



# IMPACT OF THE COVID-19 PANDEMIC ON OUTGOING STUDENT HIGHER EDUCATION & EMPLOYMENT OPPORTUNITIES

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## Abstract

The COVID-19 epidemic has wreaked havoc on the worldwide labor market, particularly among the non-standard workers. The goal of this research was to determine how the pandemic affected the job status and lifestyles of outgoing students. We surveyed some students from universities in the Tamil Nadu using an instrument designed to recover the causal impact of the pandemic on students' current and expected outcomes in order to better understand the impact of the COVID-19 pandemic on higher education. The findings reveal significant detrimental consequences in a variety of areas. COVID-19 has caused 23 percent of students to postpone graduation, 60 percent to lose a job, internship, or job offer, and 69 percent to anticipate earning less at age 35 as a result of the virus. Furthermore, these impacts have been exceedingly variable. COVID-19 caused one-fourth of students to increase their weekly study time by more than 4 hours, while another quarter decreased their weekly study time by more than 5 hours. This heterogeneity was frequently followed by Existing socioeconomic divisions must be bridged. COVID-19 has delayed graduation for lower-income students by 55 percent compared to their higher-income counterparts. Finally, we show that the economic and health-related shocks caused by COVID-19 are consistently influenced by socioeconomic characteristics, and that these factors are important mediators in understanding the pandemic's significant (and varied) consequences.

**Keywords:** COVID-19 pandemic, Higher Education, Employment opportunities

## I. Introduction

With just over 2% of students being mobile, Employment opportunities and higher education is a modest element of the higher education market. However, the UNESCO Institute for Statistics reports that there were over 5.3 million foreign students in 2017, with the number continuing to rise 2019. India's student population has quadrupled in the last decade, reaching 642,000 in 2019, putting it third after the United States and

Australia 2019. Higher education is likewise a massive business, with a market value of USD 65.4 billion in 2019 and a predicted market value of USD 119.95 billion by 2027. In 2018 overseas students in India spent around \$21.6 billion in lodging and fees, maintaining 170,000 employments. Approximately \$6 billion is also contributed by Employment opportunities students. A year in tuition to universities and colleges across India, accounting for half of all tuition income in 2019. COVID-19 has the potential to harm whole institutions and national economies in higher education. Further than the economic effects, the human impact of COVID-19 on degree holders must also be considered. Employment opportunities students are not all the same; they everyone has different reasons for obtaining Employment opportunities credentials. Wealthier students are more likely to pursue overseas cultural experiences and the prestige of a top-tier degree, whereas middle-class students' interests are more closely linked to job chances. COVID-19 may have an influence on Employment opportunities students who postpone or abandon college education in terms of education achievement, job, and/or migration. Those who choose to continue their education may confront difficulties in terms of accessibility and delivery of experience. Employment opportunities higher education has been thrown into disarray by COVID-19. As a result of the epidemic, an estimated four out of ten students would cancel or postpone their intentions to study abroad 2019. Institutions that rely largely on Employment opportunities student fees would suffer if students stay in their native countries. Research programs will be especially heavily impacted, as they are frequently subsidized by foreign student fees, and many mid- and low-ranking universities may suffer insolvency and collapse in 2020. Furthermore, researches have indicated that decreases in student enrollment are linked to decreases in GDP in the India 2020. As a result, despite the tiny number of Employment opportunities students, in the early summer of 2021, Indian institutions may educate entirely or mainly in individual, while another fourth remains unclear (CCI, 2019). Students will miss out on the cultural immersion and networking possibilities that study abroad provides as classrooms shift online. Returning home after studying online at a foreign college may confront exorbitant Internet bills and difficult timetables, all while paying the same tuition prices. Based on the economic and interpersonal relevance of Employment opportunities higher education, as well as the unpredictability of the HE landscape in the COVID-19 age, existing definitions and models of Employment opportunities education will need to be revisited. Is this the right moment for colleges to rethink their business models and seek out new approaches? What steps can institutions take to ensure that this does not happen? Would this be the right moment for colleges to rethink their business models and seek out new strategies? Which steps can institutions take to overcome both the urgent dangers posed by COVID-19 and the long-term advantages of higher students?

