



INTERNATIONAL RESEARCH JOURNAL OF HUMANITIES AND INTERDISCIPLINARY STUDIES

(Peer-reviewed, Refereed, Indexed & Open Access Journal)

DOI : 03.2021-11278686

ISSN : 2582-8568

IMPACT FACTOR : 5.71 (SJIF 2021)

The Pandemic Covid-19's Impact on Indian Education System

Dr.Surya Prakash

Associate Professor,
Shri Ram College of Commerce,
University of Delhi (India)
Email: sprakashsrcc@gmail.com

Mr. Vikki Sharma

Assistant Professor,
Shri Ram College of Commerce,
University of Delhi (India)
Email: vikkisharma019@gmail.com

DOI No. **03.2021-11278686** DOI Link::<https://doi-ds.org/doilink/08.2021-37687161/IRJHSICPC210856>

Abstract:

In addition to disrupting almost every area of human existence, the pandemic's rise Covid-19 possesses also significantly impacted educational opportunities. In terms of education, it has developed an exam that has never been seen before. College and university campuses throughout the globe have been shuttered, with teaching-learning shifting to the internet. A significant slowing down in the pace of internationalization. About 32 crore students were forced to leave their schools or institutions in India, and all educational activities were suspended. However, in the face of all of these difficulties, higher education institutions have responded positively. They have maintained the continuity of education-learning, research, and public service community by using various methods and approaches during this epidemic. According to this article, Covid-19 has had a significant effect on HEIs across India. This paper discusses several steps adopted by higher education institutions and educational authorities in India to maintain continuity of service at this time of economic hardship. Many new forms of learning, unique views and recent trends have developed due to the Covid-19 epidemic, and the tendency is likely to continue as we go forward into the future. The post-Covid-19 developments that may enable innovative teaching and learning approaches in higher education are discussed below. When it comes to doing educational activities during a pandemic scenario, there are some excellent ideas made.

Keywords: India, and the post-Covid-19 and effect on higher education system.

Introduction:

On March 11, 2020, the World Health Organization (WHO) classified Covid-19 as a pandemic. More than 4.5 million people in various world areas have been affected by Covid-19 (WHO). A human infected with the Covid-19 virus began showing symptoms on January 30, 2020, in Kerala. It is believed that the infected person started their travels in Wuhan, China, and concluded in Kerala (Wikipedia). On March 12, 2020, the first death was reported in India, and on March 22,

2020, to mark the event, India observed a day of Janta Curfew. To combat the Coronavirus outbreak, the nation imposed a 14-hour Janta Curfew for the second time on March 24. On March 25, 2020, the lockdown of the first phase would begin and continue for 21 days. The Government of India has prolonged the shutdown time in response to the virus's impact., with the most recent being between June 1 and June 30, 2020, which is already in place. Teachers in America face no respite from educational institutions as they prepare to begin their teaching activities since all phases of lockdown (including the latest iteration, lockdown1.0) have produced no results. Because of it, the worldwide outbreak of the flu-like virus Covid-19 had a significant impact on the education industry. According to the UNESCO research, Covid-19 affected about 68 percent of the world's total student population, based on data collected in the first week of June 2020. 1.2 billion schoolchildren and adolescents were impacted by the outbreak of Covid-19, which forced the closure of schools and institutions worldwide. Other nations have imposed local school closures in excess of eleven. According to government estimates, about 32.5 crore pupils have been impacted by various restrictions and a countrywide closure implemented in reaction to Covid 19. (Wikipedia).

