

## A Survey : Impact of Covid-19 Pandemic on Educational Sector 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 the world, are badly affected by this. The end of March 2020 recorded the spread of covid 19 pandemics to over 185 countries and resulted in the closure of over 95 percent of all schools, colleges, and universities impacting close to approximately 350 million students. Around 32 crore learners stopped moving schools/colleges and all educational activities halted in India. COVID-19 pandemic lockdown has worked as a catalyst for educational institutions to grow and opt for online platforms with advanced technologies, which have not been used before. Entrance tests of several universities and many competitive examinations are held in such a crucial period that is affecting the education system badly. In the present study, data collected by using a semi-structured questionnaire via the Google survey form was shared with the study participants through an online platform by schools and college students, servants, farmers, businessmen, and others (Total=247) from which 131 males and 116 females. This paper highlights some measures taken by the Government of India to provide seamless education in the country. Both the positive and negative impacts of COVID-19 on education are discussed and some fruitful suggestions are also pointed to carry out educational activities during the pandemic situation.

**Keywords:** Education, COVID-19, Impact, University, Government of India.

### I. INTRODUCTION

The world is facing a crisis today due to the Coronavirus Covid 19 pandemic compelled human society to maintain social distancing. On February 11, 2020, the World Health Organisation (WHO) proposed an official name of the virus as COVID-19, an acronym for Coronavirus disease 2019. It was first identified in Wuhan, China on December 31, 2019. The first death by COVID-19 was the 61-year-old man in Wuhan, China on January 11, 2020. WHO declared COVID-19 as a pandemic on March 11, 2020[1]. The first death due to COVID-19 was reported in India on March 12, 2020. From most of the countries including India have taken strict precautionary measures to reduce the coronavirus spreading such as social distancing, hand hygiene,

wearing face masks, and closure of schools, colleges, airports, restaurants, shopping malls, and other places where the people might gather[2].

COVID-19 pandemic significantly disrupted the education sector which is a critical determinant of a country's economic future. The pandemic has had an impact on the education sector, as the primary rolling stock of this sector - the student being forced to remain in their homes to spare the risk of possible infection and death due to the virus, if the schools and colleges were to run during the pandemic. This has caused almost all schools and colleges to reach out to the online route for running the day's scheduled classes via smartphones. The creation of a new online route for the delivery of course content will become more prominent in the post-Covid world as the survivors of the pandemic. Thus, COVID-19 has created many challenges and opportunities for educational institutes to strengthen their infrastructure [3]. This creates a new paradigm for teachers and professors as they will have to adapt to this changed situation to be more congruent while delivering their lectures and course content through the online route. The teachers assigned work to students via the internet, delivered lectures through live video conferencing using different Apps like Zoom, Google meets Facebook, YouTube, Telegram, 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 this e-medium [4]. But not every student is well equipped with the high-speed internet and digital gadgets and are unable to use computerized learning arrangement. Numerous advanced educational institutions in India are equipped with digital facilities right now to cope up with sudden changes from traditional education set up to the online education system.

## II. METHODOLOGY

This cross-sectional survey was conducted in the state of Maharashtra, India, during the lockdown period 4 April 2021 to 28 April 2021. Data and information presented in the current study are collected via online survey mode from all schools and college students, servants, farmers, businessmen, and others (Total=247) from which 131 are males and 116 are females in Maharashtra state, India. Data was collected using a structured questionnaire via the Google survey form that was shared with the study participants through an online platform. The data collected were analyzed using the software Statistical Package for the Social Sciences version 20. The results are presented as percentages and proportions.

## III. RESULTS AND DISCUSSION

This study was conducted among 247 respondents in which School and college students (76.9%), servants (2.4%), farmers (8.1%), and businessmen (2%) in the state of Maharashtra, India. This survey helps to assess the impact of COVID-19 on the educational sector in India. Of the total study participants (247), there were females 116 (47%) and 131 (53%) males of which 226 (91.5%) respondents are a bachelor and 21 (8.5%) are married. The survey was collected from respondents having different educational qualifications, 10<sup>th</sup> (2.4%), 12<sup>th</sup> (8.9%), UG/PG (66.3%), Ph.D. (4.5%), and other qualifications (17.4%). The distribution of the study population according to their age group is 1-20 years (38.5%), 21-40 years (56.7%), and 41-60 years (4.5%). Nuclear families consisted of (53.8%) of the total study population and joint families consisted of (46.2%).

