

New Face of Education Sector Post Covid-19

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The COVID-19 pandemic has disrupted the lives of students in different ways, depending not only on their level and course of study but also on the point they have reached in their programmes. The prevalent pandemic has forced all the educational institutions across the India to suspend the teaching through physical classrooms which has forced the all the educational institutions to find the new alternatives to the classroom academic delivery. From the present paper, we can conclude that the covid – 19 pandemic has changed the whole face of education system. Going forward, digital education is likely to be integrated into mainstream education. The current system of education is providing education to the learners beyond geographical boundaries keep them safe at home. Innovative methods of teaching , learning and student assessment have become the need of time during this pandemic for educational institutions starting from schools to higher education also. Though there are some negative impacts of the digital education as discussed in this paper but our country will have go through a major transformation in education sector for the capacity-building of young minds both in school and higher education. It is the duty of central and state Governments to take appropriate steps to ensure the healthy and favourable environment for the progress of online education in the country in present pandemic of Covid - 19 by providing free and high speed internet and electronic gadgets to the needy ones. Moreover the government should take strict regulations to avoid retrenchments of faculty in private schools, colleges and universities. While finalizing this paper I am also infected from corona and the myself along with the entire nation is fighting to win over Corona, it is very important to bring a mental revolution by implementing an effective digital education system which may be beneficial for both educators and learners and overcome the drawbacks of the system.

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I. INTRODUCTION:

To ensure the safety of the people of the country from the severe impact of COVID-19, the govt. of India, as a part of national lockdown, has closed all the educational institutions. The prevalent pandemic has forced all the educational institutions across the India to suspend the teaching through physical classrooms which has forced the all the educational institutions to find the new alternatives to the classroom academic delivery.

The COVID-19 pandemic has disrupted the lives of students in different ways, depending not only on their level and course of study but also on the point they have reached in their programmes. Those coming to the end of one phase of their education and moving on to another, such as those transitioning from school to tertiary education, or from tertiary education to employment, face particular challenges. They will not be able to complete their school curriculum and assessment in the normal way and, in many cases, they have been torn away from their social group almost overnight. Students who make the transition to tertiary education later this year are unlikely to take up offers to sit their year-end school exams (e.g., the International Baccalaureate) in a later session (**Sir John Daniel**)

The current pandemic is not only seen affecting the health of the citizens in the country but is also seen hindering various industries and shaking them to their roots. The national lockdown and the ascending health crisis were striking the education of the students as well, with their universities being shut and their syllabi stranded, until the industry decided to initiate a revolution instead. Reinventing their radicals and making a conscious choice to grow even in the time of crisis, the universities decided to digitalise the sector. The educational reform in India in the COVID-19 era seems to be a live example of how need truly is the mother of invention or reinvention, in this scenario. Allowing educational institutions to adopt online learning and infuse a virtual study culture, the pandemic is already steering the sector forward with technological innovation and advancements (**Kumar DNS**)

These nationwide closures are impacting over 91% of the worlds' student population. Several other countries have implemented localized closures impacting millions of additional learners. UNESCO is supporting

countries in their efforts to mitigate the immediate impact of school closures, particularly for more vulnerable and disadvantaged communities, and to facilitate the continuity of education for all through remote learning. The UNESCO report estimates that the coronavirus pandemic will adversely impact over 290 million students across 22 countries. The UNESCO estimates that about 32 crores students are affected in India, including those in schools and colleges. **(K. Deepali and R.W. Gayatri)**

II. REVIEW OF THE LITERATURE:

Some of the studies regarding impact of covid pandemic were reviewed while preparing this paper. A few of them are as under.

- Shatakshi Lall and Nardev Singh (2020), conducted a descriptive and observational study to find out the student's perspective, attitudes, and readiness about online classes being conducted at the University level. The study was carried out amongst 200 students. After analyzing the results, it was found that 74% of the students liked studying through online classes. The most common reason (49%) as to why the students like studying online were that the study time becomes flexible, and they can study anytime they want. Most of the students were found satisfied with the content and procedure of online teaching. About 30% of the students reported that they prefer their lecture being delivered through a PPT with an audio recording. The study that was conducted among college students revealed that maximum students are in favor of studying through online classes, but they feel that there is a lack of co-curricular activities in the online mode of conducting classes.
- A study was conducted by Utsav Raj (2020) on topic "Indian education system in fight against covid-19 pandemic". The study stated that many schools within the country have switched to online classes due to the lockdown, but one in four students is unable to attach because they don't have a laptop, desktop, or tablet, etc. After analyzing the data the study concluded that currently, the Indian Infratech is not ready to opt for the online education system in the country. There is more development required in the sector of the internet, electricity, and E-learning in every sector.

