



Impact of Covid-19 Pandemic on Teaching-Learning Process at Secondary Education

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Abstract: The COVID-19 pandemic has had a significant impact on the teaching-learning process at secondary education in India. Due to nationwide lockdowns, schools and colleges were shut down, and in-person classes were suspended, leading to a shift towards online and remote learning. This shift has caused disruptions in the education system, particularly for students from low-income backgrounds who do not have access to technology and the internet. The pandemic has also put a strain on teachers who have had to quickly adapt to new teaching methods and technology. The Indian government has taken several measures, such as launching online portals and programs, to ensure that education continues despite the challenges posed by the pandemic. However, the full impact of the pandemic on the education system is still unfolding, and it remains to be seen how it will affect students' long-term learning outcomes. This research highlights the issues of Covid-19 pandemic in India and its effect on teaching-learning process at secondary education in Karnataka, India.

Index Terms – Pandemic, Teaching, Learning, Secondary Education, Covid-19

INTRODUCTION

The Covid-19 pandemic significantly affects the education framework in India and has upset the traditional technique for learning and teaching. The abrupt conclusion of schools and colleges, universities because of the pandemic has constrained students and teachers to move to remote and online learning. This unexpected change has achieved various difficulties and has featured the requirement for a more robust and versatile education framework that can respond to emergencies and disruptions.

The impact of the pandemic on the education framework in India has been far-reaching and has impacted students, teachers, and institutions in various ways. The conclusion of schools and universities has upset the scholarly calendar and has impacted the nature of education, particularly for students from impeded foundations. Additionally, the shift to remote and online learning has uncovered the digital gap and has featured the requirement for increased investment in technology and infrastructure to help remote learning.

Besides, the pandemic has likewise impacted the mental health and well-being of students and teachers, and has created new difficulties for extraordinary necessities for students and those with learning incapacities. The unexpected shift to remote learning has likewise brought about a deficiency of social interaction and backing for students, and has impacted the nature of education for students from impeded foundations who might not approach the necessary technology and assets to help remote learning. The Covid-19 pandemic fundamentally affects the education framework in India and has featured the requirement for a more vigorous and versatile education framework that can respond to emergencies and disruptions. To address the difficulties presented by the pandemic, it is essential to invest in technology and infrastructure, to help the teachers and students, and to focus on the mental health and well-being of students and teachers.

Covid-19 Pandemic

The Covid-19 pandemic is a worldwide health emergency that has impacted each part of society, including health, the economy, and education. The pandemic, caused by the novel coronavirus, has spread quickly across the world and has brought about broad disease and death. The pandemic has likewise brought about various social and economic consequences, including far reaching employment cutback, diminished economic movement, and the conclusion of schools and other public spots.

Coronavirus infection 2019 (COVID-19) is a contagious sickness caused by a virus, the serious intense respiratory disorder coronavirus 2 (SARS-CoV-2). The primary realized case was recognized in Wuhan, China, in December 2019. The sickness immediately spread around the world, resulting in the COVID-19 pandemic (Page; Hinshaw and McKay, 2021).

The impact of the pandemic on health has been huge, with millions of individuals becoming debilitated and many thousands dying because of the virus. The pandemic has likewise wrecked healthcare systems and has brought about far and wide deficiencies of clinical supplies and hardware. In addition, the pandemic has uncovered fundamental inequalities in healthcare access and results, particularly for networks of variety and low-income populations.

The pandemic essentially affects the economy, with millions of individuals losing their positions and businesses closing because of diminished economic action. The pandemic has likewise brought about diminished consumer spending and diminished investment, leading to diminished economic development and an ascent in neediness and inequality. The pandemic altogether affects education, with schools and colleges closing around the world. The shift to remote learning has created new difficulties for students, teachers, and institutions, including diminished admittance to technology and resources, diminished social interaction, and diminished scholarly commitment. The pandemic has likewise featured the requirement for a more powerful and versatile education framework that can respond to emergencies and disruptions.

