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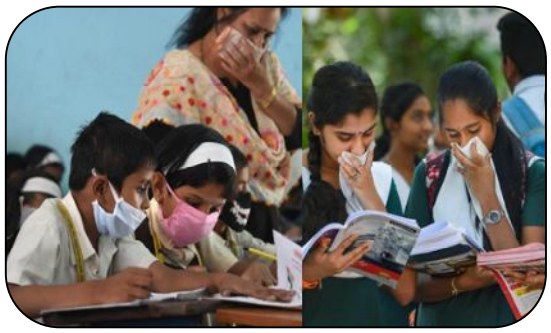
IMPACT OF COVID-19 ON EDUCATION

Prof. (Dr.) Balkrishna Shripad Bhave
M.Sc.,M.Ed.,D.C.S.,D.B.M.,Ph.D.
Professor , Kasturbai College of Education, Solapur .

ABSTRACT:



The global education system has been affected by the COVID-19 pandemic. Students, educators, and parents have experienced difficulties as a result of school, institution, and other learning spaces closing. Traditional educational practices have been significantly altered by lockdown and social distance policies. Numerous schools, colleges, and universities no longer offer face-to-face instruction. Due to this pandemic, no one could have predicted the risks and opportunities that could arise in this industry. Another significant obstacle for this industry is the establishment of numerous brand-new standard operating procedures for college and school reopenings. To deal with this pandemic, innovative and alternative educational system and assessment strategies must be implemented. Presentation of computerized learning is an open door which is given to us during this pandemic circumstance. However, this digital system necessitates computers, internet access, and network infrastructures, making it a challenging job. Different methodologies have been planned by IT area with the goal that instructive innovation, zero-charge web instructive assets, free on the web learning assets, and broadcasts educating can be utilized. This paper aims to determine the positive and negative effects of the COVID-19 pandemic on online education and suggest a path forward. This paper likewise looks at a couple of such drives taken by government which have contributed fundamentally to making it feasible for instruction to arrive at the remotest corners of the country with the assistance of innovation related instruments.

KEYWORDS : *global education system , COVID-19 pandemic. Students, educators, and parents.*

INTRODUCTION :

The education system in India was affected by the corona virus worldwide. Until the corona virus is eradicated, India's education system must undergo significant transformations. The corona virus pandemic has altered education systems worldwide. The lockdown in India had devastating effects on the education of more than a million Indian students. The pandemic has significantly accelerated the pace and urgency of numerous ongoing technology-driven educational initiatives and forced the education sector to shift to virtual and blended teaching and learning methods using various ICT tools.

In order to adopt new pedagogical approaches to learning and teaching, educators and students now rely on a variety of online platforms. This epidemic also presents students with an opportunity to

make decisions in an uncertain world, to do so with knowledge, to constructively solve problems, and most importantly, to adapt to situations in which skills must be learned. Our educational systems need to become more adaptable in order to guarantee that these abilities will be fundamental for all students. India's online education system has also caused a lot of confusion, making it difficult for students to stick to their regular academic schedules. The majority of educational establishments have taken steps to alleviate these issues by reducing educational distance through the use of Skype calls, Zoom, Google Class Room, and Microsoft Teams. It is teaching teachers and students how to use technology and virtual classrooms to share information more easily. Certainly, this is a crucial time for students. As a result, the study's goal is to investigate the effects of COVID-19 on education and various government initiatives.

OBJECTIVES OF STUDY:

1. To emphasize the numerous benefits of the covivirus-19 pandemic in India to teachers and students.
2. To talk about the various obstacles that need to be overcome before online learning tools can be used.
3. To shed light on the various government efforts to improve the education sector during this pandemic.
4. To compile a list of effective recommendations for continuing education during the pandemic.

METHODOLOGY:

The research is based on reports on Covid-19 from a variety of national and international agencies. Due to the lockdown, data on the impact of Covid-19 on India's educational system are gathered from a variety of legitimate websites, journals, and electronic materials.

INITIATIVES OF GOVT. OF INDIA ON EDUCATION DURING COVID-19

There is technology that is a lifeline and a beacon of hope during the pandemic in numerous ways. Taking into account the education sector, educational communities have implemented a variety of measures to maintain the learning process for students during pandemics.

National Level ICT Initiatives:

Service of Human Asset Improvement (MHRD) has embraced a few drives to help understudies and instructors. Digital platforms like Digital Infrastructure for Knowledge Sharing (DIKSHA), ePathshala, and the National Repository of Open Educational Resources (NROER) are utilized to address the pandemic's learning gaps. ICT tools like radio and television are also utilized in this scenario to reach a larger number of target audiences. The following provides a comprehensive look at a few of these widely implemented initiatives on a national scale.

Digital Infrastructure for Knowledge Sharing, also known as DIKSHA: DIKSHA is a national platform that can be accessed via a mobile app and web portal. Under the direction of its public sheets of schooling (CBSE) and NCERT, the substance has been made by in excess of 250 educators who show in different dialects. The application can be used offline. It contains more than 80,000 e-books written by CBSE and NCERT for grades 1 through 12 in multiple languages. QR codes on textbooks can also be used to view the contents. Over 60 crore ETBs are expected to be printed this year in 35 states and Union Territories of India by July 2020, with over 30 million content plays and 200 million page views on DIKSHA already.

