



IMPACT AND STRATEGIES FOR EDUCATION SECTOR IN INDIA AFTER COVID 19

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ABSTRACT

The Pandemic disrupted higher education sector across the nation. This Pandemic critical determinant of a country's economic future. March 2020, Government began to shut schools, colleges, university to stop spreading of COVID-19 viruses. This is the crucial time for all educational bodies from primary to PhD level program. As days pass the government not able to open colleges, schools because spreading of the virus were on a high pick. This has been definitely impacting on each student career directly and indirectly. The structure of learning, teaching methodologies, the evaluation was the first to be affected by this closure. Now, there are many college (Private or government) started adopting online teaching. Various teaching ads are introduced in the market. On the other side students are still trying to fit themselves in such online learning process. The problem is not with the student side, we have not implemented such ways of the learning environment in our education system on a large scale before. The pandemic has transformed the traditional chalk-board teaching model to one driven technology. This disruption in the delivery of education is pushing us to figure out how to drive engagement at scale while ensuring inclusive e-learning solutions and tackling the digital divide. This paper tries to highlight the problems which are there in our nation relating to E-education program and trying to find the best possible solution, so in future due of any disasters our nations' future (Students) never stop the process of learning.

Keyword: E-Education, Pandemic, E-Learning, Digital divide, COVID-19, Data Analysis.

INTRODUCTION:

March 2020, Government began to shut schools, colleges, university to stop spreading of COVID-19 viruses. This is the crucial time for all educational bodies from primary to PhD level program. As days pass the government not able to open colleges, schools because spreading of the virus were on a high pick. This has been definitely impacting on each student career directly and indirectly. The structure of learning, teaching methodologies, the evaluation was the first to be affected by this closure.

As per the UNESCO report, about 14

crores primary and 13 crores secondary students are affected during the lockdown. There were certain guidelines issued by WHO to prevent the spreading of COVID-19 virus, which we have been following like: maintain social distance, use face-mask, avoid to visit crowded place, Wash hands etc. Once the lockdown is imposed on country every sector affected with it. Education sector facing lots of problems due to lockdown. All school, colleges became closed, all examination suspended. Undoubtedly the lockdown created problems for students also. Though it is an exceptional situation in the history of education. This pandemic shown us

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the mirror of ongoing Indian education system. COVID-19 has created many opportunities to come out with traditional chalk-board teaching model to E-learning and E-Education mode. This is the right time where we can take important calls for the education system because students are getting into the e-education system, teachers have been changing their teaching tools, their methodologies, government are planning for designing and implementing New education policy.

This is the right time where we educator, educational leaders, educational Leader Developers and policy makers design strategies to implement E-education system in India in an effective manner. No one knows what may happen in future, we are supposed to keep ourselves ready to face such type of situation again in future.

AIM OF THE STUDY:

The aim is to study COVID-19 impact on education system and what are the possible strategies we can frame to launch E-education system in Indian to achieving the sustainable development goals.

OBJECTIVE OF THE STUDY:

1. To ascertain the impact of online education system in running education system.
2. To ascertain comparison between distance learning experience with physical learning.
3. To understand students' views towards Online education system.

METHODOLOGY:

1. The primary data are collected by taking a survey having a large sample size. Chi-square test is used for interpretation of data.
2. The secondary data are presented in this paper are collected from various government and non-government agencies. Information are collected from various authenticate websites.

HYPOTHESIS OF THE STUDY:

1. There is no significant difference between learning remotely and learning physically.
2. There is no significant difference between online learning and physical learning for growth in career.

DATA ANALYSIS AND INTERPRETATION:

Test 01:

(A) H0: There is no significant difference between learning remotely and learning physically.

H1: There is significant difference between learning remotely and learning physically.

(B) Level of significance: 5% (0.05) & Degree of freedom: 02

(C) Decision criterion:

H0 is rejected if $\chi^2 > \chi^2_{(2, 0.05)} = 5.99$

H0 is accepted if $\chi^2 \leq \chi^2_{(2, 0.05)} = 5.99$

(D) Test Static:

Likert Scale	Values assigned	No of Observations	Percentage
Extremely effective	5	5	4.81%
Very Effective	4	14	13.46%
Moderately effective	3	39	37.50%
Slightly effective	2	32	30.77%
Not at all effective	1	14	13.46%
	Total	104	100.00%

(Table 01: Data collection)

Changed Likert Scale	No of Observations	Expected Observation
Effective	19	34.6667
Moderately effective	39	34.6667
No Effective	46	34.6667
Total	104	104.0001

(Table 02: Chi-Square calculation table)

Therefore $\chi^2 = 0.003470502$

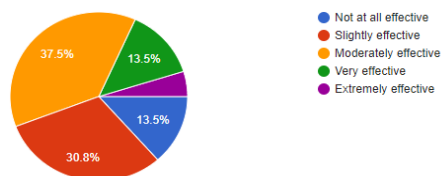
(E) Conclusion:

Since $\chi^2 = 0.003470502 < 5.99$

Therefore, do not reject H0 at 5% level of significance

Hence, there is no significant difference between learning remotely and learning physically.