Covid-19 Pandemic in India:

The Covid-19 pandemic significantly affects India, affecting each part of society, including health, the economy, and education also. India has been among the nations hardest hit by the pandemic, with millions of cases and a huge number of deaths. The pandemic has likewise brought about far reaching social and economic consequences, including employment misfortune, diminished economic action, and the conclusion of schools and other public spots. The impact of the pandemic on health in India has been huge, with the nation reporting one of the largest quantities of cases and deaths all around the world. The pandemic has overpowered the healthcare framework, leading to deficiencies of clinical supplies and gear and exposing foundational inequalities in healthcare access and results. The pandemic fundamentally affects mental health, with increased rates of pressure, tension, and depression revealed among everyone.

The impact of the pandemic on the economy in India has been serious, with millions of individuals losing their positions and businesses closing because of diminished economic action. The pandemic has likewise brought about diminished consumer spending and investment, leading to diminished economic development and an ascent in destitution and inequality. The pandemic has likewise featured the requirement for a more hearty and inclusive economic framework that can respond to emergencies and backing individuals and networks. The impact of the pandemic on education in India has been far-reaching, with the conclusion of schools and colleges affecting millions of students and teachers. The shift to remote learning has created new difficulties for students, teachers, and institutions, including diminished admittance to technology and assets, diminished social interaction, and diminished scholastic commitment. The pandemic has likewise featured the requirement for a more hearty and versatile education framework that can respond to emergencies and disruptions, particularly for students from hindered foundations who might not approach the necessary technology and assets to help remote learning.

The government response to the pandemic in India has been blended, for certain initiatives, for example, the distribution of food and financial help to those out of luck, being well gotten, while others, like the authorization of severe lockdowns, have been scrutinized for being excessively harsh and causing additional economic hardship.

In conclusion, the Covid-19 pandemic significantly affects India, affecting health, the economy, and education. The pandemic has uncovered fundamental inequalities and has created new difficulties for individuals and networks. To address the consequences of the pandemic, it is critical to focus on general health and to invest in measures that help the health, economic security, and educational well-being of individuals and networks. Additionally, the government genuinely should embrace a more exhaustive and inclusive way to deal with addressing the pandemic, taking into account the necessities and viewpoints of all partners and ensuring that actions are set up to mitigate the negative impacts of the pandemic on the most weak populations.

Notwithstanding the way that the COVID-19 plague having a detrimental impact on education, educational institutions in India have recognized the constraints and are doing most extreme better to help educators with smooth help during the pandemic. The COVID-19 scourge having critical impact on world's financial and educational health. Resolving the health problem with simply a leave plan involving some of a fruitful, effectively accessible quality education will determine the length and intensity of the ongoing financial emergency. In the mean time Governments around the world are trying to deal with the delicate harmony between controlling rules for education and maintain nature of traditional direction and teaching. The stakes are too high, not simply with regards to the apparent health and financial repercussions of mistakes, yet additionally concerning student perception management

In request to control the spread of the novel coronavirus, state governments started the conclusion of schools and universities the nation over. It was declared some place in the second seven day stretch of March as a temporary measure to keep away from the group. Initially, for a month conclusion of schools was declared by the government however steadily the hour of conclusion was expanded and it is uncertain when they will resume. During this period, various exercises occurs which are extremely pivotal, for example, competitive tests and entrance exam of various colleges, board examination and semester examinations in colleges, nursery school admissions as well as the admission process in colleges. In request to stop the flare-up of COVID-19, no immediate solution is found out. In India, the conclusion of school and college won't only affect the continuity of learning of youthful learners yet it will generally affect the economic development of the nation as well as having large impact on the general public.

The conclusion of the schools has impacted the design of learning and schooling. It, right off the bat, impacted the teaching and evaluation methodologies. Online teaching techniques are embraced by the couple of private schools that are handful in taking online classes. In those schools youngsters are taking classes online. On the opposite side low-income private and government schools have a total conclusion and don't have the admittance to e-learning solutions. It is disrupting the learning of students. Parents are facing various issues in view of the adjustment of the teaching system.

Learning-Teaching Process:

The COVID-19 pandemic has generated an overall consciousness that the current method of way of life doesn't work. There are numerous areas need the revolutionary changes and it has ended up being self-evident, one among is educational area. In India, educational institutes/colleges remain shut since the mid of March-2020, due to the quick spread of COVID-19. Crisis lockdown has a preventive measure overturned the existence of students, parents and teachers. To combat this inevitable crisis educational areas started conducting the online classes. The abrupt changeover in teaching/learning technique has raised new difficulties and opportunities (Tarker, Preeti, 2020).