Manodarpan: During the trying times of the pandemic, the Ministry of Human Resources and Development (HRD) launched the program MANODARPAN to offer students psychosocial support.
Stress, anxiety, and fearfulness, in addition to other behavioral issues, have been brought on by the COVID crisis. Because of these difficulties, the Indian government felt compelled to concentrate on the

mental health of students. The platform includes a helpline, online resources, counseling services, and a wide range of activities designed to provide students with psychological support. Principally intended to help understudies, the stage has numerous warnings for educators to follow during the lockdown time frame on the best way to utilize the intelligent online classes, peer picking up, recognizing proficient help, and so on.

Swayam Prabha Television Stations: The acronym "SWAYAM" refers to Study Webs of Active Learning for Young Aspiring Minds. The MHRD uses 32 channels to broadcast high-quality educational programming around the clock. The channel covers higher education in a wide range of subjects, including engineering, vocational courses, teacher training, performing arts, social sciences and humanities, law, agriculture, and many more. It also covers school education (grades 9-12). During the COVID-19 crisis, India's remote learning challenge has been alleviated by television outreach to students.

All India Radio: All India Radio (AIR) is being used to broadcast virtual classes and other educational content through regional channels across the nation in order to broaden the reach and depth of dissemination of various educational resources to the nation's most remote regions. The broadcasts concentrate on learning through doing. Additionally, content for the National Institute of Open Schooling (NIOS) has been broadcast on 289 Community Radio Stations for students in grades 9 to 12. The purpose of this special educational radio program is to provide regular study time for state students at home during the lockdown. Educational resources for each class and subject are included in the program. Numerous states have been using this public stage to arrive at each understudy of their state.

State Level Initiatives:

Throughout the lockdown, state governments have been making various efforts to reach everyone with some kind of technological tool to continue students' education from their homes. State state run administrations endeavored creative approaches to giving schedule based e-content. Some of these states' initiatives are listed below.

Chhattisgarh's Education Right Near You Project: To address the effects of the COVID epidemic on education, the state government launched its platform, "Padhai Tuhar Duar," or "Education at your Doorstep" Portal. Live classes, offline video lectures, simulations, animations, worksheets, podcasts, and other resources can all be found on the platform. The state department of education has created more than 45000 virtual schools where teachers interact with their students and provide daily instructional materials.

KITE initiative in Kerala: Through Kerala Infrastructure and Technology for Education (KITE), an educational television channel established in 2005 with the goal of bringing the advantages of technology-driven education to the masses, the Kerala government began offering virtual classes. VICTERS Educational Channel will broadcast a program called "First Bell," which is a series of online or digital classes. For five days, 81,000 primary school teachers received specialized ICT training to assist them in the transition to virtual teaching. The teachers used the SAMAGRA resource portal for self-study with the assistance of numerous digital resources. Having their own channels on TV: KITE VICTERS and KITE provided the state with a significant advantage and solid preparation for the transition to digital education.

DigiLEP Initiative in Madhya Pradesh: In response to the current COVID crisis, the Madhya Pradesh state government has quickly implemented IT-based education platforms. The state government launched the DigiLEP initiative in April 2020 to address the difficulties faced by students unable to access online resources due to a lack of high-speed internet. DigiLEP represents Advanced Learning

Improvement Program, which exploits the WhatsApp stage to give learning amazing open doors. The state has also been actively pursuing other potential ICT-enabled interventions. Initiatives such as Radio School, a partnership with All India Radio (AIR) that makes use of the DIKSHA platform to provide educational resources to teachers and students.

Individual Initiatives

The nation's collective effort to use technology to make learning possible for so many students has also been greatly influenced by the independent initiatives of a wide range of individuals, businesses, and non-profit organizations. In India, some of these initiatives are as follows:

(i) Platform SmarterED: Lenovo, the global leader in technology, and Vidyalaya, a non-profit that connects volunteer teachers and students, collaborated on the SmarterED initiative. It is a platform made to bridge the gap between teachers and students in India, particularly in the age of online education.

(ii) Computerized Daan: The Digital Empowerment Foundation has started a campaign to collect and encourage people to donate old, used, but still functional smart phones, laptops, tablets, desktop/computer (monitor and CPU), printers, projectors, cameras, and any other device that can help someone learn virtually.

(iii) The Teachers' Individual Work: Many teachers have gone above and beyond to help their students in any way they can, despite the efforts of national and state authorities. While taking online classes, many teachers have been employing such novel approaches to problem-solving with limited resources. In provincial regions, few educators are utilizing the instrument amplifiers to show their understudies following the conventions of social - removing simultaneously. In this way, many educators may have investigated various ICT tools for teaching their students during the pandemic.

