but in online classes, many problems are faced by the teachers

and students like improper infrastructure, the info. gap, non-conductive environment for learning at home, equity and academic excellence in terms of higher education.

Pedagogy For Continuing Education Through Online

Lockdown and social distancing measures due to COVID-19 pandemic have led to closure of schools, training institutes and higher education facilities in most countries. The transition from traditional face to face learning to online learning can be entirely different experience for the learners and educators. The education system and the educators have adopted 'Education in emergency' through various online platforms and are compelled to adopt a system that they are not prepared for, while adapting E-learning tools, staff and students readiness needs to be gauged and supported accordingly. Different subjects and age groups require different approaches to online teaching. Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment. Governments, frontline workers and health officials are doing their best slowing down the outbreak, education system are trying to continue imparting quality education for all during these difficult times. Many students at home have undergone psychological and emotional distress and have been unable to engage productively.

The use of suitable pedagogy for online education may depend on the expertise and exposure to ICT for both educators and learners. Some of the online platforms used so far include verified communication and collaboration platforms such as Microsoft Teams, Google Classroom, etc. they include workplace chat, video meeting and file storage that keep classes organised and easy to work. The flipped classroom is a simple strategy for providing learning resources such as articles, pre-recorded videos and you tube links before the class.

Challenges In Teaching & Learning

The challenges in e-learning are accessibility, affordability, flexibility, learning pedagogy, lifelong learning and educational policy. Many countries have substantial issues with reliable internet connection and access to digital devices. Economically backward children are unable to afford online learning devices and also pose a risk of exposure to increases screen time for the learner. It is important for students to engage in offline activities and self explanatory learning. Lack of potential guidance especially for young children as parents are working. The level of academic performance of the students is likely to drop for the classes held for both yearend examination and internal examination due to reduced contact hour for learning and lack of consultation with teachers when facing difficulties in understanding.

Students' assessments are carried out online and exams also with a lot of trial and error and confusion among the teachers, students and parents. Appropriate measures to check plagiarism is yet to be put in place in many schools and institutions mainly due to large number of student population. The lockdown also cancelled entire cohort in the UK. Depending on the duration of the lockdown, postponement or cancellation of the entire examination assessment might be a grim possibility.

Various state level board exams, university level exams, and many entrance exams like BITSAT 2020, NATA 2020, CLAT etc. have been postponed across India due to COVID-19.

It is also possible that some students' careers might benefit from the interruptions. For e.g. In Norway, it has been decided that all the 10th grade students will be awarded a High School degree. A study carried out in France shows that 1968 abandoning of the normal examination procedures in France, following the student riots, led to positive long term labour market consequences for the affected Cohort. Online classes has economic, social and psychological repercussions on the life of students as they spend most of time on the virtual platforms, which have left students miserable as well as a greater risk of cyber bullying.

Families have been relying on technology and digital solutions to keep children engaged in learning, entertained and connected to the outside world, but not all children have the resources to keep themselves safe online.

In case of online learning in Bhutan, majority of the learners are from rural villages where parents are mostly illiterate farmers. Students are engaged in assisting parents. Some students requested to postpone exams time towards the afternoon from morning, as they had to attend to their ailing parents, grandparents and family members and take them to hospitals. Parents whose children are in lower grades feel that it would be better to let the children repeat in the next academic year. Majority of students do not have access to internet, phone, etc. there is no or less income for huge population due to closure of offices and businesses. Some students want face to face online classes but it consumes more data expressed by economically disadvantaged. It is difficult to design a proper system to fit the learning needs and convenience of all students.

Opportunities For Teaching Learning

Online learning forged a strong connection between teachers and parents than ever before. The home schooling requires parents to support the students' learning academically and economically. Children with disabilities need additional and special support during this ongoing emergency.

The use of online platforms such as Google Classroom, Zoom, WeChat etc. are used to explore and try to reach students online. Teachers are obliged to develop creative initiatives that assist to overcome the limitation of virtual teaching. Teachers are actively collaborating with one another at a local level to improve online teaching methods. Many educational organizations are offering their tools and solutions for free to help and support teaching and learning in a more interactive and engaging environment.

Discussions

AS of July 2020, 98.6% of learners worldwide were affected by the pandemic representing 1.725 billion children and youth, from Pre-Primary to higher education, in 200 countries. Therefore, making learning possible and available from homeschooling has been the need of the hour.

Through a range of pedagogy has been devised for online and distance learning, teachers who are technologically backward require proper professional development and training in order to orient themselves towards their students. A crucial part of online distance learning is the availability of helpful formative assessments and timely feedback to the online learners but it is challenging due to larger class strength, lack of infrastructure according to online teaching, professional development and non-participating nature of students according to Bhutanese context.

Maslow before Bloom is the common phrase used in education circle. This must be continued during the present pandemic. The phrase is typically used to ensure that our students are safe and their basic needs met before online learning commences. Taking online class at home without uniform, environment of learning and many distractions like domestic violence, child abuse are at rise. Studies should be carried out to support the hardest hit economically disadvantaged groups. In Bhutan, there are reports of students dropping out or opting to discontinue schooling due to pandemic.

There are varieties of online infrastructure that have been prepared by many educational firms and made free for learning during this pandemic. The affordability and accessibility to these online infrastructures for all learners is still a challenge. Students with disabilities having learning difficulty such as hearing, mobility, visual impairment require additional support and guidance. Many caregivers and parents are not able to cater their needs. There is need for investing time and resources to explore the best alternative for the Special Educational needs of these children.

As all students, assignments and exams are carried out from home, grading of students is another area of study as no proper criteria are developed and effectively used. Moreover, many parents guide and support their children to which extent or degree they are helping, varies greatly.