The learning-teaching process is a basic component of education and significantly affects the turn of events and progress of students. The process includes the various exercises and interactions that happen among students and teachers as they cooperate to accomplish educational objectives. The learning-teaching process can be separated into a few phases, including planning, implementation, evaluation, and reflection. Planning is the principal phase of the learning-teaching process, in which teachers distinguish their educational objectives and determine the strategies and materials they will use to accomplish those objectives. This stage expects teachers to consider the necessities and capacities of their students, as well as the objectives and goals of the educational plan. Teachers might utilize various instructional strategies, for example, direct instruction, inquiry-based learning, and problem-based learning, to connect with students in the learning process and to assist them with achieving their objectives.

Implementation is the second phase of the learning-teaching process, in which teachers and students cooperate to accomplish their objectives. This stage is characterized by dynamic student commitment and teacher facilitation, as students work with teachers to

learn new concepts and abilities. Teachers utilize a variety of procedures, like talks, demonstrations, discussions, and hands-on activities, to help student learning and to advance understanding.

Appraisal is the third phase of the learning-teaching process, in which teachers evaluate student learning and progress. This stage is basic in helping teachers to determine whether their instructional techniques are viable and to distinguish areas where additional help might be required. Evaluation can take many structures, including composed tests, oral tests, tasks, and portfolios, and can give important criticism to the two teachers and students. Reflection is the final phase of the learning-teaching process, in which teachers and students think about their encounters and evaluate the adequacy of the learning process. Reflection permits teachers to distinguish areas of solidarity and shortcoming in their teaching techniques, to make necessary changes, and to work on the general nature of the learning experience. Reflection likewise permits students to ponder their own learning and to distinguish areas where they need additional help.

The learning-teaching process is dynamic and ongoing, with each stage influencing and building upon the past one. For instance, the consequences of evaluation might inform the planning stage, leading teachers to make changes to their instructional techniques or materials to more readily meet the necessities of their students. The nature of the learning-teaching process is influenced by various elements, including teacher training and professional turn of events, study hall environment, and admittance to technology and assets. Teachers assume a basic part in the learning-teaching process and should have the necessary abilities and information to help student learning and to create a powerful learning environment.

Learning Teaching Process in India:

The learning-teaching process in India is a dynamic and evolving framework that expects to give quality education to all students. India has a long history of education, dating back to old times while learning was imparted through oral traditions and sacred writings. Today, the education framework in India has undergone massive changes and has become more organized and coordinated. The education framework in India starts from preschool, where youngsters are introduced to fundamental concepts and abilities that establish the groundwork for future learning. During this stage, youngsters learn through play and interactive exercises, and teachers center around promoting physical, mental, and social turn of events.

Primary education is the following stage and is for youngsters between the ages of 6-14 years. During this stage, students are introduced to subjects like mathematics, language, science, and social examinations. Teachers expect to give students a strong foundation in these subjects and support decisive thinking and problem-solving abilities. Secondary education is the stage where students between the ages of 14-18 years center around preparing for advanced education and career open doors. Students are given further developed education in various subjects, and the educational plan is intended to assist them with developing a more profound understanding of their picked field. Advanced education is the final stage and is for students who have finished secondary education. It offers programs in various fields like arts, science, business, engineering, and medicine. During this stage, students represent considerable authority in their picked field and get top to bottom education and training.

The education framework in India is administered by the focal government, which sets arrangements and guidelines, and is executed by the state government. The mode of instruction in schools is by and large English or the nearby language, and students are surveyed through tests and evaluations. The learning-teaching process in India has made considerable progress from its traditional roots. Today, a well-organized and coordinated framework gives students the education and abilities they need to prevail in their future careers. While the education framework actually faces difficulties, for example, inconsistent admittance to education, the government is taking moves toward address these issues and guarantee that all students get a quality education.

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aftereffects of these evaluations determine the student's qualification for advanced education and their qualification for various career paths.

CONCLUSION

The COVID-19 pandemic has had a significant impact on the teaching-learning process in Karnataka, India, just as it has in the rest of the country. Schools and colleges were shut down due to nationwide lockdowns, leading to a shift towards online and remote learning. This shift has caused disruptions in the education system, particularly for students from low-income backgrounds who do not have access to technology and the internet. The pandemic has also put a strain on teachers who have had to quickly adapt to new teaching methods and technology.

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