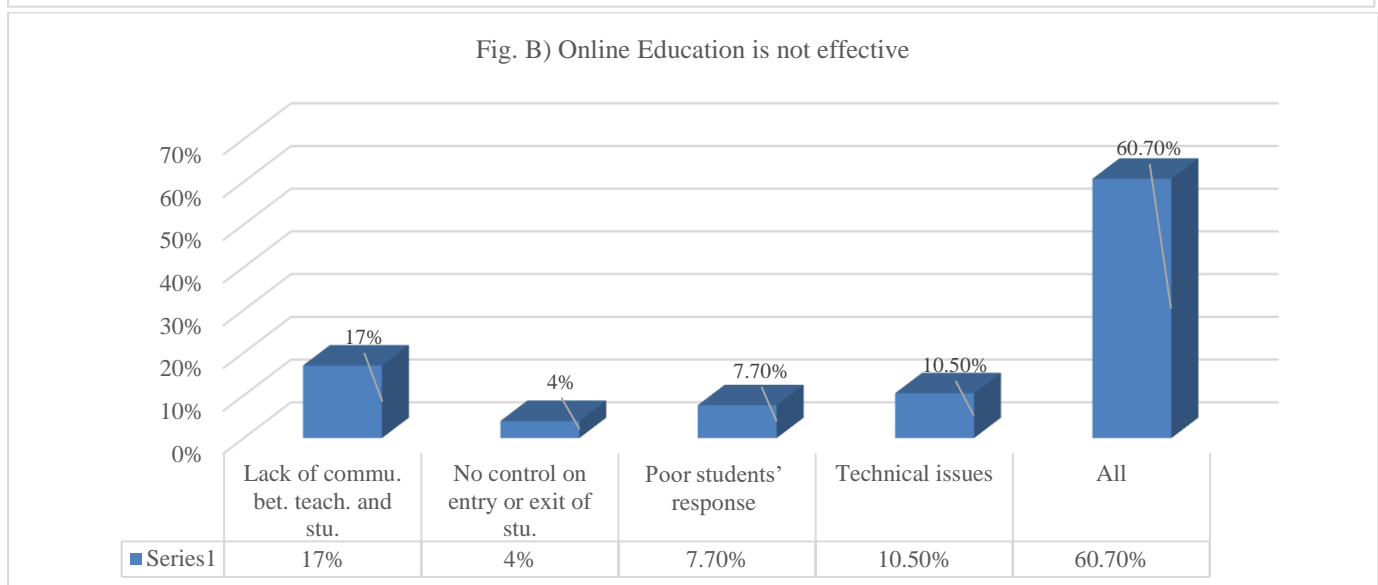
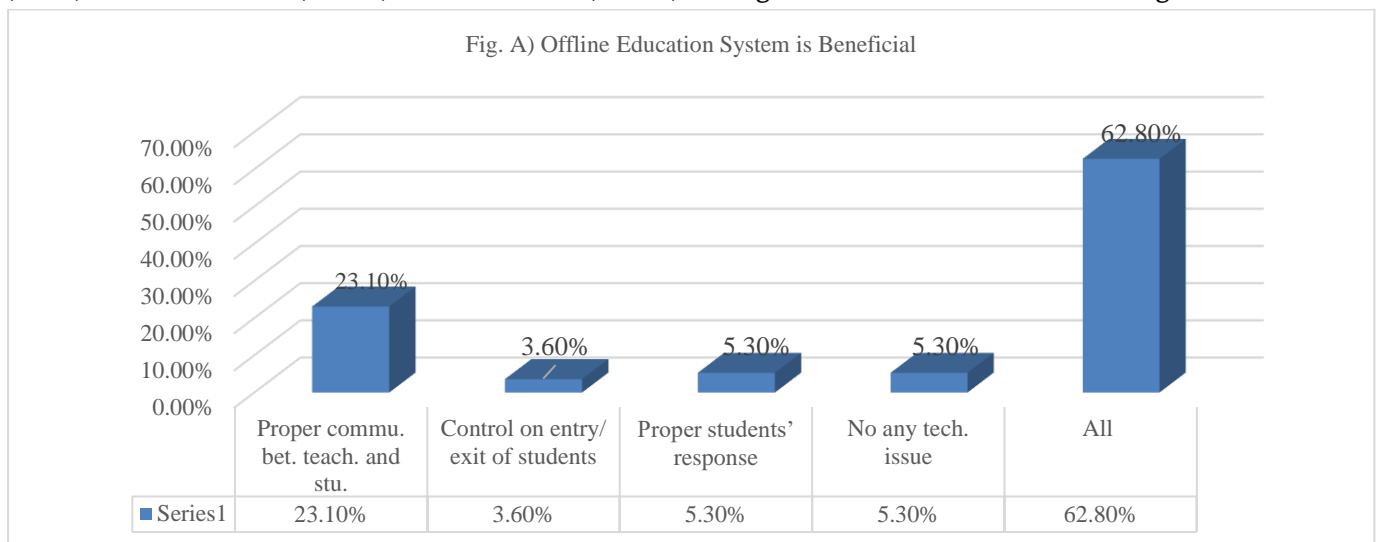
### 3.1 COVID-19 Impact:

Every coin has two faces. With bad comes the good, and positive educational changes have been brought about as a result of the COVID-19 lockdown.

#### 3.1.1. Negative Impact:

The present survey also picked up respondent’s family members, 1 (0.8%), 2 (3.2%), 3 (9.7%), 4 (40.5%), and >4 (45.7%) and family income, < 1 lack (59.5%), 2 L (16.6%), 3 L (4%), 4 L (4.9%) and > 4 L (15%) per year. From studied population, 146(59.1%) students already had android mobile for online lectures, 38 (15.4%) students especially purchased android mobiles during this pandemic period, 42 (17.4%) students used family members mobile and 21 (8.1%) students are disable to purchase, because of economic crises.

Present survey data also revealed that teaching in colleges should be open (25.1%) and offline (64.8%) during such pandemic situations because the offline education system is effective in many aspects like proper communication between teachers and students (23.1%), control on entry and exit of students (3.6%), proper students' response (5.3%), no any technical issue (5.3%) and all reasons (62.8%) (Fig. A). On the other view, the online education system (advanced teaching skills) is not effective because of lack of proper communication between teachers and students (17%), no control on entry and exit of students (4%), poor students' response (7.7%), technical issues (10.5%) and all reasons (60.7%) during the lecture time as shown in Fig. B.