Conclusion

The impact of COVID-19 pandemic on education system adversely affected every country but mostly developing countries, as Internet data packs are costly in comparison to income of many parents; policy level intervention is required to improve the situation. Need for developing tools for authentic assessment and timely feedback is found to be important. The affordability and accessibility for all the learners of various economic back ground is identified as a challenge. The policy level intervention is also vital. Education system across the world including Bhutan needs to invest on professional development of teachers, especially on ICT & effective pedagogy considering the present situation. Making online teaching more effective, creative and interactive by using friendly tools is the other area of research and development.

The lesson learnt from COVID-19 pandemic is that teachers and students should be oriented to the use of different online education tools. When the normal classes resume, training should be carried out to enhance digital teaching.

Report – 2

Impact of COVID-19 Pandemic on Higher Education

Jyoti Bania and Ishani Banerjee

Introduction

The COVID-19 is not only a global health problem but it also affected employment, education, agriculture and other sectors of the world economy. The pandemic have devastating impact on economy and education. Higher education institutes including universities, colleges and other institutes in tertiary education are no exception. Indjikian and Siegel (2005) argue that investing in ICT generally has a positive impact on economic development, but is a long-run effect for the developing countries. Noh and Yoo (2008), based on the panel data of the 60 countries for the period between 1995 -2002, claim that the positive effect resulting from the spread of the internet gets subdued or less if income inequality accompanies.

According to UNESCO, around 1.3 billion learners across the world were not able to attend school or university as of March 23, 2020, and current UNESCO statistics put this figure at over

1.5 billion. The sudden shift of education to the online mode of teaching and learning, opportunities and challenges of online mode of education, largely around the issues of digital pedagogy. This also aims to explore the issues of social justice in the context of the digital divide in India.

Response To The Covid-19 Pandemic By Various Universities Across The World

Different universities across the world have been responding to Covid-19 in different ways. For e.g. In Australia, some universities have temporarily stopped their regular learning to design online learning. At the same time, universities like University of Queensland continued face-to-face learning with physical distancing.

In India, all academic activities were suspended after the announcement of the University Grants Commission (UGC) on 19 March. University of Hyderabad announced to defer all academic activities and close their hostels, and even private universities the SRM and VIT declared the summer vacation for students.

Some renowned universities in the US, like Havard University, and MIT decided to move online completely from 23 March 2020 onwards. It is reported that only 5 percent higher education institutions in the US could shift to online instruction with minimal on-campus presence, and most higher education institutions have made the transition to online mode.

Pedagogical Tensions

The efforts made in the education during the Covid-19 pandemic is adoption of preventing measures such as the mandatory wearing of face mask, maintaining physical distance and ban on public gathering, have led to the suspension of regular classes. Resulting in offline mode has changed of the regular rhythm of education and teaching-learning procedures.

The Hindu (April 14, 2020) reports that during the months of February to April, which includes activities around the curriculum and assessments, around 60 million students around the world are restricted to home. Students and teachers are under the pressure of not losing the academic time opted for online mode.

Online learning is an amalgamation of various pedagogical models instead of anyone single model. This enables the learning progress of individuals. Though face to face classes, teachers were aware of students' weak points and plus points but in digital mode it is not possible for teachers to know, whether the students are getting it or not. The only aim of teachers is to impart concept knowledge in such a manner, that students are able to understand better, think effectively

and apply them practically. Thus, it becomes extremely essential for facilitators to further orient themselves to become efficient disseminators of knowledge on digital platforms.

Impact Of Covid-19 On Higher Education

An economic recession could impact HEIs in various ways like decrease in employment opportunities for university graduates who are likely to enter the job market in the next few months, possible delays or inability of students in paying fees.

The UN Department of Economic and Social Affairs (UN DESA) estimates that Covid-19 may cause the global economy to shrink by nearly 1% by the end of 2020, while the International Labor Organization (ILO) projects an increase in global unemployment of between 5.3 million and 24.7 million, and the World Trade Organization (WTO) projects a 13% to 32% global trade decline. The impact would vary from context to context.

The International Association of Universities (IAU, 2020) survey also indicates that the Covid-19 has had an impact on international student mobility at 89% of HEIs. The most common impact of Covid-19 has been the cancelling of international travel and the cancellation or postponement of scientific conferences (81% of HEIs). The IAU Global Survey also reveals that almost 80% of the respondents believe that Covid-19 will have an impact on the enrolment numbers for the new academic year.

The Sudden Shift To The Online Mode Of Education

Any particular method of working becomes successful and adopted widely only when the method is effective and efficient in bringing about a change for the better. The effective ways of teaching, conducting assessments and ensuring teaching-learning to be interesting, engaging and context-specific are crucial for online mode of education. Remote learning is a first step for the long journey to offering online education.

Issues of social justice: Digital divide

Authors like Di Maggio et al. (2001); Norris and Conceicao (2004); Ono and Zavodny (2007), maintain that education and mostly higher education results in the adoption of technology at a higher rate. Kirkwood (2001) argued that the internet is an important tool responsible for enabling higher education and according to Tien and Fu (2008), the internet helps in bringing quality education. The shift to online learning comes with many challenges that create the digital divide between rich and poor. Developed countries have well developed education systems.

African and South Asian countries have to overcome many challenges before shifting to digital modes of learning. The main reason of divide is access to technical gadgets and infrastructure.

Miller (2016) also states that debates regarding Massive Open Online Courses (MOOCs) have faced criticisms like the environment of learning is of an impersonal nature and the students may have to learn largely on their own. According to Miller (2016), a lot of college students might not have the technical skills that are required to navigate through the online learning activities and mastering of instructional technology in an effortless manner is not guaranteed just because they are capable of handling the social media accounts that well.

