



A Study of impact of COVID-19 on Education Sector

Dr. Gajanan G. Babde

Assistant Professor
Nutan Adarsh Arts, Commerce &
M. H. Wegad Sceince College,
Umred, Nagpur.

Abstract

All learning institutions pre-maturely closed on 20 March 2020 and all Indian citizens advised to self-isolate mean quarantine in a bid to control the spread of COVID-19.

The closure of schools, colleges and universities not only interrupts the teaching for students around the world; the closure also coincides with a key assessment period and many exams have been postponed or cancelled.

Internal assessments are perhaps thought to be less important and many have been simply cancelled. But their point is to give information about the child's progress for families and teachers. The loss of this information delays the recognition of both high potential and learning difficulties and can have harmful long-term consequences for the child.

Results of this research paper revealed that there is likely to be a drop in the pass percentage of Secondary & Higher Secondary school students in this year's examinations.

Keywords: *COVID-19, Minister of States, Government of India, validity and reliability*

Introduction

Around mid-March 2020, the Government of India through the Minister of States has announced at a press briefing that all schools, colleges and universities would close indefinitely amid fears of the Coronavirus (COVID-19) outbreak that had reportedly ravaged most parts of China, United States of America, Italy, Spain and other parts of Europe and Africa.

There is currently no literature on COVID-19 relevant to educational studies. The literature available is directly related to Medical and Pharmaceutical studies. This is not because education is not directly affected by the effect of the COVID-19 epidemic but since studies in education rarely relate towards the effects of disease on the effective provision of education to learners across India. The rate at which COVID-19 has rapidly increasing has made every sector of human life to feel its impact. Scientist are in the laboratories trying to find a drug solution to face the epidemic.

CBSE

The nationwide lockdown to control the outbreak of the contagious novel coronavirus severely affected the students of all classes. The lockdown resulted in the postponement of examinations, suspension of evaluation process and delay in results. The Central Board of Secondary Education (CBSE) examinations are one of those board examinations that got deferred during the COVID-19 outbreak chaos.

Several CBSE examinations are pending and the board has not released any update regarding the fresh dates yet. According to a CBSE official, that board is not yet prepared with any decision regarding the fresh schedule for the postponed examinations. However, the Board plans to release new dates soon to give some relief to the students and the teachers.

Not just the exams but the COVID-19 lockdown affected the evaluation process of the CBSE examination booklets as well. There are multiple examinations left for both, class 10 and 12 students.

Now, CBSE has to reevaluate the situation to come up with a decision regarding pending exams.

IGNOU

Indira Gandhi National Open University (IGNOU) has launched a psychological counselling session for the mental wellbeing of the students during this lockdown period.

This month, the university will conduct five sessions for the students, out of which one has already been conducted. The University will hold further sessions in May. The sessions will cover aspects like e-learning, work-life balance, parenting etc.

Apart from IGNOU, many universities around the country are taking extra care to ensure the mental health and well-being of its students and staff. Lucknow University is also holding online counselling sessions. Delhi University's Psychology department has also come forward with counselling services which will be provided over email or phone. Calcutta University has also begun free online counselling service for students' mental well-being.

AICTE

All India Council for Technical Education (AICTE) laid down instructions for all its affiliated institutes and directed them to follow the same during the second phase of the lockdown i.e. lockdown 2.0. The nationwide lockdown due to the outbreak of the novel coronavirus in the country raptured the educational system. Suspended classes, postponed exams and delayed results affected the ongoing as well as the upcoming academic calendar

Impact

Coronavirus has fractured a large chunk of the world's education system. College, University and school exams are cancelled or postponed due to the spread of the virus. Not only students but millions of teachers are also affected due to closure. Online classes are held during this period through education portals and various platforms.

Going to school is the best public policy tool available to raise skills. While school time can be fun and can raise social skills and social awareness, from an economic point of view the primary point of being in school is that it increases a child's ability.

Even a relatively short time in school does this; even a relatively short period of missed school will have consequences for skill growth. But can we estimate how much the COVID-19 interruption will affect learning? Not very precisely, as we are in a new world; but we can use other studies to get an order of magnitude.

The closure of schools, colleges and universities not only interrupts the teaching for students around the world; the closure also coincides with a key assessment period and many exams have been postponed or cancelled.

Internal assessments are perhaps thought to be less important and many have been simply cancelled. But their point is to give information about the child's progress for families and teachers.

The loss of this information delays the recognition of both high potential and learning difficulties and can have harmful long-term consequences for the child.

In higher education many universities and colleges are replacing traditional exams with online assessment tools. This is a new area for both teachers and students, and assessments will likely have larger measurement error than usual.

The careers of this year's university graduates may be severely affected by the COVID-19 pandemic. They have experienced major teaching interruptions in the final part of their studies, they are experiencing major interruptions in their assessments, and finally they are likely to graduate at the beginning of a major global recession.

The global lockdown of education institutions is going to cause major (and likely unequal) interruption in students' learning; disruptions in internal assessments; and the cancellation of public assessments for qualifications or their replacement by an inferior alternative.

Data Collection and Analysis

Interviews were conducted via mobile in order to maintain social distancing with all citizens. The telephonic interviews were recorded using a phone call recording. The phone interviews lasted 8 to 10 minutes each on average. They were transcribed and analyzed using qualitative techniques. Transcription and coding of data was performed to avoid bias. All forms of discrepancies and inconsistencies were discussed. Participants were asked

to read the transcripts and to confirm that the transcription represented their views in order increase the validity and reliability of the data.

Conclusion

- For the studies we conclude that will be a likely drop in the performance levels of both Secondary and Higher Secondary, and University in this year's examinations.
- This is most likely to be caused by reduced contact hours for students to the extent that they will largely not be able to consult teachers, guide, supervisors, teaching assistant etc. on the difficulties they encounter during their individual self-study.
- The results of this study all point to the fact that COVID-19 will have adverse effects on the education sector in India. The reason for this expected trend is largely to the loss of contact hours for learning students and lack of e-learning facilities that students could have been using to interact with their teachers.
- Schools need resources to rebuild the loss in learning, once they open again. How these resources are used, and how to target the children who were especially hard hit, is an open question.
- Given the evidence of the importance of assessments for learning, schools should also consider postponing rather than skipping internal assessments.
- For new graduates, policies should support their entry to the labor market to avoid longer unemployment periods.

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