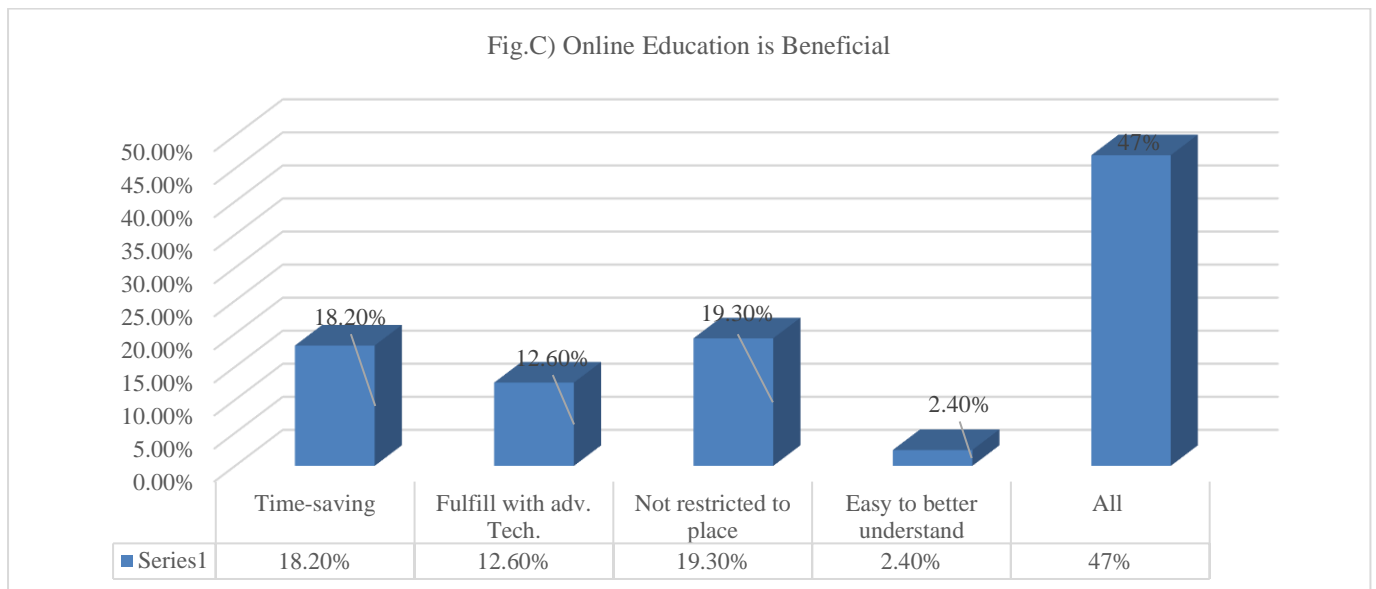


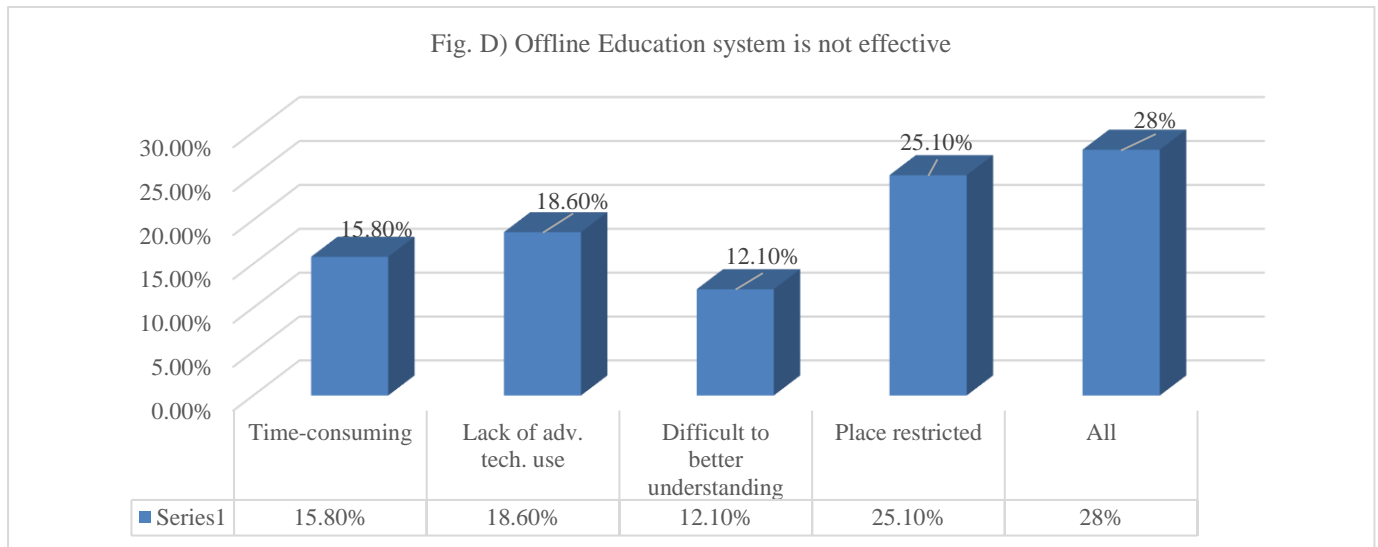
The survey data shows that studied population feeling bored (72.9%) with the lockdown period because of missing school/college days (33.2%) by students, no outdoor freedom (20.2%), household working (3.2%), family clashes (2.4%) and all reasons (41%). People also suffered from economic crises during the lockdown period and to overcome it, they choose alternative income sources like preparation and selling of masks (9.3%), a working job in medical lines (7.3%), tiffin (food) home delivery (4.5%), agricultural work (22.7%) and others (56.3%).