The Discourse Of Online Teaching – Learning

Even if one has the required skills to operate the virtual platforms, the technology might simply fail leading to the vanishing of assignments, computers crashing etc. Even the electricity might not be present properly across all the places from where participants are accessing. Issues of academic dishonesty and cheating are also to be taken care of in the virtual mode. Some of the theories suggest that there is more cheating that is happening online because of anonymity and distance between the students and faculty. We stopped this through engaging the students meaningfully with the content and holding them responsible for generating evidence that they have mastered the content.

The Digital Divide In India

Attending online classes requires long hours of internet, peaceful space and one device/ phone dedicated to each student in a family might not possible especially in developing countries. Like in India, all students do not belong to the same socio-economic background. According to Sarkar (2020), online classes have added to the already existing feelings of vulnerability among students.

The digital divide has not only led to the exclusion of students from poor and marginalized backgrounds from digital learning but also pushed many underprivileged students towards depression and death. For e.g. in Kerala, a 14 girl committed suicide as she was unable to join online classes (The Hindu, June 11, 2020). A 16-year-old boy (class 10 student), from a very poor family, took his life because he did not have a smartphone to attend online classes and examinations organized by his school in the Chirang district of Assam (The Hindustan Times, June 24, 2020) and several other examples.

According to the Key Indicators of Household Social Consumption on Education in India report, based on the National Sample Survey 2017-18 less than 15% of rural Indian households have Internet — just 8.5% of females — could use the Internet. The poorest households cannot afford a smart phone or a computer.

Thus, the pandemic has exposed the deeply rooted inequality and hierarchy between the rich and poor in the Indian education system.

Understanding The Digital Divide

There are two major perspectives on the issues of the digital divide. One being the socio-economic aspects which take into consideration age, race, education, and gender as Tien & Fu examine. Keil (2005) points out another perspective which considers a divide in the form of the digital generation gap that considers a divide in the form of digital generation gap depending on rural-urban dimensions. According to Wilson (2006) financial, physical, content, cognitive, design, production, political and institutional access are eight different aspects of the digital divide. Livingstone (2004) points out another approach, which focuses on the concept of digital literacy- handling and understanding of the same. Warschauer (2003) argues that accessing online information does not have to do much with the Internet, but definitely has to do with the cultural, economic, political and linguistic contexts that give shape to the meaning of the internet in people's lives. The inequality exist in social and between privileged and unprivileged group-those who have access to the technology and those who do not have. Thus, there is a need to bridge the gap and enable the underprivileged to join the group of the privileged.

Some solutions to this problem are providing equal access to the new technology. "Leapfrogging" is another technique where those who do not have access join the ones who have access and try to bridge the gap. The access means reducing the barriers like social, geographical and financial and making higher education available to all. Carr-Chellman (2005), states that new digital technology and the Internet plays an important role in this process. As technology is a tool to connect students with teachers and peers and also a method to gain knowledge. According to Nicholas (2003), some people are able to take advantage of distance education through the internet and some people are not because the economic and the political barriers in their lives. Dijk's (2005) model of access to digital technology talks about motivation, material properties, skills and use of technology for specific purposes which involves quality and time of use.

Teachers' response to students' queries, teachers not being very active in learning management systems and lack of sufficient information on the web relating to courses suggests that access is

not the only problem. The students at the rural areas might be finding ways to access digital technology whereas; students in the urban areas might extend their usage of digital technology. Issues of internet cost, access to cyber cafes, distance and time required to travel to the cyber cafes etc. also determine the motivation and access to digital technology.

Conclusion

Urvashi Sahni, a fellow at the Center for Universal Education, said, "Technology has the potential to achieve universal quality education and improve learning outcomes. But in order to unleash its potential, the digital divide must be addressed". (The Indian Express, June 8, 2020)

As online classes have been used as an alternative to regular classes under the circumstances of the Covid19 pandemic, internet and technology services should be considered as a necessity and not a luxury. Sarkar (2020) maintains that adequate facilities must be developed for differently-abled students.

According to Judith Boettcher, an expert in online teaching, "we learn as social beings in a social context" (Miller, 2016). In a face-to-face environment, students get an opportunity to interact with the facilitator and other peers. In such an environment, meetings with teachers, classroom debates and discussions promote social connectedness. But in online, students are affected by presence and absence of social connectedness among them.

According to Miller (2016), encourage the cooperation among faculty-student are two of the principles of Chickering and Gramson.

Teaching-learning to continue on an online platform requires students to understand how the course will be carried out online, including discussions from textbooks, class activities, home works and submissions and assessments.

There is a need to work on creating social presence during the online course by asking student's personal information, encouraging interaction exchange between students, supporting video communications so that the facial expressions of the students and their voices are also clearly heard and seen (Miller, 2016).

Analysis of the Secondary Data

Report – 3

Impact of Pandemic COVID-19 on Education in India

Dr. Parvat Kumar Jena

Introduction

The impact of Pandemic COVID-19 is observed in every sector around the world which also includes education as well. But it worked for educational institutes as medium to grow and opt for platforms with technologies, which have not been used before. It adversely affected poor and middle class also because of this they are not able to take the class online for various reasons. Due to COVID-19 around 32 crore learners stopped to move schools / colleges and all educational activities halted in India which puts our future in danger.

COVID-19 forced us to maintain social distancing and also forced many coutries to declare lock down. On Feb 11, 2020 WHO proposed an official name of the virus as COVID-19, an acronym of Corona Virus disease 2019.

