POSITIVE AND NEGATIVE EFFECTS OF COVID-19 ON EDUCATION

Dr. Shrutee Kanwar

Assistant Professor (GF), School of Education,
Gautam Budh University, Noida
shrutichauhan79@gmail.com

Abstract

The sudden occurrence of a lethal disease called Covid19 caused by a Coronavirus (SARSCoV2) shaken the world. The COVID-19 pandemic influenced almost everything, partially or completely. It affected all levels of the educational sector, causing total terminations of all schools, universities and other educational institutes. The effect of pandemic did not exceed education, however mildly modified it. It is not only enforced to start with new approaches but also guided to take actions to reduce its effect and to bring it to minimum. Actually the COVID19 epidemic has taught us that change is inevitable and one should be open to accept it. No doubt that nowadays everybody is discussing and focusing on the negative side of covid-19. But we should try hard to bring ourselves out from this worst situation and should remain positive. The main objective of the paper is to show some positive impact of the pandemic on education and to remove the feeling of loss from the minds of academician, students, research scholars and others. One can observe a number of positive impacts of covid-19 on education, environment as well as on human life. In the present paper researcher has tried to discuss negative as well as positive effects of covid-19 pandemic on education. Because negativity results in depression and stress, as a result one can be more energetic and aspiring. Positivity helps us to cultivate and improve our mental health.

Key words: *lethal disease, COVID-19, Coronavirus (SARSCoV2),Pandemic, Positive impact, Epidemic.*

Introduction

No one could have anticipated that a virus-like Covid-19 would come and will modify the way of life of people. COVID-19 has affected a large number of students without differentiating their states, class, caste, gender and region. Thanks to Covid-19, several positive and negative changes came to our world and everybody took time to accept the new practice. Corona virus/ a deadly virus that was thought of to be initiated from China, spreaded throw-out the globe that took lives in thousands and had adverse effects on us. Almost all countries either developed or developed before it. The activities

of each developed country in terms of health systems have resulted in failure. The virus initiated and was transmitted to humans through nevertheless unknown negotiated animals in Wuhan, China in Gregorian calendar month 2019. The disease was transmitted by inhalation or contact with infected droplets and also the amount of your time ranges from 2014. The symptoms are typically fever, cough, throat infection, breathlessness, fatigue and discomfort among others. The amount of confirmed COVID-19 cases in India crossed around seventy lakhs. The effects of pandemic COVID-19 whether it is positive or negative can be seen in each sector. The enforced lockdown tremendously affected the existence of students in the education sector. Unanimously government came to a decision of temporarily closing educational institutions. According to protocol to decrease the transmission of virus, almost all educational institutions around the world decided to eithercancel or postpone all students as well as their campus activities. On 16th March when India declared nationwide lock-down it created a challenging situation for all professional or non professional sectors, particularly for the sector of education. But the occurrence of such a deadly virus i.e. covid-19 taught us that change is unavoidable. In this paper I have tried to explain the condition of stress and constraint experienced by educational institutions throughout the world. As the dark clouds are forever highlighted by silver lines, thus in case of covid-19 wherever one will establish some positive result of current things and circumstances on our education system. This is a situation that taught us how to endure positivity and optimism for a bright future. In this paper I have tried to emphasize some actions taken by the Govt. of India to afford continuous education in the country. Positive and negative effects of the covid-19 pandemic on education have also been discussed.

Need and significance of the study

As we all know Coronavirus traumatized the whole world. The COVID-19 pandemic changed almost everything, partially or completely. It affected all levels of the educational sector, causing total terminations of all schools, universities and other educational institute. It created a condition of stress throughout the world. In this paper researcher has tried to through light on positive as well as negative sides of this pandemic. The researcher tried to give some suggestions which will help us to come out such an drastic situation.

Objectives

1. The objective of this paper is to examine the effect of COVID-19 , a deadly virus on education
2. To discuss the impact of the COVID-19 on educational institutions.
3. To identify the challenges faced by the stakeholders due to COVID-19 in an educational institution.

4. To understand the importance of educational technologies to be used to counter the influence of COVID-19.

5. To identify positive as well as negative effects of circumstances occurred due to COVID- 19.

Methodology:

The methodology in this paper consists of an imperceptible discussion on highlighting the core of the positive and negative effects of covid-19. Effects of the pandemic have been analyzed using the predictive analysis technique.