Governments across the world have Academic institutions have been temporarily closed to prevent the spread of the Covid-19 virus. A massive shutdown of the global economy has had a significant impact on the student population throughout the globe. To help deal with the immediate effects of school closures, such as ensuring that all children have access to a continuum of educational possibilities, different digital forms of learning are used by various governments worldwide. Researchers discovered that there are 993 universities, 3,931 colleges, and 10725 independent institutes in India that provide higher education (Kumar, 2020). The country has begun to adjust to new-age education. Nonetheless, just 45 crore individuals (about 5% of the population) have internet or e-learning access courses is a significant obstacle to ultimate achievement. Many people in rural areas are left out of the technology advancements, limiting online education development. The Covid-19 epidemic taught the whole population the idea of necessity being the mother of creativity. It compelled educational institutions to embrace online education and cultivate a culture of online reality. Until now, the epidemic has been a powerful driver in technological innovation and progress in the education sector. Disruption has been created within the higher education sector due to the pandemic. Hundreds of thousands of Indian students presently studying abroad, especially in nations impacted by the crisis, leave the country. If this situation persists, international higher education will lose much of its demand in the long run.

Objectives:

1. Describe the implications of Covid-19 for the higher education sector.
2. Provide information on different developing methods for higher education in India.

3. Compile a list of post-Covid-19 developments at higher education institutions.
4. Include a few recommendations for higher education institutions (HEIs) coping with the difficulties posed by Covid-19.

Methodology:

Numerous studies on the Covid-19 pandemic from national and international agencies were consulted to compile data for this study. Due to the shutdown, data on the impact of Covid-19 on the Indian higher education system is gathered from numerous reputable websites, magazines, and e-contents.

The Effect on the Higher Education Pandemic:

Pandemic Covid-19 has impacted the entire Indian public education system and the globe. Here are among the most severely impacted higher education sectors in India.

- **All instructional activities were destabilized as a result of this:**

Lockdowns have been imposed in every area, including education, as a result of the Covid-19 pandemic. The organizations were closed due to the cessation of educational operations, posing many difficulties to the stakeholders (Jena. P. K., Pravat Ku Jena. Challenges and Opportunities created by Covid-19 for ODL: A case study of IGNOU., 2020a). This means that the different activities such as admissions and examinations and entrance exams, and competitive exams performed by various boards, schools, colleges and universities, would be delayed. As a result of the cancellation of many admission exams for higher education, students faced a significant obstacle in their academic careers. The main issue was to ensure that Even if students, professors, and employees weren't physically present on the campuses in case, the teaching and learning process might continue. The colleges, the obvious answer was to depend on internet resources for teaching and learning. However, for a brief period, more excellent rates were possible. Education institutions have offered assistance to students through online platforms. As a result of Covid-19, the use of digital technology to provide education has accelerated. It aimed to inspire all instructors and students to become more technologically literate and proficient. To offer support services to students, higher education institutions have begun holding orientation programmes, induction meetings, and counselling courses using various e-conferencing technologies such as Google Meet, Skype; Youtube live, Facebook lives, WebEx, and other similar programmes. The purpose of this project is to create an effective virtual environment for teaching and learning and to enhance student interest in online activities. Teachers and students increased their reliance on electronic media for information sharing via the use of apps such as WhatsApp, Google Drive, Telegram, and Twitter (Jena. .. P., 2020b). They've been exchanging important papers with other group members and creating a centralised repository that is connected to each other.. Students are urged to submit scanned images

of their projects through email rather than in person. Institutions have been receiving intern summaries and assignments through email during the Covid-19 shutdown and will keep doing so.

- **Academic research and professional development have a mixed effect on each other:**

Covid-19 may have both beneficial and detrimental impacts on research, depending on its use. On the other hand, it has complicated and frustrated academics' ability to travel and cooperate across national and international boundaries. Certain collaborative research projects or project tasks become more difficult to complete as a result of their collaborative nature. Certain scientific laboratory experiments and research operations were rendered impossible. On the plus side, scholars have had considerable time to improve their theoretical research. Academics had a better understanding of technological methods and saw an improvement in their studies. Webinars and e-conferences have grown in popularity as a method of sharing information among students and professors worldwide who are tackling similar issues. They may gain considerable time to dedicate to professional development via research and knowledge expansion by sharing ideas through webinars and e-conferences. They were able to pursue publishing articles in journals and authoring books in their free time as a result of their increased technical abilities.

