



Impact of Covid-19 Pandemic on Higher Education in Mysore Taluk region of Karnataka

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Abstract

Present study was deliberate to evaluate the impact of COVID-19 pandemic on higher education system in Mysore taluk. This research article included the following objectives; to evaluate the socio-economic conditions of higher Education's institutions in Mysore taluk, to explore the State and central government's role in encouraging Higher education during covid-91 pandemic. The questionnaire format of Google forms was applied in order to collect data. Primary data source was used and data was analyzed using the chi square statistical tool at 5% level of significance which was presented in frequency tables and percentages. The respondents under the study were 60 students of graduate and post graduate level in Mysore taluk. The study findings revealed that COVID-19 pandemic has a significant impact on the higher education in Mysore taluk of Mysore district, Karnataka state.

Key words: *Education, Impact, Government, covid-19*

1. Introduction

The outbreak of the covid-19 has become a major disruption to colleges and universities across the country, with most institutions cancelled in person classes and moved to online only instruction. The pandemic also threatens to significantly alter nearly every aspects of college life, from admission and enrollment to collegiate athletics. The covid-19 pandemic has affected almost all sectors of our life and so does it has affected the educational system. present uncertain scenarios there has been a lot of challenges for educational sector from planning and linking to educational objectives, need of motivational activities during these times, taking a look at student's profile, difficulty in validation of effectiveness and relevance of the course, lack to accessibility, preparation of online setup, deployment of staff, lack of concentrated

learning environment to stresses related to daily institutional changes. A number of scholars and teaching professionals have shared their academic work in various ways, including exchanging programs, online classes, webinars and other opportunities for student mobility and practical experience through virtually. To enhance learning, research and teaching, new types of collaboration and alternative perspectives are needed. Through knowledge-sharing among institutions around the world through joint-teaching and virtual guest lectures, students can gain a rich global perspective during this difficult time. The COVID-19 pandemic has provided us with the opportunity to introduce online learning.

A growing number of students are choosing to pursue higher education abroad. According to statistics, Karnataka is one of the largest sources of international students. Given travel restrictions and health risks, this regular migration is likely to change the influx of Indian and Karnataka educational institutions in the coming years. Applying to colleges in Karnataka and Mysore district or planning to study abroad is common nowadays. The covid-19 epidemic has shocked the world. This epidemic has pushed the world to radically reinvent new ways of learning. The main purpose behind the study was to examine the impact of COVID-19 on students' education and educational Institution.

2. Review of literature

While adapting to the new changes, staff and student readiness needs to be gauged and supported accordingly. The learners with a fixed mindset find it difficult to adapt and adjust, whereas the learners with a growth mindset quickly adapt to a new learning environment. There is no one size-fits-all pedagogy for online learning. There are a variety of subjects with varying needs. Different subjects and age groups require different approaches to online learning (**Doucet et al., 2020**). Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement (**Basilaia & Kvavadze, 2020**). Broadly identified challenges with e-learning are accessibility, affordability, flexibility, learning pedagogy, life-long learning and educational policy (**Murgatrottd, 2020**). The level of academic performance of the students is likely to drop for the classes held for both year-end examination and internal examination due to reduced contact hour for learners and lack of consultation with teachers when facing difficulties in learning/understanding (**Sintema, 2020**)

3. Objectives of the Study

1. To evaluate the socio-economic conditions of higher Education institutions in Mysore taluk.
2. To explore the State and central government's role in encouraging Higher education during covid-19 pandemic.

4. Hypothesis of the study

The following Hypothesis have been framed in the present study

H₀: There is no association between state and central Government's role and development of socio-economic conditions of higher education.

H₁: There is strong association between state and central Government's role and development of socio-economic conditions of Higher education.

5. Methodology

The present study examines the impact of covid-19 pandemic on higher education- with special reference to Mysore taluk. The present study has been carried out only in Mysore Taluks of Mysore district of Karnataka state. The current study is based on the primary and secondary data. The respondents has considered on random sample survey basis. Totally 60 respondents are considered for the present case study. Simple percentage and Chi Square method is used for analysis.