Objectives of the Paper:

The present paper deals with to know about the new face of education sector post Covid – 19 and impact of this pandemic on the education sector in India. It will help us to know how this pandemic has introduced new initiatives to cover educational requirements of learners ranging from school to Post Graduate.

New Face of Education Sector Post Covid-19:

This is a crucial time for the education sector. As the days pass by with no immediate solution to stop the outbreak of Covid-19, school and university closures will not only have a short-term impact on the continuity of learning for more than 285 million young learners in India but also engender far-reaching economic and societal consequences. The pandemic has significantly disrupted the higher education sector as well, which is a critical determinant of a country's economic future. A large number of Indian students—second only to China—enroll in universities abroad, especially in countries worst affected by the pandemic, the US, UK, Australia and China. Many such students have now been barred from leaving these countries. If the situation persists, in the long run, a decline in the demand for international higher education is expected. **(Richa Chaudhary)**

Some countries have implemented immediate financial measures to support students and education systems in coping with the disruptions and economic impact of school and university closures. The Higher Education Relief Package, launched in April 2020 by the Australian government, which provided funding to Australians who have been displaced as a result of the COVID-19 crisis and who were looking to improve their skills or retrain. This package reduced the cost of taking short online courses, provided exemptions from loan fees for domestic students for a period of six months starting in May and guaranteed funding for domestic students, even if enrolments dropped. **(Australian Government, 2020)**

Online education is conducted in two ways. The first is through the use of recorded classes, which, when opened out to public, are referred to as Massive Open Online Course (MOOCs). The second one is via live online classes conducted as webinars, or zoom sessions. Universities require high-speed internet and education delivery platforms or learning management systems, besides stable IT infrastructure and faculty members who are comfortable teaching online. Students also need high-speed internet and computers/mobiles to attend these sessions or watch pre-recorded classes. Most educators across institutions agree that there is a need to invest in creating standardised online education platforms, and not using apps and Google hangouts only; and to train both students and teachers. Others highlight the necessity to introspect on the nature of these platforms and how students are taught using different online tools and methods, while keeping accessibility and equity challenges in mind. There is also the need to understand all this across academic disciplines and institutions. **(Sarah Farooqi)**

Covid-19 has prompted experts to rethink the conventional mode of education. The pandemic has transformed the centuries-old, chalk-talk teaching model to one driven by technology. One of the most important needs of the present time is to explore digital learning platforms and to provide support for digitalisation to teachers and students. Open-source digital learning solutions and Learning Management Software should be adopted so teachers can conduct teaching online. The government of India has provided many online portals for online education to students from their home which include Swayam, Swayam Prabha, ePathshala, CEC, National Digital Library etc.

With a rapid increase of mobile internet users in India, which is expected to reach 85% households by 2024, technology is enabling ubiquitous access and personalization of education even in the remotest parts of the country. This can change the schooling system and increase the effectiveness of learning and teaching, giving students and teachers multiple options to choose from. The strategies are required to prepare the higher education sector for the evolving demand-supply trends across the globe—particularly those related to the global mobility of students and faculty and improving the quality of and demand for higher studies in India. Further, it is also important to reconsider the current delivery and pedagogical methods in school and higher education by seamlessly integrating classroom learning with e-learning modes to build a unified learning system. The major challenge in EdTech reforms at the national level is the seamless integration of technology in the present Indian education system, which is the most diverse and largest in the world with more than 15 lakh schools and 50,000 higher education institutions. **(Richa Chaudhary)**

Online Learning Resources of MHRD MHRD initiated a number of projects to assist students, scholars, teachers and lifelong learners in their studies. These initiatives cover educational requirements of learners ranging from school to Post Graduate. The introduction of those projects as follows.

SWAYAM(<https://swayam.gov.in/>) provides Massive Open Online Courses with 140 universities approved credit transfer feature. Students enrolled in Jan-20 & in total are 26 Lakhs & 1.57 Cr respectively. Total 1900+ courses covering school & higher education.

SWAYAMPRAKASHA(<https://www.swayamprabha.gov.in/>) provides high quality educational programs 24*7 through 32 DTH channels. Around 56,000 total videos have been telecasted covering school & higher education. It has 3+ crores total views on Youtube since inception.

National Digital Library (NDL) (<https://ndl.iitkgp.ac.in/>) is a repository of e-content on multiple disciplines from primary to PG levels. It has 4.3 crores content (Text / Audio / Video / Simulation /Graphics), harvested from 250 sources; in 300+ languages. NDL has 55 Lakhs + registered users.

e-Yantra (<https://www.e-yantra.org/>) provides hands on experience on embedded systems. It has about 380 Lab and made 2300+ colleges benefited.

