

A COMPREHENSIVE STUDY ON COVID-19 PANDEMIC: AN IMPACT ON SCHOOL EDUCATION IN INDIA

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ABSTRACT

Education is the building block of any nation; it builds skills, habits, knowledge and mind of the child. Any nation cannot afford the discontinuation of its education system. Health is also a major concern for any nation and keeping its countrymen healthy is the responsibility of the nation's government. The outbreak of the coronavirus (COVID-19) has declared by WHO a public health emergency of international concern (PHEIC). In this paper, we are discussing about covid-19 and its impact on school education in the Indian context and also the impact is analyzed from a gender perspective. It is an empirical paper where a literature review is done to understand the concept of Indian schools in the context of online education, the importance of education and COVID 19 impacts on education from the perspective of parents, teachers, and students. For this purpose, a total of 100 respondents were selected from public and private sector schools of Udaipur. Data collection is done using structured questionnaires and analysis is performed with the help of group statistics and independent sample test. Results of the study disclosed that online classes are the best viable solution in situations like a pandemic and the tool is embraced by both the gender stakeholders equally. However, a few critical aspects that need a solution in this context are identified as trained and skilled teachers.

Keywords: Covid-19, School, Education, Online Classes, Virtual Classes

INTRODUCTION

The development of any nation is impossible without education; it acts as a key element for the development of mind of a person. A developed mind can only innovate and come up with new ideas and thoughts for a nation's development. We all know that "health is wealth." i.e. health is everything a person wishes to have. A healthy poor person is richer than a rich person who has an unhealthy body.

Now a day whole world is fighting with a COVID 19 pandemic. COVID- 19 is also known as coronavirus disease here CO stands for corona, VI stands for virus and 19 because of this infection have come in 2019. It was originated in China in December 2019. The first case was found in Wuhan city of china and after that, it spread

in the province of China. Right in the blink of an eye, it was transmitted to all other parts of the world. The WHO declared suddenly happening a Public Health Emergency of International Concern (PHEIC) On 30 January 2020 and after that when this epidemic was transformed in mostly all countries WHO announced COVID-19 as pandemic on 12 March 2020.

Most of the governments of all nations have decided to temporarily close all schools, colleges and universities to diminish the spreading of COVID 19. Educational institutions cannot maintain social distancing. Therefore it is compulsory to temporary closure of schools and all education institutions to maintain social distancing.

The spreading rate of COVID 19 is high in children as compared to adults. In India as per the following lockdown rules, all institutions are closed from nursery level to postgraduate level so their learning gets affected badly. According to the UNESCO

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report, over 290 million students across 29 countries are affected. Approximate 32 crore students (including school and college) are affected, declared by the UNESCO.

Owing to the present scenario teaching is switching to the online platform. Sometimes some hurdles also come in online studying. Like internet connection failure, disturbances at home environment, so many students are not able to do the study on the online platform. Not only private schools are adopting e-learning platforms but even government schools also have to adopt e-learning platforms. Some online platforms are WebEx, Zoom, and Google classroom, Skype.

By adopting these technology tools, our education will move from a teacher-centric approach to a student-centric approach in the future. These online tools will help teachers and students to enhance their skills and develop their knowledge. Now we can say that this crisis is not only teaching us how to fight this pandemic but also teaching us, how to make our future. The government of India has launched various e-portal and apps to help the students like SWAYAM, DIKSHA PORTAL, E-PATHSHALA, SMILE, STEM-based portals and many more.

REVIEW OF LITERATURE

An outbreak of coronavirus disease in 2019 (COVID-19) due to a novel Severe acute respiratory syndrome 2 (SARS-CoV-2) was identified in Wuhan City, Hubei Province, China, in early December 2019, according to Harapan, & Itoh, 2020 et al. In a public health emergency of international significance the World Health Organization announced the outbreak on 30 January 2020. 49,053 laboratory-confirmed deaths and 1,381 global deaths were recorded as of February 14, 2020.

Many countries have been led to adopt various prevention measures because of the perceived risk of disease. To summarise awareness of the pathogen and existing epidemic, we carried out a literature review

of information available to the public. All the causative causes, pathogenesis and immune responses, epidemiology, pathology, care and management, control and preventive methods are discussed in this literature review.

In every sector around the world, the influence of the COVID-19 pandemic is shown. It has a severe impact on the education industries both in India and around the world. It has put the global lock, which has a very negative effect on the lives of the students. Approx. 32 Crore students are affected by COVID-19 and all educational activities in India were stopped. The COVID-19 epidemic has told us that transition is imminent. It has acted as a catalyst to build and choose channels and strategies not seen before the education institutions. The education sector has struggled for a new solution due to the continuation of the crisis and has digitized to eradicate the pandemic threat. (Jena, Pravat 2020).

