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# A Study On Covid 19 In India And Its Potential Challenges On Education System

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## Abstract

The COVID-19 has caused chaos on a global scale. Every aspect of our lives has been impacted by it. Nearly all educational institutions around the world were forced to close as a result of the urgent lockdown and social isolation procedures for the COVID-19, which caused the worst disruption to the whole educational system. Due to this catastrophe, more than 200 nations and about 1.6 million students were impacted. Globally, the Novel Coronavirus pandemic spread. It has had a significant impact on the educational system, which is crucial in defining the destiny of the nation. People were exposed to psychological stress because of the lockdown that the Indian government imposed, forcing them to stay indoors. However, approximately 75 nations declared school closures by the middle of March 2020. Schools and institutions were temporarily shut down for an indeterminate period of time to flatten the curve. The academic gap was caused by this action. By promoting e-learning and online education, the GOI made the necessary steps to close this gap. India's educational system is more accustomed to in-person or physical instruction. The majority of teachers and students are unprepared to use technology in the classroom, and there is also a lack of practice and motivation, which makes pandemics more difficult to manage. These difficulties have also given educational institutions the chance to improve their technology infrastructure and skills in order to handle the Covid-19. The impact of COVID 19 on the Indian educational system, e-learning, and potential challenges of COVID 19 on education are the main topics of this study. The study's objective calls for descriptive research in nature. Both primary data obtained through the use of questionnaires and secondary data are utilized through various reports, journal, published data and magazine and government officials.

**Keywords:** Covid-19, Lockdown, Learning, Education, Teacher, Students.

## Introduction

Academic institutions have been closed in several countries around the world to flatten the Covid-19's curve and distribution. More than 72% of the learning fraternity lost learning opportunities because to the widespread lockdown situations around the world (UNESCO). Dhawan, S. (2020). Online learning (E-Learning) is more popular than traditional classroom instruction at this time of pandemic. Adult learners who want a flexible learning environment and a simple way to achieve their desired higher education credentials can benefit from e-learning more flexibility and a focus on the needs of the students. By giving them the chance to learn at their own pace and in their own locations, it opens the door to reaching the unreachable learners. It enables students to extend their educational experience to include a lifelong learning process. Deshmukh, S. G., & Haleem, A. (2020). Numerous organizations anticipate the impact of the epidemic on all facets of the economy, with Moody's predicting a 2.5% decline in growth this year. Ravi, R. C. (2020). On this front, the Indian government has issued a number of directives, some of which prohibit social contact and limit people's freedom of movement. The University Grants Commission (UGC) and other leading educational organizations issued guidelines for higher education institutions in India, which led to the closure of 1000 universities and the temporary suspension of 40,000 colleges, forcing students to take online courses from the comfort of their homes. With over 3.75 billion students registered and 14 lakh faculty members, the effects of this action by the top bodies are wide-ranging. Chhetri, R. (2021). The protracted and unclear lockdowns on areas including student enrollment, financial resources, scholar research activities, and job firing are also predicted to cause more disruption in the higher education sector. Nearly 1.44 million students will take their high school exit examinations this year, and nearly 50 lakh of them will be trying to enroll in a higher education institution for the current academic year. Jha, G. K. (2021). In order to respond quickly to COVID 19 and minimize the negative effects of the pandemic on cash flows, enrollment of students, and the students who have plans to go abroad to pursue further academic activities, institutions that are experiencing difficulties in their operation management must gather all of their limited resources. Mishra, L., Gupta, T., & Shree, A. (2020).