6. An Overview of Education in Karnataka and In Mysore District

Education plays a vital role in the growth and development of the economy. After the enforcement of compulsory and free education, India witnessed a literacy rate of 74.04% as per the population census of 2011. The same source mentions 75.36% as the overall literacy rate of Karnataka. Male and female literacy rates in the state are 82.47% and 68.08%, respectively. Among all the districts of the state, Dakshina Kannada District has the highest literacy rate of 88.57%. The lowest literacy rate in the state is 59.56% in Yadgir district. As per the Department of Education of Karnataka, there are a total of 73,417 schools, which include 59,555 primary schools and 13,862 high schools. The total number of primary teachers in the state is 2,05,146 and 23,225 posts are still vacant. At the secondary school level, the total number of teachers is 80,731 out of which 68,579 teachers are actively working.

Till now the education system in the state is based on the 10+2+3 pattern but now, as per the new education policy announced by the government of India, the state will be following the education pattern of 5+3+3+4. The syllabus taught in the schools of Karnataka is based on the Central Board of Secondary Education (CBSE), National Institute of Open Schooling (NIOS), Indian School Certificate Examinations (ICSE), and Karnataka Secondary Education Examination Board (KSEEB). As per the report of All India Survey on Higher Education (AISHE), the state has a total of 3594 colleges, out of which 2923 are private colleges, 461 private-aided colleges, 2462 private un-aided colleges, and 671 government colleges. The total number

of universities in the state is 65, out of which 28 are state public universities and 16 state private universities. Apart from this, the National Institute of Technology, Karnataka, is on the 22nd rank as NIRF ranking

6.1 Mysore District

Mysore district in Karnataka, India has become an educational hub because of good weather and cheaper living cost. A large number of students from different parts of India and a few hundreds of students from foreign countries live and study here. Mysore ranks five among Indian cities that attracts foreign students. Students from 52 countries study here for undergraduate and post-graduate courses. Around 1,000 students arrive in Mysore every year for higher studies. Most of the foreign students are from Iran, Afghanistan, China, Maldives and different parts of Africa.

7. Data Analysis and Interpretation in Study Area

Table 1: Age composition

Age group	Respondents	Percentage
18-28	16	26.66
29-39	15	25
40-60	12	20
Above 60	11	18.34
total	60	100

Above table and below chart show that out of 60 respondents, 16 respondents (26.66 percent) belong to 18 – 28 age groups. 15 respondents (25 percent) are come under 29-39 age group, 12 respondents (20 percent) and 11 respondents (18.34 percent) belongs to above 60 age group respectively.

Chart i: Age composition

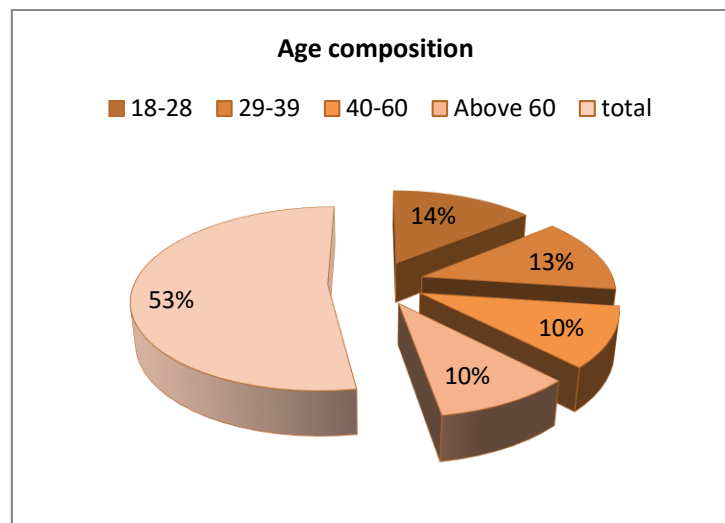


Table 2: Major Reasons for Financial Support to Higher Education Students

Reason	Respondents	Percentage
For payment of academic fee	24	40
To purchase Online Class Accessories	15	25
For effective research work	21	35
Total	60	100