The closing of schools because of prevention steps against COVID-19 has had a detrimental effect on schooling, well being and the workings of all interested parties and the educational structures of the country. While the transition to a distance or an online education has now become a component of many educational institutions around the globe, a series of variables are expected to contribute to the consistency of the educational institutions, teachers, parents and students in accordance with the changes in their emotional condition. HyseniDuraku, Linda, Zamira & Hoxha, (2020) in a study analyzed and illustrate the issues of pupils, parents and teachers about social exclusion conditions and teachers' and parents' views of remote or online education.

The qualitative nature of the analysis was followed. The case study analysis technique was used in the context of this study. Semi-formal interviews with (N = 13) parents and (N = 11) teachers were used for data collection. The participants in the study were active members of public institutions

pre-university inside (n=14) cities of (n=7) Kosovo regions. The results of this study suggest that a number of worries have arisen between pupils, parents and teachers in Kosovo as a result of the spread of the COVID-19, including changes in education. The results of the analysis affirm the shared worries of both reporting parties with respect to the evaluation, worries and overload of their pupils and estimates of the inconsistency of the learning that has so far been carried out. The outcomes of this study confirm teachers' desire and incentive to increase their expertise and awareness and to contribute to improving education efficiency. It also provides resources to advance online learning content, teacher, parents and family support, along with realistic advice for educational stakeholders.

All India council of technical education (AICTE) has allowed forty one e-learning platform list by this student can learn easily in this pandemic period. These are SWAYAM online courses, SWAYAMPRAKASH, National Digital Library, e-kalpa, e-shodhsindhu, SMILE, NCERT Text Books from class 1 to 12 and many more.

Rajasthan government has launched a project SMILE (social media interface learning engagement). This is a digital platform that can be accessed by many other social media platforms. From this project, all government schools in Rajasthan can provide online education. Near about twenty thousand Whatsup groups are made to provide online study materials and videos from class 1st to 12th.

COVID-19 AND EDUCATION

First school of the child is home and first teacher is mother. But we know that if we want to develop our child's social life and productivity so we need to send them to school. For our economic growth schools are increasing children's social awareness, skills, and ability in fun ways. Only a short time children spend in school and learn more things.

Our child can learn better when he/she interacts with teachers and peers in a physical classroom. They can develop their social life and they can learn more effectively. Due to this COVID-19 pandemic, most of the countries have close their schools, colleges and universities. It seems like students' growth just stopped in the way. But due to the awareness of our government, students are getting their education by online mode. In this way, their learning is becoming an ongoing process without interruption.

There are some advantages and disadvantages that are seen in India for digital learning in the COVID-19 period.

Advantages of digital learning in COVID-19 period-

1. Learning is becoming more interesting, effective and personalized.
2. Improve the quality of education in India from the future point of view.
3. Teachers are also enhancing their e-learning modules.
4. It is better than traditional learning.
5. It is cost-effective.
6. No geographical boundaries for learning.
7. No time restriction for learning.
8. Face to face interaction with teacher and students.
9. Conveyance fees and time-saving.

Disadvantages of digital learning in COVID-19 period-

1. In rural areas students have no proper resources.
2. Lack of knowledge to parents about technology.
3. Government of India facing difficulties due to a shortage of budget.
4. Teachers should be very friendly with technology.
5. No studying environment find at home.

6. Students are sometimes distracted by games, social media and so on.
7. Different level of students need a different type of digital classes.
8. No written work provides.
9. Content should be maintained and secure from hacking.
10. Effective assessment cannot be taken on an online platform.

Precautions - after lockdown for schools

HRD minister MR. Ramesh Pokhriyal has announced some guidelines that should be carefully obeyed by schools after lockdown.

1. No assembly session, seminars for a long time
2. Only 30% of school strength should be allowed in a day
3. School should be work in two shifts
4. 6 feet distance between students
5. 10 students in 500 square feet classroom
6. For the student there is an option to study at home.

OBJECTIVES OF THE STUDY:

1. To analyse the COVID-19 impact on education.
2. To analyse the perception of male and female respondents towards online study during COVID-19.
3. To analyse the advantages and disadvantages of online study during the pandemic.
4. To analyse the precaution done by schools after lockdown.