As in any other sector, the pandemic of covid-19 has affected education in many ways. In the details provided by UNESCO, a pandemic occurred due to covid-19 the deadly virus had its effect on more than 90% of the whole student population of the world. No doubt by mid –April 2020 it reduced to nearly 67%. According to UNESCO report, in India approximately 14 million students from primary level and around 13 million students of secondary level got affected by this comprehensive pandemic. Thus, every student's schedule was ruined by the lockdown. Due to Covid-19 in spite of many challenges some positive opportunities also occurred. For example it was a start to a new era of the digital world in the sector of education. Its main objective was to make it confirm that the educational activities of different educational institutes are not hindered during the lockdown period. Schools were instructed to take all classes on online mode which helped them to enhance their new and improved professional skills/knowledge through online learning more effectively and productively. Government digital vision of India is emerging as an energetic tool for solving the current covid-19 crises.

Steps Taken By Indian Government:

*   *Diksha portal*: Diksha portal is an app which includes e-Learning material for students, instructors and guardians as well. It includes the curriculum; embrace video lessons, worksheets, textbooks and assessments for different levels.   With coordination with country wide forums of education (CBSE), NCERT and more than 250 renown educators, the teaching material was prepared in more than one language. One plus point of this app was that it was accessible online as well as on offline mode. Accept that the appcarries more than 80,000 e-Books for different grades i.e. one to twelve grade. The contents can also be delivered thru QR codes on textbooks. The app can be downloaded with the help of IOS and Google Play Store. Website: https://diksha.qov.in or https://seshaqun.qov.in/shaqun.

*   *E-Pathshala*: E-Pathshala is a linked e-Learning app which has been created in the direction of NCERT, especially to give instructions to all grades i.e. one to twelve

grades. The instructional material provided through this app is available in more than one language which includes Hindi, Urdu, and English. This app provides different kind of books, films, audios, etc. to students, educators and guardians. On the portal of this app NCERT has deployed roundabout 1886 audios, 2000 films, 696 e-Books and 504 Flip Books. This app is also available on mobile which can be downloaded by using Website: http://epathshala.nic.in or http://epathshala.qov.in.

- *National Repository of Open Educational Resources (NROER):* This portal provides a large number of comprised books, different interactive modules and films that embrace a variety of STEM-primarily based games. The instructional material provided through this app is available in more than one language. Content has been planned with the help of trained instructors according to the curriculum of one to twelve grades. This app is a compilation of 14527 documents which contain 401 collections, 2779 documents, 1345 interactive, 1664 audios, 2586 pictures and 6153 films in different languages. This app is available on Website: http://nroer.qov.in/welcome.

- *Swayam* : It's a country wide on-line education programme through online mode which consists of 1900 publications covering curriculum for each school for grade nine to twelve. It is a platform with fabulous publications in all topics for undergraduate, post graduate programs which comprise engineering, humanities and social sciences, law est. Main characteristic of this programme is that it is easily acceptable as it is combined with our conventional education. Credit transfers are feasible for SWAYAM publications (max. 20%). This programme is available on Website: https://swayam.gov.in/.

- *Swayam Prabha*: Swayam Prabha has thirty two DTH TV channels communicating tutorials contents on 24 x 7 bases. All these channels have their access throughout the world even in the U.S.A. These channels have various agenda and different types of information that is visible within the portal of the programme. The channels deal with the instruction material of schools of class nine to twelve. These channels also prohibit educational material for students of higher education (undergraduate, postgraduate and engineering). Different vocational programmes and teacher training programmes are also available on this platform. Website:https://swayamprabha.gov.in/.

- *e-PG Pathshala*: e-PG Pathshala is a programme for postgraduate students. Through this platform postgraduate studentswere able to use e- books, on-line publications and study material during this lockdown period. The significant feature of this programme was that students were able to use it on offline mode also. To use this programme one can login on Website: https://epgp.inflibnet.ac.in/ .

Positive impacts of COVID-19

Here we can talk about the positive effect of the circumstances that arise due to covid-19. The first thing that comes to our mind is the assimilation and utilization of technology in our education system. Effect of this deadly virus COVID-19 on education has few positive outcomes aside from several negative aspects of the pandemic. Most academic establishments had solely option to adopt e-learning. Various establishments have leveraged on-line teaching opportunities to supply lessons in a remarkable and interactive manner to students. E-learning is barely an answer at the moment to fill the void created because of the absence of classroom situations. Here positive effects of COVID-19 on students, teachers, investigators and nonteaching workers and schools has been discussed.

- *Step toward Blended Learning*: The situation occurred due to COVID-19 expanded adoption of virtual technology to provide training. Throughout the world educational establishments moved toward mixed mode for give and take of instructions and study material. It encouraged all instructors and college students to step in the digital world and to become experts in that.