It was first identified in Wuhan, China on December 31, 2019. First death by COVID 19 was the 61-year old man in Wuhan, China 2020. WHO declared COVID-19 as a pandemic on 2020. The first case of the COVID-19 pandemic

reported on 30 January 2020 in the state of Kerala. It has affected more than 4.5 million peoples worldwide (WHO).

According to the UNESCO report, it had affected more than 90% of total world's student population during mid April 2020 which is now reduced to nearly 67% during June 2020. In India, more than 32 crores of students have been affected by the various restrictions and the nationwide lockdown for COVID-19.

After observing the corona virus pandemic situation the WHO advised to maintain social distancing as the first prevention step. All the education sectors became closed. Lockdown also implemented in many countries to stop social gathering and it destroyed the schedule of every student but it also give us opportunities to come out of the rigorous classroom teaching model to a new era of digital model.

Due to COVID-19, students and teachers were forced to opt for online modes for classes. The teachers and students were quite confused and didn't understand how to cope up with the situation. But later on all realized that the lockdown has taught so many lessons to manage with the emergence of such pandemics. Thus, COVID created many challenges and opportunities for the educational institutes to strengthen technological knowledge and infrastructure. The lockdown has given a ray of hope for teachers and students to continue their educational

activities through online. The teachers assigned work to students via internet, delivered lectures through video conferencing using different Apps like Zoom, Google meet, Facebook, Youtube, and Skype etc. There are WhatsApp groups of guardians, teachers, students and parents for effective communication through which they are always in touch to share their difficulties through e-medium.

Students face several problems during online classes like network problems, many low pay students don't approach online classes. Students face error problems because at a particular time many students use the same website which crashes the site. In India several educational institutes are not also equipped with digital facilities right now to cope up with sudden change from traditional education set up to the online education system.

Objectives

- To enlighten various measures taken by Govt. of India for education sector during this pandemic.

- To highlight various positive impact of COVID-19 on education.

- To enlist some negative impacts of COVID-19 and to put some effective suggestions for continuing education during the pandemic situation.

Methodology

Data and information presented in current study are collected from various reports prepared by national and international agencies on COVID-19 pandemic. Information are collected from various authentic websites and some journals and e-contents relating to impact of COVID-19 on educational system are also referred.

Initiatives Of Govt. Of India On Education During Covid-19

To prevent spread of pandemic COVID-19, the Government of India has taken number of preventive measures. The union government declared a countrywide lock-down of all educational institutions on 16 March 2020. CBSE postponed all examinations of secondary and higher secondary schools on March 18, 2020 throughout India. UPSC postponed the interview for the Civil Services Examination 2019. Similarly the most of the state Governments and other educational boards postponed examinations due to outbreak of COVID-19. Govt. of India has observed one day nationwide Janta-curfew on March 22 and implement lockdown from March 25, 2020 onwards in different phases and extending lockdown periods from time to time

adopting different strategies to fight with the pandemic but educational institutions remained closed continuously. Almost all state government ministries instructed the schools to hold all their classes online. Lock down provided a chance to develop new and improved professional skills/knowledge through online learning in more efficient and productive way. Looking at this challenge of colleges and schools being shut, government of India, as well as state governments and private players have undertaken proper initiatives. The Ministry of Human Resource Development (MHRD) has made several arrangements, including online portals and educational channels through Direct to Home TV, Radios for students to continue learning. During lockdown, students are using popular social media tools like WhatsApp, Zoom, Google meet, Telegram, Youtube live, Facebook live etc. for online teaching learning system. ICT initiative of MHRD is a unique platform which combines all digital resources for online education. The digital initiatives of MHRD for secondary as well as higher education during COVID-19 are listed as below:

Secondary Education

Diksha portal contains e-Learning content for students, teachers, and parents aligned to the curriculum, including video lessons, worksheets, textbooks and assessments. the content has been created by more than 250 teachers who teach in multiple languages. The app is available to use offline. It has more than 80,000 e-Books for classes 1 to 12 created by CBSE, NCERT in multiple languages. The contents can also be viewed through QR codes on textbooks. The app can be downloaded from IOS and Google Play Store.

e-Pathshala is an e-Learning app by NCERT for classes 1 to 12 in multiple languages. The app houses books, videos, audio, etc. aimed at students, educators and parents in multiple languages including Hindi, Urdu, and English. In this web portal NCERT has deployed 1886 audios, 2000 videos, 696 e-Books and 504 Flip Books for classes 1 to 12 in different languages. Mobile Apps is available.

National Repository of Open Educational Resources (NROER) portal provides a host of resources for students and teachers in multiple languages including books, interactive modules and videos including a host of STEM-based games. It has a total of 14527 files including 401 collections, 2779 documents, 1345 interactive, 1664 audios, 2586 images and 6153 videos on different languages

Higher Education

Swayam is the national online education platform hosting 1900 courses covering both school (classes 9 to 12) and higher education (under graduate, post graduate programs) in all subjects including engineering, humanities and social sciences, law and management courses.

Swayam Prabha has 32 DTH TV channels transmitting educational contents on 24 x 7 basis. These channels are available for viewing all across the country using DD Free Dish. The channels cover both school education (classes 9 to 12) and higher education (undergraduate, postgraduate, engineering Out-of-school children, vocational courses and teacher training) in arts, science, commerce, performing arts, social sciences and humanities subjects, engineering, technology, law, medicine, agriculture.

e-PG Pathshala is for postgraduate students. Postgraduate students can access this platform for ebooks, online courses and study materials. The importance of this platform is that students can access these facilities without having internet for the whole day.