Above table and below chart depicts that, Out of 60 respondents, 24 respondents (40 percent) intend financial support for payment of academic fee, 15 respondents (25 percent) opined for purchase online class accessories and 21 respondents (35 percent) expressed their financial need for effective research work purpose.

Chart ii - Major Reasons for Financial Support to Higher Education Students

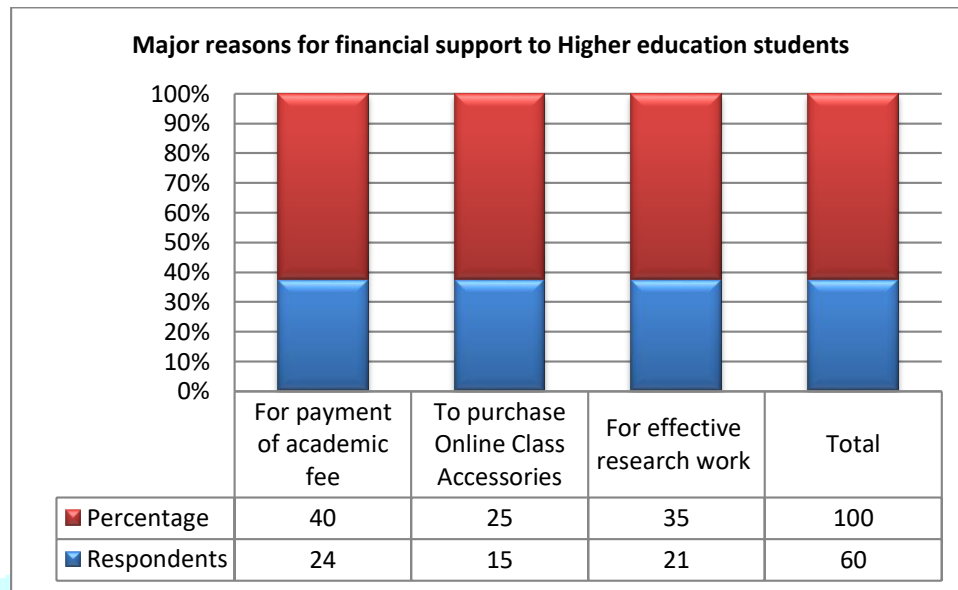
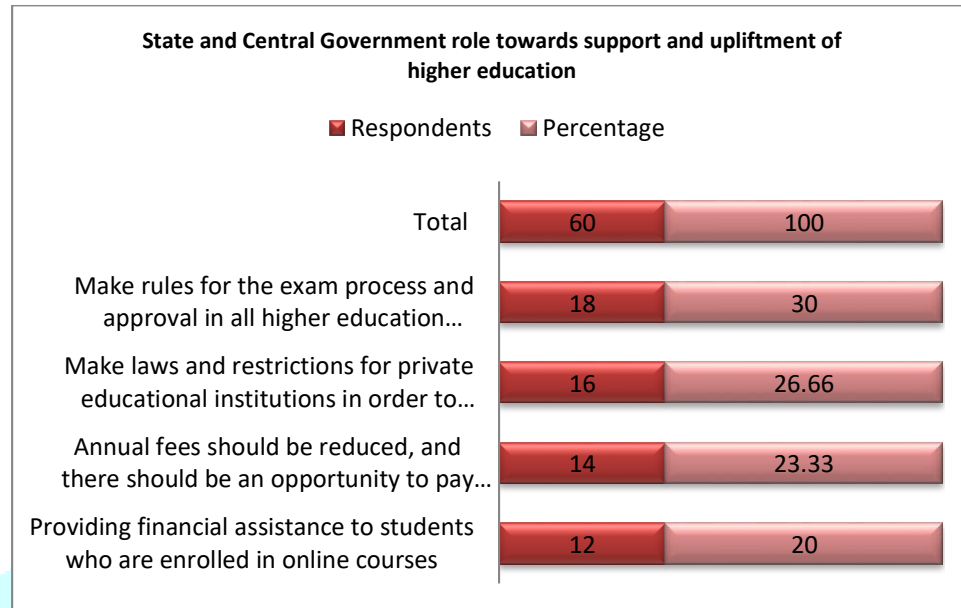