- *Learning of Management Systems*: Use of getting to know control structures via way of means of instructional establishments have become an incredible demand. It opened an incredible possibility for the businesses the ones had been growing and strengthening getting to know control structures to be used instructional establishments (Mishra, 2020).

- *Enhance using gentle replicas of getting to know material*: In lockdown state of affairs college students had been now no longer capable of using hard copy material for taking references , therefore maximum of them had to depend on soft copy references.

- *Got efficiency in collaborative work*- In these tough times students and faculty both learnt how to work in collaboration because without collaboration sharing of knowledge was not possible. Collaborations also appeared among coacings and faculty/instructors at national or international level . As a result they were able to provide better knowledge material to students.

- *learnt to conduct on-line meetings*- During this pandemic to interchange learning material   huge rise in teleconferencing, digital meetings and webinars and e-conferencing possibilities took place. Even nowadays it has become very popular, we are using the same which helps us to save time and money.

- *learnt to use Digital Literacy*: During pandemic when students were unable to use libraries, digital libraries proved to be a boon for students . Now people analyzed and used the virtual era and led to growing virtual literacy.

- *Digital media becoming a source for sharing information*: Learning material was shared with the help of digital media few of the college students without difficulty and the associated queries are resolved throughemails, SMS, telecom smartphone calls and the usage of distinct social Medias like Whatsapp or Facebook.

- *Exposure:* Educators and beginners are becoming possibilities to have interaction with friends from across the world. Now they can interchange their knowledge with each other globally.

- *Time management*: Students are able to manage their time extra efficiently in on-line training in the course of pandemics.

- *New revolution for Open and Distance Learning (ODL):* During the pandemic maximum the scholars favored ODL mode as it encourages self-getting to knowledge sharing offering possibilities to analyze from numerous assets and custom designed getting to know as in keeping with their needs.

- *Better Stress-Management Skills:*No doubt the pandemic was a time of stress for all. but teachers taught us the skills to manage our stress. These stress-management techniques made kids stronger and more resilient during this time.

Negative impacts of COVID-19

Education sector suffered a lot because of the outbreak of this deadly virus COVID-19. some of the negative impacts of this pandemic on education has been pointed below:

- *Instructional activity hampered*: schools were suspended and exams at different levels got delayed. Admission method got changed and delayed. Nobody was ready to trust online education patterns. Some of them even did not allow their wards to take online classes because that student suffered a loss of nearly three four months of the total year of 2020-21 . Students face D a lot of issues in resuming schooling once more after an enormous gap.

- *Employment Issues***:** Most of the interviews or competition exams got postponed due to COVID-19. Placements for the private sector are predicted to be accumulated thanks to this pandemic. In India, our youngsters face a lot of problems in getting employment. Due to the current situation our recent graduates exhibited withdrawal of their job offers from private sectors as well as from Govt. sector. It was a time full of stress and negativity for our youngsters.

- *lack of skilled teachers/students for on-line teaching*: As we Indians believe in traditional teaching our teachers/students were ready for this sudden transition from face to face learning to on-line learning. Most of the lecturers are merely conducting

lectures on video platforms akin to Zoom, Google meet etcetera which might not be real online learning with non dedicated online learning platform.

- *Reduction in international employment opportunity: Many of our students who were settled in foreign countries* came back home after losing their jobs due to COVID-19. Hence, the recent students who are apparently to enter the duty market shortly faced different issues in getting acceptable employment. Several students who have already got jobs through field interviews could not join their jobs due to lockdown. It was a time of depression and anxiety for those students.

- *lack of digital literacy in parents*: Some educated parents were able to guide their wards but some were not digitally literate so they were not able to teach to the adequate level of education required to teach youngsters in the house.

- *Loss of nutrition due to school closure*: Middle day meals is a school meal programme of the govt. of India is designed to offer organic processed food of high quality to school-age kids . Due to the closure of schools these kids were not able to have their daily nutrition which resulted in malnutrition   and weak physical structure. Varied studies have detected that mid-day meals are a vital contributory issue for accumulated enrolment within the faculties.

- *Limited access to digital world***:** As a number of students have limited web access as they were not in position to afford laptops, notebook computers or supporting mobile phones in their homes, online teaching – so learning turned out to be a digital divide for those students. The pandemic hit the poor students very badly in India as most of them are unable to explore on-line learning in step with varied reports. Therefore the online teaching learning technique throughout COVID-19 enhanced the gap between rich/poor and urban/rural.