### **Technology in teaching and learning:**

The paradigm change that has caused various educational platforms to launch with the goal of ensuring that the process continues has resulted in a recent development. During this crisis, e-platforms and e-learning resources have been crucial. During the closure, they support teachers and learners in schools, colleges, and universities. Rashid, S., & Yadav, S. S. (2020). Innovative alternative strategies for education and evaluation are required and in demand. The Covid-19 pandemic has given us the opportunity to start laying the groundwork for the adoption of digital learning. Both professors and students have gained new experiences as a result of the shift from direct face-to-face communication to online communication. Saha, T., Das, P. P., & Singh, R. (2021). All educational institutions were compelled to embrace and employ online resources as a result of the emergency transition in order to maintain the teaching and learning process. A few examples of platforms utilized for communication and collaboration are "Microsoft

Teams, Google Classroom, Zoom, Skype, Canvas, Blackboard, and live YouTube". These tools let teachers create educational programs, train their students, deliver lectures to finish their curriculum, and more. Additionally, sharing of a variety of information resources in Word, PDF, Excel, audio-video, etc. is possible through these platforms, and allow teachers to keep track of assessment results through the use of rubric-based evaluation of submitted assignments. Joshi, S. (2021). It is impossible to guarantee that teachers are familiar with such internet-based online platforms if they are available for the aim of making teaching and learning processes continuous. Ackers, J., & Taulo, W. G. (2021)

### **Teacher training and learning practices:**

The students, teachers, and teacher candidates need to be assessed as they take on these problems because each of them has a fixed perspective and feels pressure to adopt and adjust. Joshi, A., Vinay, M., & Bhaskar, P. (2020). Teachers employ a variety of teaching strategies, approaches, and objectives to accomplish their various course objectives. The demands, interests, and ability of learners vary according to their age group. All of these are taken care of by the teachers who provide direct classroom instruction. Sahoo, B. P., Gulati, A., & Haq, I. U. (2021). The teacher is always watching his students' behavior. He determines whether or not students' wants and interests are met through observation and facial reading of the class. Students' performance levels are continuously and thoroughly assessed, which provides information about how successfully teachers are using their approaches, strategies, and talents. Koli, M., & Saxena, S. (2020). The use of online learning is now seen as a one-size-fits-all methodology for this type of learning. Students can be evaluated using the online platform that is available. Naseer, B., & Mohamed, Z. (2021). The completion of courses for an online exam puts pressure on both students and professors. Parental expectations for honesty and transparency in online answer sheet evaluation are not being met. In the present context, online instruction and assessment are now recognized as realities. A. P., & Anjankar, A. J. (2020).

### **Review of Literature**

According to Saha et al., 2020, the start of the first phase of the lockdown showed that there was less movement in malls, shopping centres, movie theatres, parks, and even pharmacies. The government declared in April that the II phase lock-down had been extended through May 17th, 2020, and had been made mandatory through May 31st based on infection cases from Covid-19. Varma, A., & Jafri, M. S. (2020). In order to effectively implement the lock-down and social seclusion, the government enacted a mandatory quarantine law under the Epidemic Disease Act, 1897. For Covid-19, numerous research endeavors of various kinds were made. If social segregation and quarantine regulations were properly implemented, according to the recommendations and projections of the Indian Council of Medical Research (ICMR), the infestation of coronavirus might be decreased to 62%. Das, K., & Das, P. (2020). India was thought to be handling the low number of positive Covid-19 cases effectively due to its restricted travel during the lock-down and adherence to the social distance. However, India had more than

1,90,000 positive cases at the conclusion of the lock-down period. By the end of May 2020, there had been 5407 cases of the disease-related deaths (K. Ghosh et al., 2020). Major metros and large cities were the Covid-19 hotspots discovered, and the four major metros made up 40% of the Covid-19 positive cases in India (Rafiq et al., 2020).

According to WHO guidelines, regular hand washing with medicated soap, the use of an alcohol-based hand sanitizer, and the use of face masks were all advised as ways to protect oneself from the spread of Covid-19. Long-distance travel, public meetings, and social alienation were also avoided. (Chakraborty & Maity, 2020). Gao and Zhang (2020) claim that poor network quality prevents academics from effectively managing online courses. According to Huang (2020), many teachers have less control over their courses because they are unable to respond to students' questions in real-time when they are in different locations or spaces. External distractions, such as noises from nearby cars, neighbors, and family members, act as barriers or obstacles to effective online learning, claim Joshi et al. (2020). Many teachers struggle to run online courses effectively because they don't have computers, microphones, or cameras, and their internet connections aren't strong enough. Almazova et al. (2020) and Hadjeris (2020).