Table 3: State and Central Government role towards support and upliftment of Higher education

Programmes	Respondents	Percentage
Providing financial assistance to students who are enrolled in online courses	12	20
Annual fees should be reduced, and there should be an opportunity to pay in installments.	14	23.33
Make laws and restrictions for private educational institutions in order to reduce educational costs.	16	26.66
Make rules for the exam process and approval in all higher education institutions.	18	30
Total	60	100

Chart iii: State and Central Government Role towards Support and Upliftment of Higher Education



Above table and chart shows that, State and Central Government role towards support and upliftment of higher education. Out of 60 respondents, 12 respondents (20 percent) has interested with need of financial assistance to students those who are enrolled in online classes, 14 respondents (23.33 percent) opined that annual fee should be reduce and make facility to pay in installment as well. 16 respondents (26.66 Percent) opined, make law and restriction for private educational institution towards reduce educational costs. And finally 18 respondents (30 Percent) said, make rules for exam process in all higher education institutions.

8. Results and Discussion

Table no-4

	Value	Level of Significance
Chi Square	5.00426	0.05

- The above table no -4 shows that the chi-square test has been conducted to find the association between state and central government's role and development in the socio-economic conditions of higher education. As in the table chi-square or p value is 5.00426. It is significant at 5 percent level. Hence null hypothesis is rejected and the alternative hypothesis is accepted. It implies that there is strong association between state and central government's role and development in the socio economic conditions in higher education.

9. Findings of the Study

- Out of 60 respondents, 16 respondents belong to 18 – 28 age groups. 15 respondents belongs to 29-39 age group, 12 respondents (20 percent) and 11 respondents belongs to above 60 age group respectively.
- Towards Major reasons for financial support to Higher education students, Out of 60 respondents, 24 respondents (40 percent) intend financial support for payment of academic fee, 15 respondents (25 percent) opined financial need for purchase online class accessories and 21 respondents (35 percent) expressed their financial requirement for their effective research work purpose respectively.
- Opinions belongs to State and Central Government role towards support and upliftment of higher education, out of 60 respondents, 12 respondents (20 percent) has interested with financial assistance to students those who are enrolled in online class, 14 respondents (23.33 percent) opined that annual fee should be reduce and make facility to pay in installment as well. 16 respondents (26.66 Percent) opined, make law and restriction for private educational institution towards reduce educational costs. And finally 18 respondents (30 Percent) said, make rules for exam process in all higher education institutions.
- The Chi Square or P value is 5.00426. It is Significant at 5 percent level. 95 percent shows that there is strong association between state and central Government's role and development in the socio-economic conditions of Higher education

10. Suggestion of the Study

- Commit to National and international co-operation to establish modern tool and techniques in higher education for effective e-learning.
- In district level the state government must devise innovative measures to ensure that education is available to all students, particularly those from marginalized and distant areas of society.
- The government should implement the required infrastructure in rural areas where people do not have access to the internet in order to reinforce the backbone of online learning.

11. Conclusion

The study concluded that the students are facing several challenges to study during the lockdown which is causing the development of mental stress due to uncertainty over the studies and completion of syllabus along with the understanding of subjects. This stress itself may lead to increased panic forcing the students to take unhealthy and harsh decisions to avoid disappointment or failure.

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