How effective has remote learning been for you?
104 responses



(Figure 01: Graphical presentation of all responses received for Test 01)

Test 02:

(A) H0: There is no significant difference between online learning and physical learning for growth in career.

H1: There is significant difference between online learning and physical learning for growth in career.

(B) Level of significance: 5% (0.05) & Degree of freedom: 02

(C) Decision criterion:

H0 is rejected if $\chi^2 > \chi^2_{(2, 0.05)} = 5.99$

H0 is accepted if $\chi^2 \leq \chi^2_{(2, 0.05)} = 5.99$

(D) Test Static:

Likert Scales	Values	No of Observation	Percentage
Strongly Agree	5	9	8.65%
Agree	4	26	25.00%
Neutral	3	29	27.88%
Disagree	2	25	24.04%
Strongly Disagree	1	15	14.42%
	Total	104	100.00%

(Table 03: Data Collection)

Changed Likert Scale	No of Observations	Expected Observation
Agree	35	34.6667
Neutral	29	34.6667
Disagree	40	34.6667
Total	104	104.0001

(Table 04: Chi-Square calculation table)

Therefore, $\chi^2 = 0.41686237$

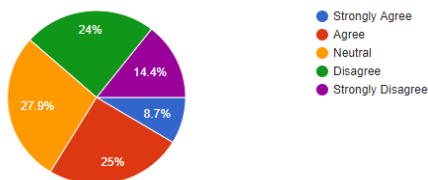
(E) Conclusion:

Since $\chi^2 = 0.41686237 < 5.99$

Therefore, do not reject H0 at 5% level of significance

Hence, there is no significant difference between online learning and physical learning for growth in career.

Do you think online learning will be helpful for growth in your career?
104 responses



(Figure 02: Graphical presentation of all responses received for Test 02)

DISCUSSION:

1. A total of 320 million learners in India have been adversely affected by the COVID-19 pandemic and direct them towards e-learning industry, which comprises a network of around 1.5 million schools.
2. E-learning stand for “A learning system based on formalized teaching but with the help of electronic resources is known as E-learning.” For E-learning availability of electricity is very essential. In a recent 2017-18 survey, the Ministry of Rural development found that 47% of Indian households receive more than 12 hours of electricity and more than 36% of schools in India operate without electricity. Therefore, government need to work on ground level, so across nation all students can adapt the changing environment of education without too much delay.
3. Undoubtedly the rapid changes toward e-learning culture has resurfaced long-standing issues of digital divide and inequality between students, so India must

address these problems into future economics and educational policies.

4. India has been trying to move towards digital education from past many years, but due to lockdown the digitalization in education system comes into force on urgent basis, so we (educator, policy maker) should take responsibility to establish quality assurance mechanism, reconstruct teaching tools and methodologies so we can establish e-learning platform very effectively and efficiently way.
5. In this time of crises, a well-rounded and effective educational practice is needed for capacity building of your minds. It will develop skills that drive their employability, productivity, health and well-being in the decades to come.

STRATEGIES:

1. If India transit to online education system in the future, there must emphasizing policies that bridge the digital divide and move to achieving the sustainable development goals.
2. Open source digital learning solution (DIKSHA, KHAN Academy, Coursera.org, Open2study, YouTube) and LMS (learning management system) software should be adopted so teacher can conduct teaching online.
3. For theory concepts, we can use online teaching technology and for practical physical approach should be selected, so students will be comfortable (or habitual) for both the ways of learning.
4. The Universities, Colleges should make online certification course compulsory for students’, at least three in a year form SWAYAM, UG/PG MOOCs platform so the students keep gaining knowledge as per their required domain.
5. The Universities, Colleges and Schools should make Academic time table in such a way, where students learn online through E-

PG Pathsala, SWAYAMPRAKASHA in every week.

6. The colleges should keep online webinars, conferences for the students so they can adapt this e-education learning system in well mannered.

CONCLUSION:

1. From the above data analysis and interpretation, it is clear that there is no significant difference between learning remotely and learning physically, only we have to reconstruct the current teaching methodologies and pedagogical tools.
2. From the above data interpretation, it is also clear that there is no significant difference between online learning and physical learning for growth in a career.
3. This is the right time to establish an e-education system in a very effective manner but for that the proper plan of action is required.
4. Immediate measures are required to mitigate the effects of the pandemic on job offers, internship program and research projects.
5. The scope of e-learning is enormous and can help realize the potential of each

students. There are opportunities and challenges for both government and private sector and they should overcome with it by making ground level strategies.

6. This is the great opportunities for private sector to invest in e-education technologies. Unacademy, BYJU's, Udemy are growing e-education platform in education sector.

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