Positive Impact Of Covid – 19 On Education

Indian education system got the opportunity for transformation from traditional system to a new era and are trying their best to provide seamless support services to the students during the pandemic. The following points may be considered as the positive impacts:

1. **Move towards Blended Learning:** COVID-19 has accelerated adoption of digital technologies to deliver education. It encouraged all teachers and students to become more technology savvy. New ways of assessments of learning opened and also gives access to large pools of learners at a time.

2. **Rise in use of Learning Management Systems:** Use of learning management systems opened a great opportunity for the companies those have been developing and strengthening learning management systems for use educational institutions

3. **Enhance the use of soft copy of learning material:** In lockdown situation students were not able to collect the hard copies of study materials and hence most of the students used of soft copies materials for reference.

4. **Improvement in collaborative work-** There is a new opportunity where collaborative teaching and learning can take on new forms. Everyone collaborate to take benefit from each other.

5. **Rise in online meetings**- The pandemic has created a massive rise in teleconferencing, virtual meetings, Webinars, etc.

6. **Enhanced Digital Literacy**: It induced people to learn and use digital technology and resulted in increasing the digital literacy.

7. **Improved the use of electronic media for sharing information**: Learning materials are shared among the students easily through e-mail, SMS, phone calls etc.

8. **World wide exposure**: Educators and learners are getting opportunities to interact with peers from around the world

9. **Better time management**: Students are able to manage their time more efficiently in online education

10. **Demand for Open and Distance Learning (ODL):** Most of the students preferred ODL mode as it encourages self-learning from diverse resources per their needs.

Negative Impact Of Covid-19 On Education

1. **Educational activity hampered:** Classes have been suspended and exams at different levels postponed. Due to continuity in lockdown, student suffered a loss of nearly 3 months of the full academic year of 2020-21 which is going to further deteriorate the situation of continuity in education.

2. **Impact on employment:** Unemployment rate is expected to be increased due to this pandemic. In India, there is no recruitment in Govt. sector and fresh graduates fear withdrawal of their job offers from private sectors because of the current situation. When the unemployment increases then the education gradually decreases as people struggle for food rather than education.

3. **Unprepared teachers/students for online education- T**he sudden change from face to face to Online education makes difficult for students to learn and for teachers to conduct lectures without any dedicated online learning platform.

4. **Reduced global employment opportunity-** Many Indians who have been doing their jobs abroad may lose their jobs and fresh students who have passed their interviews are not able to join jobs. Many students in India are also fearing for withdrawal of job offers from corporate sectors because of current pandemic situation

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

6. **Loss of nutrition due to school closure:** Mid day meals is a school meal programme of the Government of India which is designed to provide better the nutritional food to school-age children nationwide. The closure of schools has serious implications on the daily nutrition of students.

7. **Access to digital world:** The lockdown has hit the poor students very hard in India as most of them are unable to buy laptops, computers or supporting mobile phones. Many students do not have proper network access which create digital divide among students.

8. **Access to global education**: The pandemic has significantly disrupted the higher education sector. Many Indian students who are enrolled in many Universities abroad, especially in worst affected countries are now leaving those countries and if the situation persists, in the long run, a there will be a significant decline in the demand for international higher education.

9. **Payment of Schools, Colleges fee got delayed:** During this lockdown most of the parents lost their jobs so they may not be able to pay the fee for that particular time periods which may affect the private institutes.

Suggestions

- India should made policies which include various individuals from diverse backgrounds including remote regions, marginalised and minority groups for effective delivery.

- Immediate measures are required to lessen the effects of the pandemic on job offers, internship programs, and research projects.

- Establishment of quality assurance mechanisms and quality benchmark for online learning programmes must be developed and offered by Higher Education Institutions (HEIs) in India keeping in view of rapid growth of the online learning platforms

- Across the globe, Indian traditional knowledge is well known for its scientific innovations, values and benefits

- to develop sustainable technologies and medicines and this knowledge systems in different fields should be integrated with a present-day mainstream higher education system.

- Govt and educational institutes should plan to continue the educational activities maintaining social distancing.

- 30-40% students and teachers may attend schools/colleges in two shifts per day to carry on educational activities by obeying guidelines for COVID-19.

- Access to technology and internet must reach to the remotest and poorest communities to facilitate the students to continue their education during the pandemics. The state governments/private organisations should come up with ideas to address this issue of digital education.

Conclusion

COVID-19 has impacted immensely to the education sector of India in both ways. First in positive term, shifted us to digital technology to create an advantageous position for millions of young students in India and also strengthened their knowledge. The concept of "work from home" has greater relevance in such pandemic situation to reduce spread of COVID-19. Government is making efforts on maximum utilisation of online platforms so that students not only complete their degree in this academic year but also to get ready for the future digital oriented environment.

In negative terms, it created technology gap between rich and poor background students and also diverse the background. Because rich can easily afford laptops, phones etc. but not a poor student. Many students are not able to take class due to network problems. It also pushed them backwards than the students from rich family. So, Indian policies should be designed in such a way that it solves the problem of poor, remote region, marginalised and minority groups, so they also have an access of education same as rich.

Report – 4

COVID-19 and its impact on education, social life and mental health of students

Kunal Chaturvedi, Dinesh Kumar Vishwakarma , Nidhi Singh

INTRODUCTION

The emergence of Corona Virus disease (COVID-19) has led the world to an unprecedented public health crisis. Emergency protocols were implemented in India to control the spread of the virus which resulted in restrictions on all non-essential public movements. With the closure of educational institutions, the need for a rapid transition from physical learning to the digital sphere of learning emerged. Online learning has been observed as a possible alternative to conventional learning. However, according to a meta-analysis on e-learning it is reported that online learning is better than nothing and similar to conventional learning.