- **Has had a significant impact on the educational evaluation system:**

External exams have been postponed in most cases, and nearly all internal evaluations have been cancelled entirely. When tests are compensated, it has a detrimental effect on student outcomes. Many universities now conduct internal examinations digitally. Still, the delay of external tests has directly affected students' educational and vocational future in the last few years. Students are experiencing anxiety due to the uncertainty since they are trapped in the same grade/class for the foreseeable future. Similarly, numerous students who had completed final/board exams would suffer significantly due to their inability to enrol in the next academic term in other nations due to the closure.

Employment possibilities are being reduced:

Many entrance exams and job recruitments were cancelled, which severely affected the lives of students pursuing higher education and presented a significant obstacle. The Indians working in other countries were also dissatisfied with the decision to terminate their employment. Because of the pandemic, there is no government hiring in India, and fresh graduates are under immense pressure to worry that their work offers from corporate sectors would be withdrawn. Many students from India and other countries may lose their professions as a result of this. Due to the numerous limitations imposed by Covid-19, it is possible that they pass out students would be unable to get employment outside of India. All of these factors point to a rise in the unemployment rate as a result of this epidemic. As the unemployment rate rises, people's interest in education may progressively

wane as they struggle to provide for their families rather than pursue a higher degree (Jena. .. P., 2020b).

India's emerging approaches to higher education, as discussed at Covid-19 Covid-19, introduces several problems:

In response to the issue, the HEIs have begun implementing different solutions. The Indian government has taken numerous precautions to avert the pandemic Covid-19. Most of the Virtual Platforms and Online Depositories, E-Books, Online Teaching and Learning Materials, and other Educational Channels, such as Direct to Home TV, have been dealt with through grants by the MHRD the University Grants Commission (UGC). During a lockdown, students use social media platforms, including YouTube Live and Google Meet. Another component of the e-Broucher project is the Unique Platform for Online Education (or e-Broucher- <https://mhrd.gov.in/ict> initiatives) (Jena. P. K., Pravat Ku Jena. Challenges and Opportunities created by Covid-19 for ODL: A case study of IGNOU., 2020a). Examination and Academic Schedule Guidelines Released Due to COVID-19 Pandemic and Shutdown on April 29, 2020 (UGC) The final tests have been postponed until July 2020 and recommended that the start of the school year should begin in August of the same year. UGC has also produced a new calendar, especially for the 2020-2021 academic year, considering the shutdown. Various digital projects mentioned in COVID-19 on behalf of the UGC and MHRD for higher education may be seen as follows:

1. An e-GyanKosh (www.egyankosh.ac.in) is a national digital archive where institutions that provide distance learning services in India may keep and share the learning materials they've created. Copyright has been applied to the Indira Gandhi National Open University's eGyanKosh inventory, with all rights reserved (IGNOU).
2. The TV station dedicated to educational and developmental requirements for Open and Distance Learners is called Gyandarshan (<http://www.ignouonline.ac.in/gyandarshan/>). An educational and developmental web-based TV station
3. IGNOU's Gyandhara internet audio counselling service is accessible at <http://ignouonline.ac.in/Gyandhara>. This is a university-wide radio broadcast in which professors and specialists address topics of the day as students listen by telephone, email, and instant messaging.
4. More than 140 institutions offer Swayam provides massive open online courses (MOOCs) authorized for credit transfer. Students now get top-notch educational programming on 32 DTH channels, thanks to Swayam Prabha. Students enrolled in postgraduate programmes should go to e-Pathshala. Master's and doctoral students may use this portal for e-books, online classes, and study materials. The three digital platforms' details were already revealed.

(Jena. .. P., 2020b).