## **II. College Education in this country significantly affects**

With the end of learning program, the colleges were forced to shut, posing several issues to the participants. Admissions, exams, entrance exams, and competitiveness assessments held by academic institutions have all been delayed. The main problem was to keep the teaching-learning process going when students, faculty, and staff couldn't physically be on the campuses. For the universities, the obvious alternative was to rely on online teaching and learning. Higher education institutions, on the other hand, have been able to give help to students

through online channels in a very short period of time. The deployment of digital technology to offer instruction has increased at Covid-19. It urged all instructors and students to learn more about technology. The institutions have also begun using virtual reality to perform orientation programs, refresher courses, and counseling workshops. To give support services to students, colleges have begun using virtual conferencing systems such as Google Meet, Skype, YouTube live, Facebook live, and others to conduct orientation programs, inductions, and counseling classes. This programme aims to develop an excellent digital learning environment for students, as well as to motivate students to participate in online activities. Teachers and students enhanced their usage of electronic media, such as WhatsApp, Google Drive, Telegram, and Twitter, to share information.

### **III. Academic and professional development is impacted**

Academics have had enough of opportunity to strengthen their theoretical studies and get more familiar with technology approaches because to the pandemic. Webinars have become a common way for students and academics all across the world to share their expertise on related themes. They might free up a lot of time to focus on professional growth if they did more research. The impact on academic integrity has been seen all across the world, with an increase in contract cheating and academic file-sharing, with test cheating being particularly severe. Cheating has been significantly easier for pupils since the start of COVID-19 in March, due to the fact that learning is mainly done remotely. Since attitudes have evolved away from prioritizing school over other things, pupils have shown little regret. From the perspective of teachers' rights, online education has raised a number of unsolved legal difficulties, particularly in the areas of copyright and how to deal with unauthorized lecture reuse. Many schools turned to commercial businesses to handle exam proctoring, but worries about student privacy, surveillance, and the influence on student mental health arose almost immediately. College may decide to reopen or continue with remote learning as the pandemic progresses. Cohosting, rotating schedules, having lunch in the classroom, and using outside areas are some examples of strategies for reducing close contact. Face masks, hand sanitizer stations, rearranging classes to allow for physical separation, and periodic cleaning are all further safeguards. The CDC created a School Decision Tree to assist administrators in the reopening planning process. Re-entry policy, according to the India Academy of Pediatrics, must be flexible and responsive when new knowledge about the virus becomes available. In-person instruction for grades and students with special needs, according to the National Academies of Sciences, Engineering, and Medicine, should be prioritized to prevent children from falling behind. Without in-person learning, younger children are more likely to experience long-term scholastic effects and developmental problems.

### **IV. The educational assessment system was severely impacted**

The majority of external exams have been postponed, and nearly all internal evaluations have been cancelled, negatively impacting students' learning skills. Many institutions have been adopting different digital methods to manage internal examinations in an online format, but the delay of external tests has a direct influence on the educational and vocational future. Because they are all in the same class, this ambiguity has caused worry

among the pupils. Similarly, many kids who took final/board exams in the past would suffer in the future when their college exams are cancelled, potentially affecting their college admissions process in India and overseas. If an infected individual has been in a school building, the India Centers for Disease Control and Prevention suggests a short-term closure to clean or disinfect regardless of community spread for exiting pupils and further education. When community transmission is minimal to moderate, social distancing strategies such as postponing or cancelling field trips, assemblies, and other large gatherings such as physical education or choir classes or meals in a cafeteria, increasing the space between desks, staggered arrival and dismissal times, limiting nonessential visitors, and using a separate health office location for children with flu-like symptoms can be used. Extended school dismissals may be used in addition to social distancing methods when there is significant transmission in the surrounding community.

