

**AFTER COVID-19 CHANGES IN INDIAN EDUCATION SYSTEM AND SOCIETY****A SOCIOLOGICAL STUDY****Dr.ECCLESTON****Assistant****Professor Department of****Sociology Ssss GFGC****Channagiri.**

**ABSTRACT :** Indian education system is still not mature at both the urban and rural area. Midday meal is the program organized to attract the students to get education. Under these circumstances government imposed nation wise lockdown on March 25th, 2020 to combat COVID-19, has made severe impact on the education system. India has the world's second largest school system, after China. According to UNESCO, 63 million teachers were affected in 165 countries. A total of 1.3 billion learners around the world were not able to attend schools or universities, and approximately 320 million learners are affected in India alone. It has changed the traditional education system to the educational technologies model in which teaching and assessments are conducted online. Both the positive and negative impacts of COVID-19 on Indian Education system are observed. This paper aims to analyze the impact of COVID-19 on Indian Education System, focusing on education during online teaching and assessment of students getting online classes in this pandemic from settings at home.

**INTRODUCTION :** Since the beginning of the COVID-19 pandemic, there have been efforts by scientists, governments, and others to determine the origin of the SARS-CoV-2 virus. Similar to other outbreaks, the virus was derived from a bat-borne virus and most likely was transmitted to humans via another animal in nature or during wildlife trade such as that in food markets. While other explanations such as speculations that SARS-CoV-2 was accidentally released from a laboratory have been proposed, such explanations are not supported by evidence. Conspiracy theories about the virus's origin have also proliferated. SARS-CoV-2 has close genetic similarity to multiple previously identified bat coronaviruses, suggesting it crossed over into humans from bats. Research is ongoing as to whether SARS-CoV-2 came directly from bats or indirectly through an intermediate host, such as pangolins, civets, or raccoon dogs. Genomic sequence evidence indicates the spillover event introducing SARS-CoV-2 to humans likely occurred in late 2019. As with the 2002–2004 SARS-CoV-1 outbreak, efforts to trace the specific geographic and taxonomic origins of SARS-CoV-2 could take years, and results may be inconclusive. In July 2022, two papers published in Science described novel epidemiological and genetic evidence that suggested the pandemic likely began at the Huanan Seafood Wholesale Market and did not come from a laboratory.

**Covid-19 and Indian Society :** Amidst the lockdown in Indian society, multiple issues related to social, educational, economical, political, agricultural, psychological levels and many more have been noticed which has created the devastating impact on the lives of the people. COVID-19 affected people in India? Domestic violence With job losses, pay cuts, and psychological state problems induced by isolation and curbs placed on movement, overall frustration and anxiety levels have increased. In many cases, this is often directed toward children, who are subject to physical, mental, and sexual assault.

**Covid-19 changed India's education system :**

India's new education policy focused on centralisation and digitisation to combat the loss of education during the pandemic. Did this really help the students? As schools across India shut during the Covid-19 pandemic, the country's dropout rate more than tripled—from 1.8 percent in 2018 to a staggering 5.3 percent in 2020. This predominantly impacted children hailing from marginalised communities, exacerbating existing inequalities. For children from these communities, schools provide safety and a routine. They ensure that children are not pushed into labour. Attending school is also a way for girls to avoid early marriage and ensure mobility and freedom. Additionally, the provision of midday meals by schools serves as a crucial support system in combating child hunger. During the pandemic, 84 percent households reported income loss, which in turn added to the challenges of attending school. Reports indicate that as schools shut down, many children, particularly boys, developed an alcoholism problem and indulged in substance abuse. Constantly living under conditions of stress and anxiety also curbed their desire to pursue education and other goals.

**Post-pandemic education :**

After the pandemic ended, there was a stark decline in education quality across the country. An assessment of students from grades 2–6 across five states revealed that, when compared to the previous year, 92 percent and 82 percent children across all grades lost at least one specific language and mathematical ability, respectively. The situation was worse for grade 10 students, only 13 percent of whom scored more than 50 percent in mathematics. In all these assessment tests, the performance of children in public schools and those belonging to marginalised communities was the lowest. The School Children's Online and Offline Learning (SCHOOL) survey conducted in August 2022 across 16 states and union territories in the country focused on relatively deprived villages and bastis (slums), where children generally attend government schools. It found that among children in grade 3—an age where they should be able to read fluently in their mother tongue—only 25 percent could read more than a few words. This figure is worse for Dalit and Adivasi children.

**Equity and quality of education :**

Without addressing the issues of inequity that plague the education sector, it is unlikely that any attempts to improve the quality of education will actually work. The nature of India's education system and the manner in which public schools operate are a reflection of its social inequities and hierarchies. While a small number of public schools are well endowed (as in the case of Kendriya Vidyalayas or Navodaya schools), there are thousands of public schools that struggle financially. The inadequate infrastructure and resources of public schools in small towns and villages reinforces inequalities and discrimination.