5. This platform is helpful for the 700+ e-Books that are available for Postgraduate courses. Every single eBook is taken from Pathshala e-PG courses. Additionally, it makes it possible to build playlists of video material.
6. Among e-PG Pathshala's verticals (software-driven course/content packages) is e-Pathya (Offline Access), which is a software-driven way of providing lessons and content packages for students seeking higher education at the undergraduate level (PG level) may be obtained via remote learning or on-campus study. Offline access is facilitated as well.
7. NDLI (a digital library run by the Indian Institute of Information Technology, Gandhinagar) hosts a diverse range of digital content in the form of e-books on several disciplines, including those of students, as educators, students, librarians, academic professionals, professionals, persons with disabilities, and lifelong learners, we all have a critical role to play in advancing the field of lifetime learning. At the IIT Kharagpur, work is being done, hoping for a positive outcome. This curriculum is intended to assist students with preparation for entrance and competitive exams and allow individuals to study and prepare from the finest practises from all around the globe. A single-window search function serves as a virtual store of learning materials. You may access it via mobile applications, too.
8. By taking a more hands-on approach, e-Yantra offers students with more knowledge on embedded computing systems. It operates about 380 laboratories and has aided over 2300 colleges.
9. FOSSEE (<https://fossee.in/>) is an abbreviation for "Free/Libre and Open Source Software for Education." It promotes open-source software for education while promoting free/libre software for education.
10. Virtual Labs (<http://www.vlab.co.in/>) provides experiments on the web that can be controlled remotely through the internet. With over 700 web-enabled experiments in over 100 Virtual Labs, this plan includes almost 1,000 web-enabled experiments for a small operation. It allows remote access to Science and Engineering Labs from all around the world. This Virtual Lab is intended for college and graduate students, as well as academics doing research.
11. Online journals, archives, and publications named e-ShodhSindhu. It has more than 10,000 e-journals, together with over 31,000 e-books. It offers access to full-text, bibliographic, and factual electronic materials for a significantly reduced subscription cost.
12. PhD theses deposited on the Shodhganga platform may be accessed by the whole Academic community in open access. The repository can collect, index, store, distribute, and archive

any submitted Electronic Theses and Dissertations.

13. This database and research network is known as VIDWAN (<https://vidwan.inflibnet.ac.in/>). It features academics and professors from prestigious academic institutions and R&D organizations, including corporations.
14. AICTE and Indian education technology firms have launched the National Educational Alliance for Technology (NEAT) project to equip learners with new and up-to-date information technology skills. It unites the finest educational technology on one platform, making it simple for learners to find and use.
15. Sakshat (<https://sakshat.ac.in/>) one-stop-shop where students, scholars, instructors, and lifelong learners may find solutions to all their education and learning-related requirements. This site offers news, press announcements, accomplishments, and other information relevant to the Ministry of Human Resources Development. One may therefore go to SAKSHAT to learn about online learning.

Higher Education Post-Covid-19:

Change is a natural part of life. Therefore, there is no avoiding it. Through the onset of the Covid-19 pandemic, we'll be able to open towards a brighter future. A whole new day begins tomorrow, one in which we have exclusive control. The latest technology will challenge old paradigms, such as lecture classes, learning methods, and evaluation methods. Because of these new developments, the education industry is equipped to conceive new ways of teaching-learning.

1. Personalized learning may be encouraged. Students may be virtual learners because each student will have their individualized educational approach under one instructor. The course materials may be tailored to each student's learning style, and preferences and diverse sources may fulfil their various learning requirements. In the new paradigm, students may focus on their learning as they choose.
2. Many parents may hesitate to bring their children back to school/college once the lockdown is lifted. As a result of the economic downturn during the epidemic, some families who lost their income may not afford to send their children to institutions. If this is the case, another few months of homeschooling may be on the horizon.
3. Limits on the movement of international and national students for higher education may be instituted. Students' well-being and safety are critical when choosing whether students and their parents want to relocate to foreign higher education institutions. There will be many different types of social distance in use for the foreseeable future. These may impact face-to-face learning on campus. Most parents want to live closer to their place of employment and will thus keep themselves closer to home, limiting their mobility due to the epidemic. As a

result of the crisis, foreign education has been negatively impacted. Several foreign institutions have been shuttered and have taken on an online institution for providing educational activities. An increasing number of international conferences and symposia have been scrapped altogether, replaced with internet-based seminars. As a result, the movement of the students of the country and internationally may lose some momentum.