- *Payment of Schools, schools fee got delayed*: Throughout this pandemic most of the parents were facing problems with their income so that they might not be able to pay the fee for that exact time period which created a survival problem for private institutes. As a result salaries of teaching and non teaching staff decreased or were delayed. As are sult, the Govt and private institutes decided to continue the academic activities maintaining social distance.

- At current times, access to technology and the digital world have become a prior requirement. Some problems related to distance learning methods just like the accessibility and access to digital devices with internet connectivity, the necessity for safe learning spaces, making capabilities for teachers, families and students to control and navigate digital devices, and interesting lesson plans for disabled students and different marginalized teams ought to be self-addressed by Govt. and the stakeholders.

Conclusion:

So here we can say that everything is occurring for the well-being of the scholars in order that they'll keep safe reception while not being plagued by the deadly virus. In our country the trauma may be resolved solely by establishing trendy systems equipped with scientific technologies and scrupulous teachers. This will positively yield predominant mountains and help in the education system. There's a Chinese expression that says that if you wish to measure for quiet years then you've got just one choice to educate individuals. I hope effective and important steps will be taken to beat the high lightened issues which haven't been taken yet to combat such things; we should have a tendency to settle for complete technology for the development of education.

Priority of our government should be to get each child vaccinated properly against Covid-19 so that our children could be able to get quality education in schools. The Indian government ought to enact strong laws for private schools so that there is no abuse of teachers. The Internet should be a fundamental right of the citizen; it should therefore be open to all without any denigration. In addition, our country should invest a lot in education. Schools have to update their infrastructure and should have strategy to commence this type of situation and to provide education to each and every child even during the pandemics in future. Schools should begin performing on the internet for students so in times of crisis they will use it well for education. Online education should not go beyond the grasp of the any student whether he/she is from weaker sections of society or belong to rural areas. Academicians ought to be trained in Internet access and electronic devices. If we will have a tendency to tackle specifically one thing like this within the future to assist future generations we will be able to provide education for each kid within the inside of the pandemic. From this point of view, pandemic can be consider as a call to reintroduce the obligation to the Sustainable Development Goals. Certifying that all young people have the occasion to succeed at school and to inculcate knowledge, skills, attitudes and values that will permit them to contribute to society. This disaster has tested our capacity to deal with large-scale distractions. It is now up to us to build as its legacy a more resistant society. Stay at home. Be careful.

References:

- Abel, T. & McQueen, D. (2020). The COVID-19 pandemic calls for spatial distancing and social closeness: notfor social distancing. *International Journal of Public Health*. 10.1007/s00038-020-01366-7 Google Scholar.

- Bjorklund, A.&Salvanes ,K (2011). Education and Family Background: Mechanisms and Policies.*Handbook of the Economics of Education*, Vol. 3.

- Brooks,S.K., Webster, R.K., Smith, L.E., Woodland, L., Wessely, S. & Greenberg, N. (2020). The psychological impact of quarantine and how to reduce it: rapid review of the evidence .*The Lancet*, 395 (*10227*), 912-920, 10.1016/S0140-6736(20)30460-8.

- Fredriksson, M.& Ihlen, (2018). Introduction: Public Relations and Social Theory 1. *In Public Relations and Social Theory (pp. 1-16).*

- Mamun, M.A.& Griffiths M.D. (2020). First COVID-19 suicide case in Bangladesh due to fear of COVID-19 and xenophobia: possible suicide prevention strategies.*Asian J Psychiatr*, 51 (*102073*) 10.1016/j.ajp.2020.102073 Google Scholar.

- Piopiunik, M, G Schwerdt, L Simon &L Woessman (2020). Kills, signals, and employability: An experimental investigation.*European Economic Review 123: 103374.*

- Schimmenti, A., Billieux, J.& Starcevic V. (2020). The four horsemen of fear: an integrated model of understanding fear experiences during the COVID-19 pandemic Clin Neuropsychiatry. 17 (*2*) pp. 41-45.

- Tarkar, P (2020). Impact Of Covid-19 Pandemic On Education System. International Journal of Advanced Science and Technology .Vol. 29, (*9*), 3812-3814 ISSN: 2005-4238.

- Wiederhold, B.K. (2020). *Social media use during social distancing Cyberpsychol Behav Soc Netw*, 23 (*5*) 10.1089/cyber.2020.29181.bkw Google Scholar.

- World Health Organization. (2020). WHO Director-General's opening remarks at the media briefing on COVID-19. March 2020. Geneva, Switzer land.World H e a l t h Organization. (2020). #HealthyAtHome. Retrieved 18 nov, 2021, from https://www.who.int/news-room/campaigns/connecting-the-world-to-combat-coronavirus/healthyathome Google Scholar