After the division of India, history saw the second-largest reversal mass. In search of a better life, many individuals moved from small towns and villages to metropolises. The lock-down left them unable to find employment or a source of food upon returning to their house (Chakraborty & Maity, 2020; A. Ghosh et al., 2020). They also had no idea what the future held. People of all ages were compelled to return to their houses owing to lockdown; many had traveled miles carrying their goods, children, and sleeping bags as the public transportation was shut down due to COVID-19. It was suggested that the government issue another direction concerning the workplace by allowing employees to conduct official business from home.

### **Objective of the Study**

- To examine the challenges teachers faced when offering online instruction during the COVID-19 pandemic.
- To Understand the Impact of COVID 19 in India at a large.
- To analyse the potential challenges on Education system in India on COVID – 19.

### **Nature and Scope of the study**

The nature of the study is both quantitative as well as qualitative in nature. The study's current scope were limited to the review of secondary evidence and the formulation of a hypothesis. With the use of primary data and statistical techniques, other researchers can now use the study as a starting point for their own research and evaluate these hypotheses. The pandemic's effects on diverse geographic regions, rural and urban populations, and the various income brackets (daily wage, salaried, business class), can be studied in great detail. Worldwide, the epidemic and lock-down had an influence on both sexes and presented difficulties for women due to an increase in household and professional obligations as well as family responsibilities. The pandemic and its effects had a significant impact on children and teenagers as well. There are no longer any open

educational institutions, and the excessive use and addiction to technology raises serious emotional and psychological issues.

### **Significance of the Study**

The new corona virus outbreak presented the nation's educational system with its greatest test to yet. Even while e-learning existed prior to the outbreak, it is becoming more significant during lockdowns and is anticipated to cause a paradigm shift in the educational system as the pandemic progresses. This research study aids in identifying the regions that are affected and directs policymakers as to what areas to focus on, what obstacles to anticipate, and what preparations systems would need to make.

### **Research Methodology**

The study's data were collected using a descriptive methodology. Regarding e-learning during COVID-19 and potential challenges to the educational system during COVID-19, respondents' attitudes are gathered. The material provided in the current study was gathered through a number of trustworthy websites and emails because it is risky to walk outdoors to gather data because of the pandemic. Covid-19.

### **Sources of data collection**

Both primary and secondary data are incorporated into the study. Due to the Covid-19 outbreak, it is risky to go outside to get data; therefore, primary data were gathered using a well-structured questionnaire and the convenience sampling approach. A variety of sources, including published books, pieces from magazines and newspapers, periodicals, papers from conferences, websites, etc. are used to gather secondary data. 200 people were selected as the sample size using the convenience sampling method. The study's sample includes professionals and educators.

### **Results and discussion**

#### **Demographic profile of the respondents**

**Table No 1.1 Classification of respondents**

Sl.no	Particulars	Male	Female	Total	Percentage
1	Professionals	50	50	100	100
2	Teachers	50	50	100	100
	Total	100	100	200	100

**Source: Primary data**

**Inference:** table 1.1 represents the classification of respondents out of 200 respondents 50 male are Professionals and 50 female professionals and rest are Teachers and out of total respondents 50 male teachers and, 50 respondents are females.

**Table no 1.2 Mode of education you think more useful during COVID-19?**

Particular	Frequency	Percent	Mean	SD
Traditional Method of Learning	53	27	1.63	.310
E- Learning	147	73		
Total	200	100		

**Inference:** The traditional manner of learning during and after COVID-19 is viewed favorably by 27% of respondents as a suitable educational strategy. According to 73% of respondents, online learning is the ideal teaching method because it will reach more students worldwide. In order to keep up with current technology in education, numerous nations, including Denmark, South Korea, the United States, and other European nations, have implemented e-learning in their universities and colleges.