SIGNIFICANCE OF THE STUDY

This special investigation reflects on the effect of Covid-19 on schooling. It investigates the causes behind the Covid-19 pandemic and eventually impacts on the students'. The research would allow readers to consider their understanding of the pandemic time of pupils, parents and teachers in order to establish properly

suited methods to perform the future researches in the right manner.

SCOPE OF THE STUDY

The study's findings are focused on respondents' answers in a certain area. This research would help to get an insight into respondents' understanding of online schooling and its influence on the wellbeing of their pupils with reference to the gender of respondents.

HYPOTHESIS

H₀₁:- There is no significant difference between the perception of male and female respondents about the impact of online teaching during covid-19 pandemic.

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RESEARCH METHODOLOGY

For research, data was collected from students, teachers and parents of public and private institutes of the Udaipur region of Rajasthan. A total of 100 respondents were selected by the convenience sampling procedure. The study has made the use of only primary data for achieving the objectives of the study. An online questionnaire was generated and mailed to all the respondents. Responses were also collected online from respondents as face to face interaction was not possible during the pandemic time.

The researcher has used a structured questionnaire using a Likert scale. Due to the pandemic situation, the researcher prepared the questionnaire using Google documents and send links to the students and faculties using WhatsApp, Facebook and email. The data was collected and analysed using IBM SPSS software 20. For statistical analysis factor analysis, group statistics and independent sample test was used for this study.

Data is collected from a total of 100 respondents.

DATA ANALYSIS

Table 1:- Group Statistics

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
How much do you satisfied with "online teaching" concept in this covid-19 situation?	Male	60	1.55	.502	.065
	Female	40	1.48	.506	.080
Do you feel that you have to study more in online teaching?	Male	60	1.93	.843	.109
	Female	40	1.83	1.217	.192
Do you find peaceful environment at home to study?	Male	60	3.99	1.092	.141
	Female	40	3.93	1.023	.162
Do you think that you have contributed towards prevention of spreading covid-19	Male	60	1.45	.502	.065
	Female	40	1.35	.483	.076
Do you think that online teaching concept will continue after this crisis?	Male	60	1.92	1.225	.158
	Female	40	1.90	1.081	.171
Do you feel that you need physical document or equipment to study from home?	Male	60	3.92	1.441	.186
	Female	40	3.03	1.476	.233
Do you feel like isolated during online learning?	Male	60	2.00	1.105	.143
	Female	40	1.80	1.091	.172
Are you feeling comfortable while studying at home in comparison to school?	Male	60	4.13	1.359	.175
	Female	40	3.48	1.601	.253
Do you feel that all ICT'S tools those you are using are sufficient to study online?	Male	60	2.33	1.489	.192
	Female	40	2.30	1.636	.259
Do you realize that most of the students don't have access to online education?	Male	60	1.45	.649	.084
	Female	40	1.45	.714	.113
Do you agree that online learning concept is suitable for all kinds of students?	Male	60	4.37	.938	.121
	Female	40	4.03	1.121	.177
Do you feel that monitoring of students is difficult in online teaching?	Male	60	1.73	.936	.121
	Female	40	1.53	.784	.124
Do you realize that you are facing some health issue while studying at home?	Male	60	2.87	.769	.099
	Female	40	2.00	1.038	.164
Do you feel that family responsibilities are increased while studying from home?	Male	60	2.18	1.172	.151
	Female	40	1.83	1.107	.175
a. t cannot be computed because at least one of the groups is empty.					

In the Group Statistic table, the number of respondents (N), mean, standard deviation and standard error is represented for all the variables related with online teaching. Also from the table it is clear that the highest mean is recorded for the variable "Do you

agree that online learning concept is suitable for all kinds of students?" for the male group (4.37). The number of respondents for males is 60 and for female is 40.

Table 2:- Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
How much do you satisfied with "online teaching" concept in this covid-19 situation?	Equal variances assumed	.191	.663	.730	98	.467	.075	.103	-.129	.279
	Equal variances not assumed			.729	83.268	.468	.075	.103	-.130	.280
do you feel that you have to study more in online teaching?	Equal variances assumed	1.667	.200	-.931	98	.354	-.192	.206	-.600	.217
	Equal variances not assumed			-.867	63.635	.389	-.192	.221	-.633	.250
Do you find peaceful environment at home to study?	Equal variances assumed	.405	.526	-.422	98	.674	-.092	.217	-.523	.340
	Equal variances not assumed			-.427	87.431	.670	-.092	.214	-.518	.335
Do you think that you have contributed towards prevention of spreading covid-19	Equal variances assumed	3.890	.051	.991	98	.324	.100	.101	-.100	.300
	Equal variances not assumed			.999	85.897	.321	.100	.100	-.099	.299
Do you think that online teaching concept will continue after this crisis?	Equal variances assumed	1.971	.163	.070	98	.945	.017	.239	-.457	.491
	Equal variances not assumed			.072	90.509	.943	.017	.233	-.446	.479
Do you feel that you need physical document or equipment to study from home?	Equal variances assumed	.287	.593	-.365	98	.716	-.108	.297	-.698	.481
	Equal variances not assumed			-.363	82.348	.718	-.108	.298	-.702	.485
Do you feel like isolated during online learning?	Equal variances assumed	.112	.739	.891	98	.375	.200	.224	-.245	.645
	Equal variances not assumed			.894	84.466	.374	.200	.224	-.245	.645
Are you feeling comfortable	Equal variances assumed	8.074	.005	2.209	98	.030	.658	.298	.067	1.250