#### **V. The system of educational assessment was seriously harmed**

The bulk of external examinations have been rescheduled, and practically all internal evaluations have been cancelled, affecting students' learning abilities. Although many universities have used various digital technologies to manage internal examinations in an online format, the delay of external testing has a direct impact on the educational and vocational future. This uncertainty has prompted concern among the students because they are all in the same class. Similarly, many students who have previously taken final/board examinations would suffer in the future if their college exams are cancelled, potentially impacting their college admissions process in India and abroad. During the pandemic, research has focused on the influence of COVID-19 on racial inequalities in online learning. Some of these findings are covered in a recent Urban Institute report. The findings of Urban's research hint to problems with computer and internet access. Minimal access to computers and the internet was discovered many college-going homes as it was in non-college-going households, with nearly two out of every five low-income households having just restricted access.

#### **VI. In the COVID-19 Era, Making Mobility Easier**

Another significant development after COVID-19 will be the extension and facilitation of credit transfer, allowing learners to transfer credits from a home country university toward a certificate in another nation. Even within the same nation, credit transfer might be difficult owing to unnecessarily complicated processes, imprecise rules, or a lack of clear norms. When students transfer from one institution to another, they may lose credits, which may prohibit them from transferring or result in higher fees or a delay in graduation. Frameworks for credentials are significant instruments for facilitating mobility across nations with various educational systems and certifications. To enhance student mobility, improved articulation agreements between universities and Employment opportunities qualifications frameworks will be necessary. Universities have long had a "third purpose" to answer community needs and business demands, but this mission has taken on new significance in the wake of COVID-19 and its economic consequences. The Employment opportunities Labor Organization has warned that the COVID-19 epidemic might result in the loss of 30 million jobs worldwide (2020). Citizens frequently enroll in school or training to improve their prospects of obtaining work or increasing their income-generating options, owing to a widespread belief that education

may lead to economic rewards. According to the Institute of Fiscal Studies, attending university benefits 80 percent of students financially, thus when the need for economic development is highest (during recessions and economic downturns), we may see an even larger desire for education to improve. Furthermore, when certain jobs and sectors become obsolete and others become indispensable, considerable reskilling will be required to fulfill labor market demands. Up skilling will be essential even in occupations that are not affected by closures or large layoffs. COVID-19's economic downturn gives a chance to create a new, complementary niche that meets the growing need for livelihood skills. They can provide both local and foreign students with academic certificates as well as more skills-based, vocational, or 'practical' learning through their experience and knowledge. This creates a more lucrative income stream, which is assisted by the rise of blended and online learning, which caters to a wide range of populations, including older folks. At the same time, this strategy expands access to much-needed education.

## VII. Conclusion

Employment opportunities higher education has been thrown into disarray by COVID-19. Employment opportunities education provided significant benefits to learners in terms of cultural experience and economic prospects, to institutions as a major source of money, and to governments as a center of soft power in a pre-pandemic world. In the near term, there will undoubtedly be risks and losses, but the demand for foreign education and the benefits it provides will continue to expand. Faced with the enormous problems posed by COVID-19, meeting this requirement would necessitate a new concept of Employment opportunities higher education as well as creative hybrid approaches. These innovative models have the potential to be disruptive and achieve market traction beyond the epidemic. Disruptive inventions are sparked by crises, and they migrate faster from the margins to the mainstream during these periods. As a result, the COVID-19 pandemic provides a chance for governments to create and accelerate the implementation of disruptive Employment opportunities education models that provide innovative and long-term solutions for post-pandemic scenarios. Governments have the potential to recognize and present higher education as a national asset. Employment opportunities students contribute to the economy by paying tuition to universities and receiving advantages from the service industry. Students from various backgrounds who choose to become residents contribute to the economy's dynamic and inventive nature, while those who return to their home countries serve as permanent ambassadors. Governments may create enabling rules and regulations to encourage Employment opportunities, provide incentives to recruit students from a variety of nations, and guarantee that more domestic students have access to foreign education.

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