

A STUDY ON IMPACT OF EDUCATION SYSTEM DURING COVID-19 LOCKDOWN PERIOD

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Abstract

The COVID-19 pandemic has affected educational systems worldwide, leading to the total closures of schools, universities and colleges. Most governments decided to temporarily close educational institutions in an attempt to reduce the spread of COVID-19. School closures impact is not only to students, teachers, and families, but have far-reaching economic and societal consequences. Online Learning encourages more productive use of time which keep individuals safe from pandemic situation like spread of Covid-19. The studies found that there are various serious issues regarding online education and on its effect on the quality of education system. Several problems have been identified and these issues have to be solved in order to sustain the quality of education for future generations

Key words: COVID-19, Online Learning, economic and societal consequences.

INTRODUCTION:

The COVID-19 pandemic has affected educational systems worldwide, leading to the total closures of schools, universities and colleges. Most governments decided to temporarily close educational institutions in an attempt to reduce the spread of COVID-19. Ask kids to plan it themselves and choose the subjects they want to study on that particular day of the week. School closures impact is not only to students, teachers, and families, but have far-reaching economic and societal consequences. School closures in response to the pandemic have shed light on various social and economic issues, including student debt, digital learning, food insecurity, and homelessness, as well as access to childcare, health care, housing, internet, and disability services. The impact was more severe for disadvantaged children and their families, causing interrupted learning, compromised nutrition, childcare problems, and consequent economic cost to families who could not work. In response to school closures, UNESCO recommended the use of distance learning programmes and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education. Colleges have

scrambled to find creative solutions to teaching students online, in-person but socially distant, or in a hybrid format.

Experience between four walls during COVID-19 lockdown:

- i. Online Learning encourages more productive use of time which keep individuals safe from pandemic situation like spread of Covid-19.
- ii. It has greater access to experts/specialists (nationally and internationally) and learners can access 24/7 at their own pace and time. It allows geographical reach even to rural or remote locations.
- iii. It is a cost-effective technology which is quite affordable and enhances communication between educators and students. One educator can teach various virtual classes simultaneously which reduces travelling to various places. It can accommodate more learners at a particular time.
- iv. online class/conference session can be saved in website for future reference e.g. class notes can be saved and distributed via network for references by students. The digital recordings of the classes/meetings can be uploaded in website to review later.
- v. In order to conduct exams, institutions may consider using online examination software which may help for conducting online examinations. This will prevent institutions in facing delays in its annual academic calendar for lockdown.
- vi. Very useful to some emergency service personnel like police, doctor and nurses etc. who are unable to spare a specific time to learn during lockdown can use the online recordings and pursue their education.
- vii. Useful to women and physically handicapped learners who can learn at home.
- viii. Learners from low-income families and disadvantaged groups are the more likely to suffer during online learning as they may not afford high-speed internet connection and required technical gadgets. It widens gap between privileged and unprivileged learners.
- ix. It may lead to laziness with some students being at their home and may lack self discipline.

- x. The atmosphere of a face-to-face meeting is lost. Interpersonal relationship between students and teachers or between students may hamper.
- xi. The security of personal data may be compromise as one can hack the digital devices without latest software updates and antivirus programs.

Statement of the problem:

In this lockdown period, it was reported that learners were mostly suffering from stress, depression, and anxiety. The students were also facing problems related to poor internet connectivity, followed by the absence of a favourable environment to study at home. Students residing in rural and remote areas may face poor internet connectivity. Moreover, poor economic conditions might be a reason for the unfavorable environment and lack of separate room for their study and the financial problems they are suffered from.

Objectives of the study:

- To highlight the major impact in education system.
- To know the problems faced by the students during lockdown.

METHODOLOGY:

The study is analysed with the help of both primary and secondary data. The primary data was collected through questionnaire and secondary data was collected from journal, websites and other periodicals.

SAMPLING TECHNIQUE:

In this research Simple Random Sampling technique has been used. It is a probability sampling technique. It involves choosing a sample according to the requirement of the research done and choosing the customers on random.

SAMPLE SIZE:

A sample size is the part of the population chosen for the survey. The sample size of this study is 80 respondents residing in various parts of Thoothukudi was selected. The questionnaire was used for collecting a great source of information.

DATA ANALYSIS:**EXPERIMENT OF LIFE BETWEEN FOUR WALLS**

Response	No. Of Respondents	% of respondents
Much Better	19	23%
Stay the same	36	45%
Much worse	25	32%
Total	80	100%

The above table depicts that 23% of the respondents feels muchworse, 45% of the respondents feels no difference and 32% of the respondents feels much better. Majority of the respondents found no difference during lockdown period, when they were between four walls.

