



New Phase in Education due to COVID-19

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Abstract

The year 2020 has marked its name in the history . As the year 2020 would always be recognised due to various unfortunates that has been occurred namely COVID-19, Fanny, Cyclones and many more. The pandemic has significantly disrupted the higher education sector as well, which is a critical determinant of a country's economic future. However, students seem to be happy as their wished to remain at home seems to be come true with the closure of schools. Its impact can be observed globally .The global impact of Coronavirus is immense as educational institutes all over the world – from Harvard to the IITs – are closed. Hence, Covid-19 has thrown education all over the world in a loop. This paper tries to highlight the impact of covid-19 on education along with it also tries to analyze the future of students as it would be a difficult task to commence everything from initial point after lockdown as the virus would not be disappeared fully.

Keywords: pandemic, COVID, global, education, lockdown, disrupted, immense

Introduction

The outbreak of the coronavirus created a rapidly changing global health crisis , education is also not a far away from its effect. All the planet has become stagnant due to global issue. Authorities are closely monitoring the situation. Schools are shut, and students are stranded at home, with extremely limited contact with friends and virtually no physical activity, thanks to the Covid-19 pandemic raging across the world. IB, A Levels, ICSE, CBSE all known and recognized boards have postponed or cancelled examinations. Likewise, top colleges like MIT, Harvard, Princeton have closed.

Objective of the paper

- This paper tries to find the
- impact of lockdown in students' life
- to analyze whether the digital learning is appropriate or not.
- to check the measures that can be taken to overcome its impact on education

Research Methodology

To write this paper , descriptive method has been opted and observation has also been made to analyze it . The sources that has been taken to write this article was from the newspaper article, journals, and conversation of educators and also the view of students.

Impact of COVID-19 ON Education

Closer home, institutions like IITs and IIMs have all closed their campuses and moved classes online. Even standardized tests like GMAT, GRE, SATs, ACT remain suspended and the future of many students hangs in balance!

Clearly, there is panic all around and educators and students alike are confused as to next steps and continuity with respect to educational objectives.

Significance of school in Children's life

Going to school is the best public policy tool available to raise skills. While school time can be fun and can raise social skills and social awareness, from an economic point of view the primary point of being in school is that it increases a child's ability. Even a relatively short time in school does this; even a relatively short period of missed school will have consequences for skill growth. But can we estimate how much the COVID-19 interruption will affect learning? Not very precisely, as we are in a new world; but we can use other studies to get an order of magnitude.

Is study at home possible ?

Education is an essential and key factor to attain success in the life. Due to lock down, students have to do study at their home. Perhaps to the disappointment of some, children have not generally been sent home to play. The idea is that they continue their education at home, in the hope of not missing out too much. Families are central to education and are widely agreed to provide major inputs into a child's learning, as described by Bjorklund and Salvanes (2011)². The current global-scale expansion in home schooling might at first thought be seen quite positively, as likely to be effective. But typically, this role is seen as a complement to the input from school. Parents supplement a child's maths learning by practising counting or highlighting simple maths problems in everyday life; or they illuminate history lessons with trips to important monuments or museums. Being the prime driver of learning, even in conjunction with online materials, is a different question; and while many parents round the world do successfully school their children at home, this seems unlikely to generalise over the whole population.

Problems faced by Parents

So while global home schooling will surely produce some inspirational moments, some angry moments, some fun moments and some frustrated moments, it seems very unlikely that it will on average replace the learning lost from school. But the bigger point is this: there will likely be substantial disparities between families in the extent to which they can help their children learn. Key differences include (Oreopoulos et al. 2006)³ the amount of time available to devote to teaching, the non-cognitive skills of the parents, resources (for example, not everyone will have the kit to access the best online material), and also the amount of knowledge – it's hard to help your child learn something that you may not understand yourself. Consequently, this episode will lead to an increase in the inequality of human capital growth for the affected cohorts. Not only this, all persons are not same. Some people are those who themselves are illiterate but send their ward to do study . The problem arises there as how they would help their child in learning .