4. Social distance may be used to help learn. As a result, a social space will be maintained among all people, and hugs, handshakes, and personal greetings will be avoided for an extended period. On college campuses, the invisible limitations may impede the enjoyment of campus life. Students' physical activity levels may decrease since sports, gyms, and competitions may have a reduced volume of activity for a longer length of time.
5. Different schedules for educational institutions exist. Each class may have fewer people. This may make instructional and administrative personnel work longer hours per day than usual, leading to stress.
6. May contribute to widening the divide between the more affluent and the less privileged pupils. Students from low-income and disadvantaged groups are more likely to struggle with technology since they may not access high-speed internet and the specialized equipment needed for online learning. As a result, the educational gap between those who are already fortunate and those who are not will become much more significant.
7. Teaching using technology may go hand in hand with education. Digital solutions for education, entertaining, and interacting with the outside world will be necessary for more and more pupils. Students will connect with their instructors and other learners using internet technologies, including email, WhatsApp, video conferencing, and instant messaging.
8. A new assessment system may be implemented in the form of a unique shape. Teachers may use AI to handle assessments, evaluations, and the other paperwork associated with giving students tests. Using digital platforms, AI may help decrease the load placed on examiners while examining and evaluating systems. Academicians will focus more on course creation, quality teaching-learning, and skill development if these tasks are made more accessible.
9. Increased demand for ODL and e-learning Covid-19 has imposed human social distance. Keeping social distance has produced additional difficulties for continuing to educate education. More people are requesting ODL courses to address these problems, and there may be an even greater demand in the future.
10. Blended learning may perhaps be the primary form of learning in the future. Blended learning is an innovative kind of education that blends traditional lecture with online learning. Covid-19 has assisted universities in moving towards a mixed style of learning by supporting faster

digital technology adoption. Teachers and students alike become increasingly adept at using technology. The current post-Covid-19 technology mode with conventional face-to-face teaching mode will help to guide the education system toward blended learning techniques and perhaps change the education system.

11. Student debt may become more prevalent. There are many students and their parents who accept education loans for post-secondary education in India. Student debt problems may increase if the job economy does not improve. Because of student debt, students are more likely to experience stress, worry, and melancholy.
12. Employment is anticipated to grow as a result of the rise in unemployment. The government is not hiring, and new grads fear losing their job offers commercial industry due to the crisis caused by the viral disease known as Covid-19 (Jena. .. P., 2020b). Many Indian people who had lost their employment abroad after Covid-19 may have gone home after all. Thus, recent college graduates who will shortly join the labour market may find it challenging to work.

Ideas for improvement:

1. Online education tools should be taught to lecturers and learners. To promote online education, authorities and academic institutions should offer all students access to the free internet and digital devices. This would increase individual engagement and safety in the event of a pandemic.(Jena. P. K., Online learning during lockdown period for Covid-19 in India., 2020c).
2. It is necessary to take immediate action to mitigate the pandemic's impact on employment opportunities, internship programmes, and research initiatives.
3. While there are several different online learning platforms, many of which provide numerous courses on the same subject matter, each with distinct criteria of accreditation, methodology, and evaluation, there are three other large platforms that offer multiple programmes on the same subject with widely disparate accreditation, methodology, and evaluation criteria. Due to this, programmes are of uneven quality on the many online learning platforms. Higher education institutions in India will need to develop quality assurance techniques and quality standards for online learning platforms to stay competitive in this industry.
4. If the epidemic of Covid-19 persists, educational institutions should consider implementing new methods to academic evaluation. Academic evaluation of pupils may be done in various ways, including online tests, quizzes, and short projects.
5. The government should assist higher education institutions in increasing their capacity to conduct virtual instructional activities. Students also need to improve because most

students cannot afford the internet and technology. In this epidemic, higher education institutions should emphasize virtual instructional activities such as Television, radio, and internet educations are all forms of education.