**CHILDREN RELAY ON THE SUPPORT OF PARENTS FOR E-
TECHNOLOGY**

Response	No. Of Respondents	% of respondents
Always	14	18%
Sometimes	59	73%
Never	7	9%
Total	80	100%

The above table depicts that 18% of the respondents always relayon their parents. 73% of the respondents sometime relay on their parents and 9% of the respondents never relay on their parents. Majority of the respondents relied their parents for online classes.

MANAGEMENT OF ONLINE CLASSES, WHEN THERE ARE MORE CHILDREN IN THE FAMILY

Response	No. Of Respondents	% of respondents
Highly possible	4	5%
Managed in some way	27	33%
Very difficult	49	62%
Total	80	100%

The above pie chart depicts that 5% of the respondents say that it is highly possible to manage, 33% of the respondents say that they managed in some way and 62% of the respondents say that it's very difficult to manage. Majority of the respondents say that it's very difficult to manage their children to attend the online classes.

LOCKDOWN HAS MADE CHILDREN PASSIVE FROM BEING ACTIVE

Response	No. Of Respondents	% of respondents
Agree	39	49%
Neutral	32	40%
Disagree	9	11%
Total	80	100%

The above table depicts that 49% of the respondents agree with the statement that lockdown has made children passive from active, 40% of the respondents does not have any opinion about that statement and 11 % of the respondents are disagree with that statement. Majority of the respondents agree that the lockdown made children passive from being active.

OPINION ABOUT LEARNING REMOTELY

Response	No. Of Respondents	% of respondents
Yes, absolutely Good	16	20%
Yes, but I would like to change a few things	37	46%
No, there are quite a few Challenges	17	21%
No, not at all	10	13%
Total	80	100%

The above table depicts that 20% of the respondents are absolutely enjoyed this method, 46% of the respondents would like to change few things, 21% of the respondents quite few things and 13% of the respondents are not at all enjoyed this method. Majority of the respondents would like to change something in this remote learning i.e 46%. **THE ONLINE CLASSES PROVIDE GOOD VALUE OF MONEY**

Response	No. Of Respondents	% of respondents
Yes	30	37%
No	50	63%
Total	80	100%

The above table depicts that 37% of the respondents feels that the online classes provide good value of money and 63 % of the respondents disagree with them. Majority of the respondents feels that the money provided for online classes are not productive i.e 63%.

SUGGESTIONS:

Following are the suggestions based on the research work

- ❖ India should develop creative strategies to ensure that all children must have sustainable access to learning during pandemic COVID-19.
- ❖ The other important thing is they should avoid group meeting to prevent the spread of this pandemic corona virus. The use of proper online systems such as zoom meeting can prevent the spread of this virus.
- ❖ Online learning and teaching could be a greatest opportunity as a result of this crisis. Students are young and energetic to learn through these online resources. Faculty also should motivate the students and make them participate in the online classes in this difficult situation.
- ❖ Universities and colleges should organize the training programs for the faculty to tackle the online teaching methods. There is an advantage with this, as the universities can upgrade their technical infrastructure and can make online teaching and learning as a stronger tool for future endeavors.
- ❖ Faculty members, along with the heads of the departments, should prepare flexible assessment guidelines keeping in mind that every student should get benefited. If any student is not able to attend online courses due to health problems or due to any other disturbance, colleges or universities should remain flexible to make sure that he or she will not get any negative impacts in terms of the final grading.
- ❖ Some courses, such as laboratories, especially in the medical and dental colleges, cannot be taught online. In such cases, the faculty can simply divide and grade the students, depending on the work they have already done in the past.
- ❖ If any student is experiencing a feeling of anxiety about COVID-19, they should be provided with proper psychological support on time. Colleges and universities should observe the matters relating to financial support and the general living expenses of needy students. Governments, universities, banks, can help the graduates in many ways, one of which include temporary deferral of student loan payments.

- ❖ Govt and educational institutes should plan to continue the educational activities maintaining social distancing. 30-40% students and teachers may attend schools/colleges in two shifts per day to carry on educational activities by obeying guidelines for COVID-19.
- ❖ At current times, access to technology and internet is an urgent requirement. So, the digital capabilities and the required infrastructure must reach to the remotest and poorest communities to facilitate the students to continue their education during the pandemics. There is a need to deploy public funds to fix the internet gap and ensure that students continue to learn digitally. The state governments/private organisations should come up with ideas to address this issue of digital education.
- ❖ Some significant issues associated with distance learning strategies like the availability and access to digital devices with internet connectivity, the need for safe learning spaces, creating capabilities for teachers, families and students to operate and navigate digital devices, and engaging lesson plans for disabled students and other marginalised groups should be addressed by Govt. and the stakeholders.

CONCLUSION:

COVID 19 has impacted immensely to the education sector of India. Though it has created many challenges, various opportunities are also evolved. The Indian Government and different stakeholders of education have explored the possibility of Open and Distance Learning (ODL) 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. But universities and the government of India are relentlessly trying to come up with a solution to resolve this problem. The priority should be to utilise 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.

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