POSITIVE IMPACT OF COVID-19 ON EDUCATION:

1. Even though the COVID-19 pandemic has had a lot of negative effects on education, Indian educational institutions have accepted the challenges and done their best to provide students with seamless support services.
2. The use of blended learning methods became more common in educational settings. It motivated all teachers and students to acquire greater technological proficiency.
3. The adoption of learning management systems by educational establishments presented businesses that have been developing and improving learning management systems for educational establishments with a significant opportunity.
4. Opportunities for teleconferencing, virtual meetings, webinars, and econferencing have significantly increased as a result of the pandemic.
5. The pandemic situation encouraged people to learn how to use and learn about digital technology, which led to an increase in digital literacy.
6. Both students and teachers are getting the chance to talk to people from all over the world.
7. The resolution of student-related queries through e-mail, SMS, phone calls, and various social media platforms like WhatsApp or Facebook has improved the use of electronic media for sharing.
8. During pandemics, students can better manage their time with online education.
9. During the pandemic, the majority of students preferred ODL because it allowed them to learn from a variety of resources and provided them with individualized instruction.

DIFFICULTIES AND CHALLENGES:

The new world of online education presents teachers and students with a plethora of problems and difficulties, which have become even more pressing since lockdown was implemented. They are:

Cultural and Learning Disadvantages: In contrast to the typical classroom setting, teachers encourage students to use the resources that are available to them in order to motivate them to learn

on their own. Online learning provides resources and study materials via the internet. The learning environment for teachers and students in online education is very different from the classroom. One more highlight be noticed that in the event of web based learning, understudy don't have anybody to around him who will confirm the accuracy of the accessible data.

The student might believe that the information they are studying is correct. In addition, there may be a problem with students' ever-changing learning capacities. This issue can be addressed through classroom instruction by providing teachers on demand, but online instruction is unable to do so as effectively.

Pedagogical Obstacles to E-Learning: The content of online courses should be designed with the "end customer" in mind because there is no measurement of learning, comprehension, memory retention, or other measurable aspects of education delivery and reception. Academics need to stay up to date on the most recent technological advancements in the field of information and communications technology in order to effectively deliver useful content to students in order to design the content of these kinds of courses.

Mechanical Difficulties: One of the issues that are discovered with the introduction of e-learning products and systems is technological issues. There is not a single product that meets the needs of all parties. For instance, popular e-learning product "Blackboard" restricts student engagement due to its unique features, limiting academic staff and students to the environment's borders. Discussions, updates, information updates, notices, and other messages only come from a single vendor. Numerous other IT devices have these sort innovative issues which confine the reception and the ubiquity of e-learning instruments.

Technical Obstacles to Training: To execute web based instructing, there is a need to train the understudies and instructors about these devices. The educator should acclimate oneself with these instruments so they will actually want to comprehend how to utilize the devices what's more, how to train about this to acquire the greatest advantage from it. They can assist their students in fully comprehending these tools through their use, maximizing student learning. Students' doubts, questions, and concerns about this will be resolved by a teacher who has a solid understanding of these tools.

Time Usage Difficulties: Because it is not restricted like traditional classroom hours (from 9 a.m. to 5 p.m.), online learning tools can be used at any time of day. Students may attempt to contact or get the attention of the teacher at a time when the teacher is offline from the system because he does not know when the teacher will be using the system because there is no defined usage time. In order to solve this issue, the right groups of students need to be divided up. in addition to other system-related issues like the availability of the internet, electricity, and student and teacher workloads. are additionally capable by understudies and educators in the present, Coronavirus situation.

SUGGESTIONS:

- During the COVID-19 pandemic, India ought to devise inventive strategies to guarantee that all children will have long-term access to education.
- To lessen the pandemic's impact on job offers, internship programs, and research projects, immediate action is required.
- Govt. likewise, educational institutions ought to prepare to carry on educational activities while maintaining social distance. In accordance with COVID-19 guidelines, 30-40% of students and teachers may attend schools and colleges in two shifts per day to carry out educational activities.
- Access to the internet and technology is a pressing need right now. Therefore, in order to make it easier for students to continue their education during the pandemics, the necessary infrastructure as well as digital capabilities must reach the most impoverished and remote communities.

- The availability and accessibility of digital devices with internet connectivity, the requirement for secure learning environments, the development of capabilities for teachers, families, and students to operate and navigate digital devices, and engaging lesson plans for disabled students and other marginalized groups should be addressed by the government in relation to distance learning strategies. and the parties involved.

CONCLUSION:

The various effects of Covid-19 on India's educational system have been highlighted in this study. The most recent pandemic presented a chance to alter pedagogical approaches and introduce virtual education at all educational levels. Many virtual platforms with online depositories, e-books, and other online teaching and learning materials have been launched by the UGC and MHRD. A single platform with all depositories that combined traditional technologies like radio, television, and landline phones would make education more accessible and flexible. In order to provide proper access to the educational service platforms, all service providers must mobilize.

In light of the outbreak of Covid-19, virtual education is the most popular method of education. It appears that the post-Covid-19 education is an online or virtual education that is widely accepted, which may be a parallel educational system.

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