FOSSEE (<https://fossee.in/>) is acronym for Free/Libre and Open Source Software for Education, which developed, promote open source softwares for education as well as professional use.

Virtual Labs (<http://www.vlab.co.in/>) has developed Web-enabled curriculum based experiments designed for remote – operation. Its 275 labs with 2200+ experiments made 18+ Lakhs students benefitted.

e-gyankosh (<http://egyankosh.ac.in/>) is a National Digital Repository to store and share the digital learning resources. Its content developed by the Open and Distance Learning Institutions in the country.

Gyan Darshan (<http://www.ignouonline.ac.in/gyandarshan/>) is a web based TV channel devoted to educational and developmental needs for Open and Distance Learner. Gyan Vani (105.6 FM Radio) & Gyandhara (web radio) (<http://ignouonline.ac.in/Gyandhara/>) Gyan Dhara is an internet audio counselling service where students can listen to the live discussions by the teachers and experts on the topic of the day and interact with them through telephone.

DIKSHA (<https://diksha.gov.in/>) is a National Platform for Our Teachers & all other learner.

Epathshala (<http://epathshala.gov.in/>) provides Free access of e-books (class I to XII) through website and app. e-PG Pathshala (<https://epgp.inflibnet.ac.in/>) is a gateway for e-books upto PG which provides High quality, curriculum based, and interactive content in different subjects across all disciplines.

e-ShodhSindhu (<https://ess.inflibnet.ac.in/>) is a collection of e-journals, e-journal archives and e-books on perpetual access basis. It has 10,000+ e-journals, 31,35,000+ e-books. Shodhganga (<https://shodhganga.inflibnet.ac.in/>) is a platform for research students to deposit their Ph.D. theses and make it available to the entire scholarly community in open access Shodh Shudhhi (PDS)(<https://pds.inflibnet.ac.in/>) is a Plagiarism Detection Software Encourage original information by preventing plagiarism.

VIDWAN(<https://vidwan.inflibnet.ac.in/>) is an Expert Database and National Research Network which has profiles of scientists / researchers and other faculty members working at leading academic institution

Spoken Tutorial (<https://spoken-tutorial.org/>) is a Tutorial in IT application which provides self-training in IT fields.

NEAT (<https://neat.aicte-india.org/>) is an AI adaptive learning portal. This is an initiative for skilling of learners in latest technologies through a PPP model.

SAKSHAT (<https://sakshat.ac.in/>) is one Stop Education Portal for addressing all the education and learning related needs of students, scholars, teachers and lifelong learners. The portal provides the latest news, press releases, achievements etc related to Ministry of HRD. So visit SAKSHAT to know the world of online learning. (MHRD online)

Impact of Covid-19 on Education Sector in India:

Teachers and teacher educators are transitioning through a particularly uncertain time in terms of their professional lives and work. The rapid move to online modes of delivery in order to keep students engaged in learning – from early childhood through to the tertiary sector – has led to significantly intensified workloads for staff as they work to not only move teaching content and materials into the online space, but also become sufficiently adept in navigating the requisite software. The impact on staff and students is uneven – in some contexts, for example many universities, there are already established online and mixed modes of course delivery, such that the onus is now on building greater capacity through these avenues. In others, particularly many schools, the move to the online space is presenting considerable hardship as teachers struggle to adapt to what might well be the “new normal” for quite a period of time. (Jeanne Allen , Leonie Rowan & Parlo Singh)

It will be interesting to discover how online pedagogies serve the interests of teachers and learners and enable the high levels of student engagement and outcomes to which we aspire as teachers and teacher educators. Although there is an array of different software facilities and functionalities, one cannot help but wonder whether online teaching will spell a return to more traditional ways of teaching, and what the consequences of this might be, in terms of both teachers’ and students’ engagement. In 2019, Gert Biesta noted the irony in the fact that:

. . . some of the most popular technology-mediated forms of education – such as TED talks, MOOCs and the numerous professional and amateur instructional videos on YouTube – are all staged in traditional ways, with someone talking and explaining so that others can watch, listen and learn. (Biesta, 2019, p. 55).

The switch to online education has been ensuring that students suffer no loss of studies and their progress is being tracked simultaneously with timely evaluation. It is probably a first for India to experiment with the education system and make a paradigm shift to the virtual world, blending classrooms with online learning. The positive impacts of the digital education system may be as under.