Students' Future at a stake

The careers of this year's university graduates may be severely affected by the COVID-19 pandemic. They have experienced major teaching interruptions in the final part of their studies, they are experiencing major interruptions in their assessments, and finally they are likely to graduate at the beginning of a major global recession. Evidence suggests that poor market conditions at labour market entry cause workers to accept lower paid jobs, and that this has permanent effects for the careers of some.

² Bjorklund, A and K Salvanes (2011), "Education and Family Background: Mechanisms and Policies", in E Hanushek, S Machin and L Woessmann (eds), *Handbook of the Economics of Education*, Vol. 3.

³ Oreopoulos, P, M Page and A Stevens (2006), "Does human capital transfer from parent to child? The intergenerational effects of compulsory schooling", *Journal of Labor Economics* 24(4): 729–760.

Students caught in the cross-wire

These are those students who are caught in the limbo on account of education outcomes being withheld due to the Covid-19 pandemic. Some of them do not have a result because exams either did not happen or were left in the middle. Many of them face uncertainty as to their future because their next steps further education or careers are dependent upon them clearing their school or college leaving exams. The only challenge is when they would start their next innings?

Students one year away from school or college-leaving exams

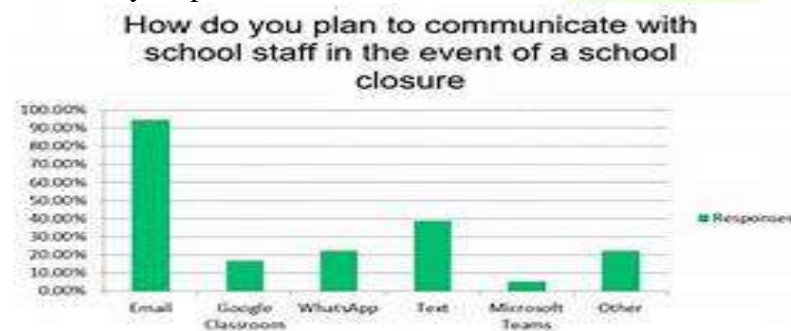
These students are in a bigger quandary because of the Covid-19 pandemic because not only their education process is disrupted, but they also face a big challenge of proving themselves for their next journey. In the absence of hard academic indicators such as grades and marks, many of these students find themselves in a situation where they are unable to differentiate themselves and lack a cohesive framework to get themselves ready for the jobs and education tasks they face next.

Step Ahead towards Digital Learning

In response to the Covid-19 scare, many schools have moved online and parents seem to have assumed the role of teachers and are fast becoming savvy with resources created for home-schools to cause minimal disruption to their children's education. Again, while there are a ton of fantastic resources which are available, there are not too many resources which mimic the school that is, provide for multidisciplinary learning, encourage connections across different domains and inspire ideas which help a child develop 21st century skills and prepare themselves for the jobs of the future.

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 question here arises how to make communication among teachers, students and parents. People come up with many responses. These are as follows:



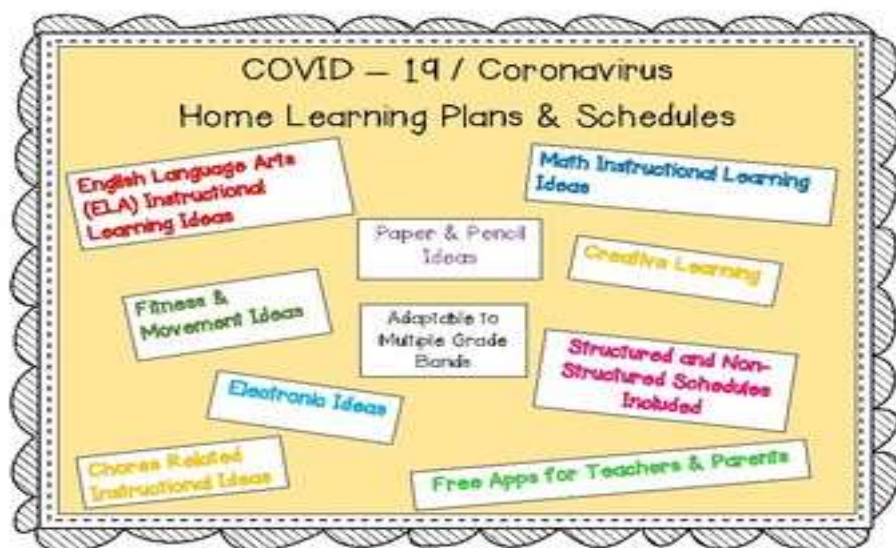
Evaluation Process is at Risk

The structure of schooling and learning, including teaching and assessment methodologies, was the first to be affected by these closures. Only a handful of private schools could adopt online teaching methods. Their low-income private and government school counterparts, on the other hand, have completely shut down for not having access to e-learning solutions. The students, in addition to the missed opportunities for learning, no longer have access to healthy meals during this time and are subject to economic and social stress. Needless to say, the pandemic has transformed the centuries-old, chalk-talk teaching model to one driven by technology. This disruption in the delivery of education is pushing policymakers to figure out how to drive engagement at scale while ensuring inclusive e-learning solutions and tackling the digital divide.

E- Learning

While school closures seem to present a logical solution to enforcing social distancing within communities, prolonged closures tend to have a disproportionately negative impact on the most vulnerable students. They have

fewer opportunities for learning at home, and their time out of school may present economic burdens for parents who may face challenges finding prolonged childcare, or even adequate food in the absence of school meals.



In addition to closing schools, countries are exploring options for remote learning and use of other educational resources to mitigate loss of learning. This involves capitalizing on work already started, and addressing ever-present challenges like degrees of accessibility within communities to ensure equity in access.

Measures to overcome its negative impact

The global lockdown of education institutions is going to cause major (and likely unequal) interruption in students' learning; disruptions in internal assessments; and the cancellation of public assessments for qualifications or their replacement by an inferior alternative. This column discusses what can be done to mitigate these negative impacts.

One, immediate measures are essential to ensure continuity of learning in government schools and universities. Open-source digital learning solutions and Learning Management Software should be adopted so teachers can conduct teaching online. The DIKSHA platform⁴, with reach across all states in India, can be further strengthened to ensure accessibility of learning to the students. 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. Further, it is also important to establish quality assurance mechanisms and quality benchmark for online learning developed and offered by India HEIs as well as e-learning platforms (growing rapidly). Many e-learning players offer multiple courses on the same subjects with different levels of certifications, methodology and assessment parameters. So, the quality of courses may differ across different e-learning platforms.

Need to Utilize time in Productive Manner

The other way that can be taken that students should use this time in a productive way and they should focus on building those CV-building activities which can be marketed well and position them in an affirmative manner. As there are many schools, especially those which are outside India, and jobs anyways focus on a holistic profile. Students should therefore focus on those pieces which are aligned to their interests and strengths and through demonstrable projects showcase their skills in those areas.

It is also possible that some students' careers might benefit from the interruptions. For example, in Norway it has been decided that all 10th grade students will be awarded a high-school degree. And Maurin and McNally

⁴ Article in Economic Times.

(2008)⁵ show that the 1968 abandoning of the normal examination procedures in France (following the student riots) led to positive long-term labour market consequences for the affected cohort.

Suggestion

Education disruption impacts our readiness for the future and also has huge economic and lifestyle costs. Schools need resources to rebuild the loss in learning, once they open again. How these resources are used, and how to target the children who were especially hard hit, is an open question. Given the evidence of the importance of assessments for learning, schools should also consider postponing rather than skipping internal assessments. For new graduates, policies should support their entry to the labour market to avoid longer unemployment periods. In other words, there is a need to take all the measures and minimize this disruption so that when life returns to normal, one even needs to be more prepared to take advantage of the opportunities that life and the world-at-large presents

To conclude, I would pen down by saying that in this time of crisis, a well-rounded and effective educational practice is what is needed for the capacity-building of young minds. It will develop skills that will drive their employability, productivity, health, and well-being in the decades to come, and ensure the overall progress of India. No doubt, that the Covid-19 pandemic has unleashed the biggest calamity that humanity has faced so far. We all are going through perhaps the most trying circumstances of our lives.

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