**3.1.2. Positive Impact:**

Although the lockdown has kept people sealed indoors due to the spiraling fear and mass confusion, it seems to have certain positive social effects as well (Joyal Alias Saji, Bichu P. Babu, Shaliet Rose Sebastian., 2021). We all have been so busy in our routine life that many of us may have lost those real, genuine moments we have with our loved ones. The COVID-19 situation has given us a chance to happy (27.1%) in many aspects like spending maximum time with family (25.1%), getting joyful moments (3.6%), relaxed time (11.3%), stronger emotional attachments with family members (8.9%) and all reasons (51.8%). In the COVID-19 lockdown period, people spend their free time to achieve new achievements (72.9%) like Learning Management System (Zoom/Google meet) (30%), English speaking course (5.3%), video making (7.3%), completion of online courses (17%) and others (40.5%).

Data collected from the respondents showed that teaching in colleges or institutes should be close (74.9%) and online (35.2%) during the lockdown period because the online education system is beneficial for its time saving (18.2%), fulfilled with advanced technology (12.6%), not restricted for a place (19.3%), easy to better understanding (2.4%) and all reasons (4.7%) (Fig. C). On vice-versa offline education system (Primitive teaching skill) is not effective because its time consuming (15.8%), lack of advanced technology use (18.6%), difficult to better understanding (12.1%), place restricted (25.1%), and all reasons (28%) as shown in Fig. D.





In the present pandemic COVID-19 lockdown period, people became aware of how important it is to maintain personal hygiene with precautions like washing hands every 20 min. (1.6%), regular mask-wearing (3.2%), use of sanitizer (4.5%), social distancing (3.6%), and all reasons (87%) being reported by many of the study participants. The current survey shows that 46 (18.6%) respondents vaccinated and 201 (81.4%) respondents are not vaccinated yet against the COVID-19 virus. The survey collected from the studies population suggests that the effective strategies to break the COVID-19 chain are the COVID-19 test (6.9%), lockdown period (19.4%), COVID-19 vaccination (26.3%), and self-immune enhancement (47.4%). The present collected data shows that COVID-19 vaccination and self-immune enhancement are two effective remedies to break the COVID-19 chain.

#### IV. CONCLUSION

The Covid 19 pandemic had badly impacted the education sector, which due to the nature of the sector (commercialized), relies on the physical presence of the teacher and the students in the schools, colleges, and universities. In the COVID-19 pandemic, students are being taught, via the online route by the teachers who are adjusting themselves to this new paradigm. The Government of India has explored the possibility of Online Education Learning (OEL) by adopting different digital technologies to cope up with the present crisis of COVID-19. Issues relating to the changed situation like lack of proper communication between teachers and students, no control on entry or exit of students, poor students response, and other technical issues are a few of the various challenges being experienced in this current lockdown period. It is the need of the hour for the Government of India and educational institutions to strengthen their knowledge and Information Technology infrastructure to be ready for facing situations like the COVID-19 pandemic. Even if the COVID-19 crisis stretches longer, there is an urgent need to take efforts on maximum utilization of online platforms so that students not only complete their degree in this academic year but also get ready for the future digital-oriented environment. Further detailed study needful to explore the impact of COVID-19 on the education system of India.

#### V. ACKNOWLEDGEMENT

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