It is expected that the continued spread of the disease, travel restrictions and the closure of educational institutions across the country would have a significant effect on the education, social life, and mental health of students. The students from the less privileged backgrounds have experienced larger negative impacts due to the Covid-19 outbreak. Reduction in family income, limited access to digital resources, and the high cost of internet connectivity have disrupted the academic life of the students.

Moreover, 1.5 billion students across the world are now deprived of basic education leading to a serious psychological impact on their health. Moreover, changes in daily routine including lack of outdoor activity, disturbed sleeping patterns, social distancing have affected the mental well-being of the students.

Objective And Methods

A 19-set questionnaire was developed, which included a variety of multiple-choice questions, Likert scale and for a few questions, the respondents were allowed to enter free texts.

The survey was administered using the Google Forms platform, which requires subjects to be logged in to an e-mail account to participate in the survey, it restricted multiple entries from an individual account.

The distribution of the questionnaire was conducted through the outreach of social media platforms, e-mail, and standard messaging services. Clear instructions with the google form were provided to ensure the respondent must be a student.

Study Design

A web-based survey was conducted to students through the medium of Google online platforms from July 13 to July 17, 2020.

The online survey questionnaire contained four subgroups:

(a) Participants were asked to describe their general demographics, such as age, the region of residence.

(b) Information about the daily online learning routine following the transition from offline learning in educational institutions in India: average time spent for online study (hours) /day; medium for online study; average time spent for self-study (hours)/day.

(c) Assessment of the experience of online learning to evaluate the levels of satisfaction among students.

(d) Assessment of health due to the change in lifestyle: average time spent on sleep (hours)/day; change in weight; average time spent on fitness (hours)/day; the number of meals/days; also, we considered further questions about the medium of stress busters during the pandemic, cohesion with family members, etc.

The aim of this survey study is to investigate the impact of the COVID-19 pandemic on the education, health, and lifestyle of students from different age-groups.

Statistical Analysis

In this study, we conducted a cross-sectional survey with a sample size of 1182 students from different educational institutions.

A summary of demographic details in the form of numbers and percentages is provided.

Mean at 95% Confidence Interval limit was calculated for learning hours for online classes and self-study, duration of sleep, time spent on fitness and sleep.

Kruskal Wallis test, a non-parametric test was used to assess the significant difference in the time spent on the aforementioned activities among different age distributions.

Fisher's exact test was performed to assess the differences between respondent's health with the variables of interest.

In order to analyse the association between age categories and different variables such as change in weight, health issues faced, stress busters, etc, the Pearson Chi Square test was used.

JMP Version 15.2.1 from SAS was used for analysis.

A statistically significant value of $P < 0.05$ was considered.

Results

Participants characteristics

A total of 1182 subjects from different educational institutions including schools, colleges, and universities in the Delhi-National Capital Region (NCR) participated in the online questionnaire.

Assessment of online learning

Kruskal Wallis test was used to assess the difference in the time spent by different age categories for daily routine activities.

The average time spent on online classes for students was 3.20 h/day. However, the average time spent on online classes was significantly higher for students with age group '7–17' years and lower for students with age groups, '18–22' years.

Further, respondents were asked about the time they allot per day for self-study, however, there was no significant difference among different age group categories Overall, 2.91 h/day was the average time spent on self-study.

According to the assessment of satisfaction level among students 38.3% of students had negative response towards online classes 33.4% considered it average while 28.4% gave a positive review. Surprisingly, the in-depth analysis showed the satisfaction levels varied significantly with different age groups.

The respondents were further asked about the medium of their online learning, 57.3% in the age group '7–17' used smart phones while the majority of students from age group '18–22' and age group '23–59' used laptop/desktop for study. However, only a small portion of the total students used tablet.

Assessment of health in educational institutions

Among the respondents from different age groups 13.6% faced health-related issues during the period of nationwide travel restrictions.

Further respondents were asked about the change in body weight within this period, 37.1% reported an increase in weight, 17.7% reported a decrease in weight, and 45.3% reported no change in weight.

When asked whether they are satisfied with their utilization of time, the majority of respondents answered in 'NO', and the rest answered with 'YES'. Also, 70.3% of the respondents stated that they were socially connected with their family members.

According to fisher's exact test indicated that the respondents who were not socially well connected and believed that they did not utilize their time in lockdown, had a significant impact on their state of health.

The average time spent on sleep was 7.87 h/day. The differences between the age groups in terms of duration of sleep were statistically significant.

Further, respondents were questioned about the measures adopted to cope with the rising stress levels during the pandemic. According to the Pearson Chi Square test there was a significant difference in the measures used by the different age categories.

A significant number of individuals from different age categories used social media as a medium for stress reliever. While the majority of respondents used social media, 1.44% did not have an account on any platform. The average time spent on social media for the age group '7-17' was 1.68 h/day, 2.64 h/day for the age group '18- 22', and for the age group '23-59', it was 2.37 h/day .

Discussion

The outbreak of Covid-19 has upended the lives of all parts of the society. One of the most immediate changes introduced was the closure of educational institutions to slow the transmission of the virus. In order to prevent further interruption of studies, new teaching methods for the online delivery of education were introduced. However, these measures can have long-term consequences on the lives of students.

Therefore, there is a strong need to record and study the effects of the changes being made. The findings of this study indicate that the time spent by students on online classes did not comply with the guidelines issued by the Ministry of Human Resources Development (MHRD) (Department of School Education & Literacy Ministry of Human Resource Development 2020).

Limited class interaction and inefficient time table significantly affected the satisfaction levels among students. The peer-to-peer impact in the school environment motivates individuals to work hard and learn social skills, which may not be possible in an online setting.