6. The WHO says that although the Covid-19 is not eliminated, people must learn to live with all of it. Acknowledging that this virus may be another endemic virus and the possibility that it may never entirely vanish are essential factors to recognize. Despite being unable to eliminate HIV, we have learned to manage the illness. In this, I am 100% certain that there are no assurances and no timelines. According to Mike Ryan, a WHO expert on emergencies, in a recent online briefing, "This disease may develop into a long-term problem, or it may not"(Ramesh, 2020). This comment leads many countries to explore a different kind of learning that doesn't require face-to-face interaction, and India should also think about the same alternative.
7. Indian traditional knowledge is widely recognized as an essential source of scientific, cultural, and economic value and a means for developing sustainable technologies and medicines. Therefore, all higher education institutions should partner with Indian traditional knowledge and value systems.

Conclusion:

According to the results of this study, higher education in India has seen a variety of impacts due to Covid-19. Because of the present epidemic, it has been able to change pedagogical techniques and use virtual instruction at all levels of schooling, which is a positive development. With no idea how long the pandemic scenario would play out, a gradual shift towards online learning is required to meet current needs. The UGC and the Ministry of Education have created virtual platforms for online teaching and learning. We believe that by combining traditional (radio, TV, landlines) and mobile/web technologies on a unified system with all depositories, we can expand educational possibilities' access and adaptability. This would include modernising the service platform to cope with the increased number of academic demands put on it by students in recent years. It is necessary to mobilize all service providers to guarantee that educational service platforms are available to all population members, especially disadvantaged communities. Virtual education has become the most popular form of teaching during this crisis period, owing to the outbreak of Covid-19, which has spread across the country. There is a strong impression that the education offered after Covid-19 is a mix of widely recognized online/virtual education, which might be regarded as a parallel education system. This article did not examine covid-19's impact on higher education, but a more thorough study, including statistical research, maybe conducted soon.

Bibliography:

1. Jena., .. P. (2020b). Impact of Pandemic COVID-19 on Education in India. *Purakala.*, 31(46):142-149.
2. Jena., P. K. (2020a). Pravat Ku Jena. Challenges and Opportunities created by Covid-19 for ODL: A case study of IGNOU. *International Journal for Innovative Research in Multidisciplinary Filed.*, 6(5):217-222. .
3. Jena., P. K. (2020c). Online learning during lockdown period for Covid-19 in India. *International Journal of Multidisciplinary Educational Research.*, 9, 5(8):82-92. .
4. Kumar, D. (2020). (April 29 2020) Impact of COVID-19 on Higher Education. Retrieved on May 25, 2020, , <https://www.highereducationdigest.com/impact-of-covid-19-on-higher-education/> .
5. WHO. WHO Coronavirus Disease (COVID-19) Dashboard. Retrieved on June 3, 2020. From <https://covid19.who.int/>
6. 2.Wikipedia. Covid-19 Pandemic in India. Retrieved on May 20, 2020, from https://en.wikipedia.org/wiki/COVID19_pandemic_in_India
7. 3.Wikipedia, Education in India Retrieved on May 24, 2020. from https://en.wikipedia.org/wiki/Education_in_India
8. UNESCO. COVID-19 Educational Disruption and Response. Retrieved on June 3, 2020, from <https://en.unesco.org/covid19/educationresponse>
9. MHRD notice (March 20, 2020). COVID-19 Stay Safe: Digital Initiatives. Retrieved on May 25, 2020. from <https://www.mohfw.gov.in/pdf/Covid19.pdf>
10. MHRD online. Online Learning Resources of MHRD. Retrieved on June 6, 2020, from https://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Write_up_online_learning_resources.pdf
11. UGC notice (April 29, 2020). UGC Guidelines on Examinations and Academic Calendar given COVID-19 Pandemic Retrieved on June 5, 2020. From https://www.ugc.ac.in/pdfnews/5369929_Letterregarding-UGC-Guidelines-on-Examinations-andAcademic-Calendar.pdf
12. Sandhya Ramesh. It means for Covid never to go away and become endemic- like HIV, malaria, measles, 2020. Retrieved on June 2, 2020, from <https://theprint.in/health/what-it-means-for-covid-to-never-go-away-and-become-endemic-like-hiv-malaria-measles/423217/>