**Objectives of the Study :** The overall objective of this study is to analyze the Impact of COVID-19 on Indian Education System. In particular, this study will examine :

1. To identify the perception of the students towards e-learning during Covid-19 lockdown phase.
2. To assess the effectiveness of e- learning/online sessions during Covid-19 lockdown phase.
3. How the Indian education system is facing the Impact of COVID-19, and highlighting the role played by teachers and students through online education
4. How the positive impact helpful to student, parents and school teachers in the scenario of the online education
5. How to reduce the negative impact of COVID-19 on students for their smooth education.

#### **METHODOLOGY :**

Data and information presented in the study are collected from various reports and articles published by national and international agencies on impact of COVID-19 pandemic. Information is also collected from various authentic websites. Some journals are also referred relating to impact of COVID-19 on educational system are referred.

#### **PURPOSE OF THE STUDY :**

All systems have strengths and weaknesses. Maximizing strengths and minimizing weaknesses in order not to miss the opportunity to move forward should be the goal. The main purpose of the study is to analyze the impact of COVID-19 on the Indian education system. It covers the impact of COVID-19 on rural and urban students, Higher education Institutions.

#### **DIGITAL INFRASTRUCTURE IN INDIA :**

Before the COVID-19 lockdown in India, no one estimated that the face of the Indian educational institutions could change so drastically. Schools that never allowed students to carry an electronic gadget turned into learning centers for online classes. Both teachers and students are getting familiar to this new normal, which is definitely more challenging for the teachers to handle with this situation. The teachers also face challenges in designing effective lessons and changing of teaching when shifting to online learning; this can also be resolved through workshops and training. According to the key indicators of Household Social Consumption on Education in India report, based on the 2017-18 NSSO, fewer than 15% of rural Indian households have internet access (as opposed to 42% urban Indian households). Availability of electricity is a significant challenge to taking advantage of education online. In a recent 2017-18 survey, the Ministry of Rural Development found that only 47% of Indian households receive more than 12 hours of electricity and more than 36% of schools in India operate without electricity. This suggests that while students from families with better means of living can easily bridge the transition to remote learning, students from underprivileged backgrounds are likely to accede to inefficiency and a lack of adaptation, either because of the inaccessibility of the technology or the low education of their parents to guide them through tech-savvy applications. Non-availability of technical infrastructure and irregular interrupted internet connectivity all across India is the biggest challenge in front of the students and teachers.

**IMPACT ON TEACHERS AND STUDENTS :**

Both teachers and students are facing many hurdles during online education. At home, a lack of basic facilities, external distraction and family interruption during teaching were major issues noticed. Educational institution support barriers such as the budget for purchasing advanced technologies, a lack of training, a lack of technical support and a lack of clarity and direction were also noticed. Teachers also faced technical difficulties. The difficulties were grouped under a lack of technical support; it included a lack of technical infrastructure, limited awareness of online teaching platforms and security concerns. Teachers' personal problems including a lack of technical knowledge, course integration with technology are damper their engagement in online teaching.

**Positive impact on education system:** Though the outbreak of COVID-19 has created many negative impacts on education, educational institutions of India have accepted the challenges and trying their best to provide seamless support services to the students during the pandemic. Indian education system got the opportunity for transformation from traditional system to a new era. The following points may be considered as the positive impacts.

1. Develop the use of soft copy of learning material.
2. Improvement in collaborative work.
3. Rise in online meetings.
4. Enhanced digital literacy.
5. Improved the use of electronic media for sharing information. Learning materials are shared among the students easily and the related queries are resolved through e-mail, SMS, phone calls and using different social medias like WhatsApp or Facebook.?
6. Worldwide exposure.

**OBSERVATION AND RECOMMENDATION :**

This pandemic has revealed some of the major loopholes in the Indian education system. The closure of schools has made a severe impact on marginalized students. One of the critical trends that can be followed is the need to have a combined approach to online learning with increase in investment on the upgrading of the technology infrastructure of educational institutions. Stress needs to be given to training the teachers. All higher education institutes now are aware of the importance of technology and should take serious measures to conduct technology-driven education through the learning management system. It is recommended that educational institutions should use technology in all aspects. This pandemic shows the partnership between technology and education is going to stay forever. One more suggestion is that education Institutes can divide the courses into conventional teaching and online teaching, it will help in inculcating the technology into the classrooms. Online teaching will increase digital literacy among teachers and students which will increase their exposure and learning and making them more employable for the digital world-leading thereby contributing to social sustainability.

**CONCLUSION:** COVID-19 has impacted immensely the education sector of India. Though it has created many challenges, various opportunities are also evolved. The Indian Govt. and different stakeholders of

education have explored the possibility of Open and Distance learning by adopting different digital technologies to cope up with the present crisis of COVID-19. India is not fully equipped to make education reach all corners of the nation via digital platforms. The students who aren't privileged like the others will suffer due to the present choice of digital platforms. The priority should be to utilize digital technology to create an advantageous position for millions of young students in India. It is need of the hour for the educational institutions to strengthen their knowledge and Information Technology infrastructure to be ready for facing COVID-19 like situations.

Even if the COVID-19 crisis stretches longer, there is an urgent need to take effort on maximum utilization of online platforms. India should develop creative strategies to ensure that all children must have sustainable access to learning during pandemic COVID-19. As online practice is benefitting the students immensely, it should be continued after the lockdown. Further detailed statistical study may be undertaken to explore the impact of COVID-19 on education system of India.

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