### Testing of Hypothesis

**H<sub>1</sub>: There is significant relationship between Traditional Method of Teaching and E-Learning.**

**Table no 1.3 Best way of Teaching and E- Learning**

Particular	Frequency	Percent	Mean	SD
Face to Face teaching	25	15	1.89	.378
Online Classes	175	85		
Total	200	100		

**Inference:** The numbers show that ed-tech investments totaled US\$18.66 billion globally in 2019, and that the market for online education as a whole will grow to US\$350 billion by 2025. This demonstrates that before COVID-19, edtech had already experienced rapid proliferation and popularity. The use of language apps, virtual tutoring, video conferencing technologies, and online learning aids has significantly increased since COVID-19. 15% of respondents thought that face-to-face classroom instruction, comparable to the Gurukula technique used in India, had an effect on education. 85% of those polled believed that internet education would advance education more than traditional education.

**H<sub>2</sub>: There is significant relationship between educational reforms and online teaching during Covid-19**

**Table 1.4 Educational reforms during online teaching**

Sl. No.	Educational reforms	Mean Value	t Value	Sig
1.	During Covid-19, the quality of education is improved through online instruction.	3.77	13.357	0.000
2.	During COVID-19, equal opportunities are provided.	3.87	24.328	0.000
3.	During online instruction, gender equality is upheld.	3.63	15.271	0.000
4.	There are teacher training programs.	3.01	17.783	0.000
5.	During Covid-19, instruction was provided using efficient and useful approaches.	3.13	13.058	0.000
6.	Teachers in online instruction adhere to the curriculum.	3.91	17.289	0.000

Some of the educational innovations carried out in COVID-19 are shown in Table 2. It is evident that the educational reforms carried out online ensure that education quality is improved with a mean value of 3.77 and that equal opportunities are provided during Covid through it with a mean value of 3.87. Additionally, it is evident that the process maintains gender balance with a mean value of 3.63 and that teacher training is carried out with a mean value of 3.01. It is observed that teachers follow the curriculum with a mean score of 3.91 and that effective and practical teaching approaches are taken into consideration when conducting online instruction.

**H<sub>3</sub>: There is significant association between factors responsible for online teaching with respect to digitalized channel to Covid 19.**

**Table 1.5- Model Summary**

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
				R Square Change	F Change	df1	df2	Sig. F Change	
.810	.798	.827	.50768	.798	579.803	3	197	.000	1.432

**Table 1.5- ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	634.397	3	259.769	579.803	.000
Residual	147.079	197	.359		
Total	781.476	200			

**Table 1.6– Regression Analysis Coefficients**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.340	.240		4.735	.000
Digital Channel	.732	.057	.759	13.417	.000
Covid Factor	-.421	.058	-.123	-6.743	.000
Teaching Experience	.163	.063	.143	2.789	.007

**Interpretation**

The ideal range for Durbin-Watson statistics, according to Durbin and Watson (1950, 1951), is between 0 and 4, with a number close to 4 suggesting uncorrelated errors. The table above shows the Durbin Watson value, which is 1.432 and is within acceptable boundaries. Field (2009) asserts that readings below 1 and above 3 are concerning. R Square is the coefficient of determination. A value of 1 (100%) indicates that the model has been appropriately applied, estimated, and that the regression equation has given an accurate forecast of the dependent variable. This coefficient has a value range of 0 to 1. Our findings demonstrate that the independent variables, with an R2 value of 0.798, can correctly predict the dependent variable up to 79.8%.

Analysis of Variance (ANOVA) examines if the model significantly outperforms the mean as a 'best guess' in terms of result prediction. If the model is able to fully explain the response's variability, it is regarded as statistically significant. The F-ratio (F) calculates how much better a prediction is made when variation is explained compared to variance that is left unaccounted for. It represents the proportion between the model mean square (labelled "Regression" in the ANOVA table) and the error mean square (labelled "Residual"). The test statistic is used to determine whether the model as a whole has statistically significant predictive potential. If the F ratio is high, the null hypothesis is disregarded. The F ratio is relatively high (579.803), which indicates that the null hypothesis is not accepted, as shown by the ANOVA table above. It unambiguously suggests that independent variables and dependent variables have a meaningful relationship.