Moreover, the biggest challenge for online learning is the requirement of efficient digital infrastructure and digital skill set for both students and teachers.

Further, this study analyses the impact of different factors to measure stress levels among students. Alarmingly, 51.4% of respondents reported that they did not utilize their time during the period of lockdown. Furthermore, sleeping habits, daily fitness routines, and social interaction significantly affected their health conditions.

The government agencies imposed measures such as social distancing and restrictions on travel but they did not take into account the health implications. Although, these measures are necessary to regulate safe conditions, there is no strategy to safeguard the psychological impact due to the Covid-19 pandemic.

This research also explores the different coping mechanisms used by students of different age groups.

Moreover, it was analyzed that various digital social media tools used by students as a self-management strategy for mental health.

Opinions And Recommendations

Once the COVID-19 pandemic ends and educational institutions re-open, the concerned authorities should continue to invest in online education to enhance learning experience. They should carefully analyze the issues experienced during sudden transition to online learning and prepare for any future situations. Proper training of educators for the digital skills and improved student-teacher interaction must be conducted. For disadvantaged students, availability of digital infrastructure with proper internet availability and access to gadgets must be ensured to avoid any disruption to their study.

Due to the situation in Covid-19, many students are likely to suffer from stress, anxiety, and depression, so it is necessary to provide emotional support to students.

Moreover, guidelines should be created to anticipate the needs of the vulnerable student population. Improved healthcare management would ensure the delivery of mental health support.

Limitations

There are some limitations to this study that should be noted.

1. Sampling technique used - It relies on digital infrastructure and voluntary participation that increases selection bias. The imposed travel restrictions limited the outreach to students who do not have access to online learning.

2. The study is obtained from one specific area, given the lockdown orders and the online medium of classes, these results to be fairly generalizable for schools and universities nationwide.

3. Another limitation of this study is the cross-sectional design of the survey, there was no follow-up period for the participants.

Conclusion

In this study, the findings indicate that the Covid-19 outbreak has made a significant impact on the mental health, education, and daily routine of students. The Covid-19 related interruptions highlight key challenges and provide an opportunity to further evaluate alternate measures in the education sector.

The new policies and guidelines in this direction would help mitigate some of the negative effects and prepare educators and students for the future health crisis.

Similarities & Differences Between Primary Data & Secondary Data

I. According to my research, it is revealed that the Pandemic Covid-19 has put several impacts on the life of students and teachers and no doubt on the whole system of the education in India.

My research primarily focuses on areas of education where the pandemic has shown the negative as well as the positive impacts on the Education system.

While observing the data collected during my research I found that more than 95% people agree to the fact that the online classes, the E-learning during the Pandemic in India has been immensely promoted and it has given a new route to the Digital teaching in not only urban areas but also has even touched the outskirts as well.

This gives a similar touch with the secondary data which I have collected for my research. In one of the papers which depicts that E-learning has shifted us to digital technology to create an advantageous position. In India, for millions of young students, it has strengthened their

knowledge. The government is making efforts for maximum utilization of online platforms so that the students not only complete their degree in the academic year but also get ready for the future digital oriented environment.

II.   Secondly I have also thrown light on few negative impacts of Covid-19 on the Education System of our country. According to my primary data collected, it has been observed that majority of the population of my sample says 'Yes' to the fact that covid-19 has badly hit the standard of Education in India (More than 90%).

It has also destroyed the spirit of Education system especially in the Rural India. It created a technological gap between rich and poor background students and also diverse background as rich can easily afford laptops, ipads and smart phones but a student belonging to a poor family cannot do the same and due to lack of network connection, many couldn't find access to their online studies which had actually hampered in the continuity of their academic performances.

This is of a very similar view and perception in my secondary data as well where **Dr. Parvat Kumar Jena** has given and talked about the same issue.

III.   On the other hand, in my second paper of research that the secondary data given by **Sumitra Pokhral and Roshan Chhetri**, they talk about the pedagogy for conducting Education through online studies, where different studies, courses and age groups require different approaches to online teaching. Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment. Here in this research, they have spoken about the government, frontline workers and health officials who are trying their level best slowing down the outbreak to continue imparting quality education for all during the tough times. Many students have gone under mental issues, anxiety and psychological and emotional distress.

In a similar aspect I have explored and tried to find out in the same direction the behavioural patterns, anxiety issues, laziness, intolerant behaviour of the students at home as their freedom has now been only restricted in the four walls of their houses because of the Pandemic.

The aspect is clearly evident in my questionnaire (Q no. 10, 11, 12 & 13) where I have thrown light on all these aspects of children's behavioural patterns and when I collected my data I found that majority of respondents said 'Yes' that the students are undergoing these mental, psychological and emotional distress.

IV.   Next, if I see a comparison of the secondary data done by **Jyoti Bania and Ishani Banerjee**, they have spoken about the division and the challenges in teaching and learning with E-learning. Not everybody in our country was ready to face this sudden transmission of offline to online teaching. Economically backward children are unable to afford online learning devices and also pose a risk of exposure to the increased screen time for the learners. Lack of potential guidance especially for young children if parents are working is also a matter of concern. The level of academic performance of the students is likely to drop.

A similar perception has been observed in the primary data collected through questionnaire during my research where the whole teaching methodology has to be totally restructured and given a sudden new formation, where it was a huge challenge both for students and teachers to sit for hours in front of the screen and learn all the new techniques of the digital world to adapt themselves with time and need of the hour.