- ❖ **Blended learning by Use of Different Online Tools and Methods:** Universities and colleges will shift to a model of blended learning where both face to face deliveries along with an online model will become a norm. This will require all teachers to become more technology savvy and go through some training to bring them to the level that would be required. New ways of delivery and assessments of learning outcomes will have to be adopted which opens immense opportunities for a major transformation in the area of curriculum development and pedagogy.
- ❖ **Learning through - Stay Home Stay Safe:** The digital education helps the students listening to recorded and live conversations and working at their own speed by staying at their home. There will be no disruption in learning because of the pandemic.
- ❖ **Providing Education to Students across Geographies:** The faculty members/ teachers can deliver online courses to even students beyond geographical boundaries. Collaborations can also happen among faculty/teachers across the nation to benefit from each other. Now a days, Students are using internet technology to communicate virtually with their teachers and fellow learners through E-mail, WhatsApp Groups, Webinars and Video Conferences etc., which is beyond geographical boundaries.
- ❖ **Change in Assessment System of Students:** The new face of education system post Covid – 19 has not only changed the methods of teaching but assessment of students also. Today teachers are using digital platforms for evaluation of students. Google classrooms are being used a lot for qualitative teaching-learning and skill development
- ❖ **Innovative Methods of Teaching – Learning:** There is a great opportunity for universities and colleges to start improving the quality of the learning material that is used in the teaching and learning process by using innovative methods for the same. The MHRD has shared various links with which student learners can study easily and innovatively which have already been discussed in this paper above.

This crisis has exposed the many inadequacies and inequities in our education systems from access to the broadband and computers needed for online education, and the supportive environments needed to focus on learning, up to the misalignment between resources and needs. Though the digital education in the present time has proved to be a boon for students but still there are a number of negative impacts of the digital education.

- ❖ **Technological Limitations:** One of the biggest concerns for digital education in a country like India is inability to reach all students because of technological limitations. Technological difficulties related to weak devices or access to the internet, not having appropriate infrastructure like Laptop/ PC or even mobile phone are some of the hindrances in the path of online teaching in India.
- ❖ **Lack of Face to Face Conversation and Mentoring:** Inability to have a face-to-face connect with students and facilitate free conversations, discussions, and mentoring is another difficulty which is being faced by both teachers and learners during the process of online teaching. We are now beginning to realize that online learning could be dull as it is creating a new set of passive learners which can pose new challenges.
- ❖ **Unprepared Teachers for Online Education:** Online learning is a special kind of methodology and not all teachers are good at it or at least not all of them were ready for this sudden transition from face to face learning to online learning. There is a risk that in such a situation, learning outcomes may not be achieved and it may be only resulting in engaging the students.
- ❖ **Excessive use of Mobiles and Laptops etc Unhealthy for Students:** As during the period of the lockdown most of schools, colleges and universities are providing education through online teaching- learning methods. But many of the parents have complaints that their wards are heaving various health problems like eye weakness, mental disturbance due to excessive use of mobile and computer etc. Moreover online teaching takes time and practice which is extra burden for teachers as well. Moreover the student attendance in online education system has decreased as some families who have lost their livelihood during the pandemic may not be able to afford the expenditure of mobile, laptops etc.
- ❖ **Loss of Jobs in Education Sector:** There is no fresh recruitments in Govt. Sector in education. Many private institutions both schools and higher educational institutions have either retrenched their teachers or have decreased their salaries drastically. This system will also affect the fresh educators who are ready to get jobs

III. CONCLUSION AND SUGGESTIONS

From the present paper, we can conclude that the covid – 19 pandemic has changed the whole face of education system. Going forward, digital education is likely to be integrated into mainstream education. This will enable inclusive education by facilitating learning across diverse geographies in India. The current system of education is providing education to the learners beyond geographical boundaries keep them safe at home. Innovative methods of teaching , learning and student assessment have become the need of time during this pandemic for educational institutions starting from schools to higher education also. Though there are some negative impacts of the digital education as discussed earlier in this paper but our country will have go through a major transformation in education sector for the capacity-building of young minds both in school and higher education. Digital education appears to be a viable solution to fill in the void for classroom education. So both teachers and learners should be trained enough to fully utilize online teaching learning process. It is the duty of central and state Governments to take appropriate steps to ensure the healthy and favourable environment for the progress of online education in the country in present pandemic of Covid -19 by providing free and high speed internet and electronic gadgets to the needy ones. Moreover the government should take strict regulations to avoid retrenchments of faculty in private schools, colleges and universities. While finalizing this paper I am also infected from corona and the myself along with the entire nation is fighting to win over Corona, it is very important to bring a mental revolution by implementing an effective digital education system which may be beneficial for both educators and learners and overcome the drawbacks of the system.

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