while studying at home in comparison to school?	Equal variances not assumed			2.138	74.145	.036	.658	.308	.045	1.272
Do you feel that all ICT'S tools those you are using are sufficient to study online?	Equal variances assumed	1.109	.295	-.211	98	.833	-.067	.316	-.694	.561
	Equal variances not assumed			-.207	78.182	.837	-.067	.322	-.708	.575
Do you realize that most of the students don't have access to online education?	Equal variances assumed	.315	.576	.000	98	1.000	.000	.138	-.274	.274
	Equal variances not assumed			.000	78.100	1.000	.000	.141	-.280	.280
Do you agree that online learning concept is suitable for all kinds of students?	Equal variances assumed	.916	.341	1.650	98	.102	.342	.207	-.069	.753
	Equal variances not assumed			1.592	73.374	.116	.342	.215	-.086	.769
Do you feel that monitoring of students is difficult in online teaching?	Equal variances assumed	1.513	.222	1.161	98	.248	.208	.179	-.148	.564
	Equal variances not assumed			1.203	92.905	.232	.208	.173	-.136	.552
Do you realize that you are facing some health issue while studying at home?	Equal variances assumed	3.256	.074	-.737	98	.463	-.133	.181	-.492	.226
	Equal variances not assumed			-.695	66.889	.489	-.133	.192	-.516	.250
Do you feel that family responsibilities are increased while studying from home?	Equal variances assumed	.314	.577	1.532	98	.129	.358	.234	-.106	.823
	Equal variances not assumed			1.549	86.955	.125	.358	.231	-.101	.818

The Sig. (2-Tailed) value in the above table is greater than 0.05 for all variables. Because of this, it can be concluded that there is no significant difference between the perceptions of different gender about online teaching during the covid-19 pandemic. Since from the previous Table, the Group Statistics box revealed that the Mean for the male group is greater than the mean for the female group; we can conclude that the male group was more concerned about the online teaching during COVID-19 as compared to female group respondents.

FINDINGS

From the study results, it becomes clear that due to the suspension of the education process all over the world to discourage the spread of corona-virus among students online learning is adopted to avoid discontinuity of learning. Though the method has been the only feasible solution at the time of the lockdown has its own set of limitations. The results also put forth that when students, teachers and parents were interviewed to find out their perception about the impact of this pandemic on the

education system and online learning adoption it was established that both the gender groups hold similar perception about the online learning procedure and its impact on the student's education process.

CONCLUSION

It is visible that the impact of the coronavirus will tarry for years. India has already planned to teach the numbers of students at home owing to its very vast 4G network. In India, almost everywhere 4G connectivity is available at a very low cost. Due to powerful network connections, students can learn in the classroom environment as they are sitting directly in the classroom. Online teaching offers flexibility in teaching and learning and it also offers more tools and techniques for making the class motivating. The focus of online teaching is more on students and hence it promotes students centered learning instead of old teacher-centered learning. Indian students, teachers and parents are not habitual of a virtual classroom. Traditional classroom was the only way of learning for them. But now suddenly Indians have to shift their traditional classes to online classes. Thus, the system is required to work on our teacher's training for online classrooms tool, so that they can teach the students more effectively and build our future generation. India was not prepared for these dramatic changes so it was a big challenge for our nation's population. Thus depending upon the findings of the study it can be concluded that both male and female students, parents and teachers of institutes in the Udaipur district of Rajasthan consider online learning as an effective and most suitable tool in this lockdown time due to COVI-19 pandemic.

School administrations are required to train their teacher to the level that enables the smooth online learning system. From the future point of view, virtual classes will contribute to our nation's educational growth. We should support our government to adopt online classes and help our students to give them the best future.

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