V.   Apart from all these similarities of the primary and the secondary data, there are some factors and elements which have been researched and explored in my research. They are as follows:

- I had a question in my mind and I included it in my questionnaire seeking the opinion about has the Pandemic Covid-19 has increased in unemployment in the education sector?
- How the Pandemic Covid-19 has crippled the financial aspects of Public Schools?
- Are parents more worried about the future of their wards due to Covid-19?

To all these questions, I got a very interesting percentage of positive answers ofcourse by the respondents during my research.

I got majority of respondents agreeing to the fact that Pandemic Covid-19 is very much responsible for the increase in unemployment in Education Sector where a number of teaching, non teaching staff was put on a halt or even removed from their jobs due to less number of teachers required to teach online and another reason most of the Public Schools didn't get fees from the parents to pay for their teaching staff.

- Another explorative point came out during my research which shows that the Pandemic has crippled the financial stability of the public schools to which I got a majority of respondents including teachers and students saying that they agree to this.

- A new research fact came out of my research where parents have indulged in anxiety and traumatic fear worrying about the future of their children, where a number of students across the country are still waiting to give final examination of CBSE Board especially of Class X & XII

- Many parents and their children dream to go for higher studies after class XII to different universities with a good score. But because of this unfavourable situation of Pandemic Covid-19 everything has gone adverse. Again more that 90% of the respondents according to my data are concerned and worried about the same.

- Apart from all the negative factors, one positive element was also explored during my research that how this online teaching has acted as a unifying bond in the Education system in our country. To this not all respondents said 'Yes', but again the majority was in its favour.

Conclusion

The whole globe has been struggling with the Pandemic Covid-19 for more than 2 years now. Almost every sector has been influenced by its effects. Major lock downs had to be imposed in almost all countries to overcome the situation.

Out of all these sectors, Education sector has undergone major breakdown where all the schools, colleges, universities, coaching institutions, etc. have been shut down during the lock down period and otherwise for a long period of time now. And if at all, any country or state (as in India) opens, then again it gets struck with the same situation.

Impact Of Pandemic

My research basically starts with the Pandemic Covid-19 impact on Education system in India where I have explored and discovered numerous facts about this including both positive and negative impacts.

Method Of Data Collection

As we all were restricted to move out to collect the data, I used the Questionnaire method with close ended questions seeking good replies from 30 respondents in the age structure of 17 – 60 years (Both males & females)

Viewing The Pros & Cons Of The Pandemic On The Education System In India

- **PROMOTION OF E-LEARNING IN INDIA**

More than 95% of the respondents felt that Pandemic Covid-19 has somewhat promoted E-learning in India. It has moved towards blended learning and Covid-19 has accelerated adoption of digital technologies to deliver education. It has encouraged teachers and students and even parents to be more computer (digital) savvy. New ways of assessing of the learning goals have been discovered. E.g. Google forms, descriptive answers, conceptual interviews which have somewhere and somehow created zeal in the students to perform in a new manner.

- **RESTRUCTURING THE METHODOLOGY OF LEARNING**

Pandemic Covid-19 has restructured the methodology of teaching and learning from offline t online where no pressure of carrying heavy bags with books has been seen. According to my data, 53% people said that method of teaching has been restructured.

- **ALIENATED GAP BETWEEN LEARNING**

We have a number of negative impacts of Pandemic Covid-19 where a majority of the sample population feels that it has badly hit the overall Educational System in India. 90% of the respondents are of this vision which has been proved by the gap between the learning and students feel alienated sitting back at home.

- **PSCHYLOGICAL WELL BEING**

Another negative and huge impact has been seen on the mental, emotional and psychological heath of the students, where sitting back at home with no physical activity, no social circle (meeting with peer group and teachers) and studying online (screen time)has put a major impact on their mental and physical health. Children cannot move out and thus are unable to utilize their energy levels turning themselves into aggressive, intolerant and manner less.

Since school not only teaches curriculum but also inculcates moral values in children on daily basis. Counselling sessions given by various teachers, counsellors and workshops keep their minds updated. All this is of course missing in the online sessions, therefore more than 50% of the respondents felt that all these factors are been impacted because of Covid-19, more than 20% were unsure and rest said, no impacts were seen.

- **INCREASE IN UNEMPLOYMENT**

More than 80% of the respondents said that the Pandemic Covid-19 is wholly responsible for the increase in unemployment in Education sector where number of teachers were asked to sit back or leave jobs because the school managements were not able to pay salaries.

- **WORRY ABOUT STUDENTS' FUTURE**

Majority of the parents, over 93% are worried about the future of their wards. The study pattern went in a relaxed mode where students were not bothered to learn and adapt their texts as they were aware the exams were held online.

Also, when board exams were withheld and postponed, students who were to apply for future studies faced a setback because of the situation.

- **COVID-19 CRIPPLES THE FINANCIAL ASPECTS OF PUBLIC SCHOOLS**

More than 80% of the respondents felt that Covid-19 has crippled the financial aspects of Public schools where on one hand they had to waive out all other expenses like Annual charges, etc. only tuition fees could be charged and that too was not paid by a huge number of parents.

- **TRANSFER WARDS FROM PUBLIC SCHOOL TO GOVT. SCHOOL**

More than 50% of the people were of the perception that because of the financial woes due to lock down, parents are unable to pay expenses of the Public Schools and hence wanted to admit their wards in the Govt. Schools as there is no fees.

To conclude, Pandemic Covid-19 has damagingly hit the standard of Education in India. It has hampered the growth of schools specifically Public schools in India. It has given huge challenges to the students, teachers and parents as well – where many students cannot find access to the online classes due to poor or no network connections.

Hence, I conclude after my research that Pandemic Covid-19 has massively put an adverse impact on the Education System of India.

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