If the significance level of the t-statistics is less than 0.05, the null hypotheses will be disregarded, indicating that the particular independent variable in issue is capable of predicting the dependent variable. The t-statistics for the factors (digital channel, Covid factor, and teaching experience) in the aforementioned table have significance values that are less than 0.05 (sig. = 0.00), indicating that there may be a substantial correlation between these factors and online teaching initiatives.



### **Major Findings of the Study**

It was found that in the study, the majority of the country's educational institutions in India still use traditional teaching methods and class counselling. It was discovered that some respondents are unable to employ a virtual learning option when one is available due to a lack of virtual expertise and device proficiency which guards them against exploitation. Fewer respondents believe that the traditional way of learning used during and after COVID-19 is a suitable educational strategy. The majority of respondents said that e-learning was the best form of instruction since it would reach more students worldwide. The survey indicates that a number of countries, including Denmark, South Korea, the United States, and other European countries, have embraced e-learning in their universities and colleges, which is what the nation must do to keep up with modern educational technology. According to the study, students from low-income backgrounds who cannot afford expensive technology and high internet access suffer the most during online lessons.

### **Research Implications**

In order to promote online learning, educational institutions and the government should develop a policy that safeguards the rights of less fortunate students to access high-speed internet connectivity and technological devices. Jain, S., Lall, M., & Singh, A. (2021). The students then actively participate in their learning. A country like India, which has many institutions and colleges with the biggest young student populations in the world, faces a significant difficulty in providing infrastructure. Jordan, K., David, R., Phillips, T., & Pellini, A. (2021). It is suggested to the government to work together and sign memorandums of understanding with online platform providers like Zoom, Google meet, Skype, Facebook live, YouTube live, and other business providers to encourage them to give subsidies or free of cost in the name of Corporate Social Responsibility schemes to improve e-learning in India. The demand for e-learning is urgent, and many colleges throughout the globe are now offering their students online instruction. It is advised that members of the teaching fraternity and other professionals take training courses, develop a positive outlook, and start teaching online. When using different platforms for virtual learning, security is the main issue to be considered. The need of the hour is for authorities to spread awareness of the precautions to be taken when using learning tools. If personal data could be compromised, and also provide information about antiviral programmes. Many learners avoid virtual learning because they lack the necessary training. Insights into virtual learning should therefore be a primary goal of training policies.

### **Conclusion**

It is said that every bad day will be followed by a good one. As a result, we can strive for the ideal educational system after COVID-19. One way for educational institutions to allow students to complete their theoretical and practical work in both online and offline formats is through blended learning. During COVID-19, the teacher's role is incredibly difficult. Technology-based facilities for teaching, training, and practical practice are required for digital learning by both the teacher and the students. With the assistance of

top-notch resources, authentic assessment and prompt feedback to pupils are made feasible. Quality training can result in the production of quality teachers. In order to create digitalized, high-quality teacher preparation programs, new approaches must be devised. The necessity for improving teachers' ICT competence is urgent. You may think of the virtual state as a safety measure.

E-learning has evolved into a substitute platform for continuing academic pursuits while upholding social distance during the pandemic's lockdown period. Teachers were able to provide more synchronous video conferencing and real-time interaction because to the availability of several online learning platforms. The Covid-19 pandemic has created many challenges for education, but many institutions of higher education have accepted these challenges and are trying their best to provide seamless support services to the students seeking better opportunities. Every difficulty presents an opportunity. Despite the numerous difficulties brought on by COVID-19, it has encouraged educational institutions to look into improved learning chances utilizing various technology. If government institutions and non-governmental organizations took the initiative to provide network facilities and technology to low-income groups who could not afford to purchase, they could encourage students to actively take up the learning activity and utilize the educational opportunities for skill, knowledge, and nation building. The government has been addressing all challenges caused by Covid-19 and providing effective support services through online mode for the benefit of stakeholders.

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