Impact of the Covid-19 Pandemic On The Education System

Akhilesh Maurya[1], Roshani singh[2]

Research scholar[1&2]

Department of Political Science, Faculty of Social Science[1]

Department of Home Science, Faculty of Arts[2]

Banaras Hindu University

Varanasi- 221005

Abstract

According to a recent United Nations report, about 24 million children are at risk of not returning to school this year as a result of the economic consequences of the coronavirus (COVID-19).Children were disproportionately affected by the closure of schools due to Covid as not all children had the necessary opportunities, means or access to learn during the pandemic. The closure of schools for lakhs of students is not just a temporary interruption in their education, but a sudden end to it.

This research paper focuses on why education should be the most important part of the reconstruction plans of all governments, so that every child across the world can have free education And from the ill effects of any pandemic or disaster Education can be saved, because education is the first and most basic need of nation building.

Key words: Covid-19 pandemic, education system, United Nations, global impact**,** Human Rights Watch, Inclusive Development

Introduction

The education system has been hit hardest by the COVID19 pandemic, affecting the education of more than 90% of the world's students. Many other countries including India ensured online based distance education so that the studies of the students are not interrupted. Despite the challenges, teachers are envisioning a world where every child has an equal opportunity to read.

But the United Nations has said in its report that the educational funding gap could widen by as much as one-third due to the impact of COVID-19 on the education system. The closure of schools and educational

institutions has affected approximately 94% of the world's student population, and 99% in low- and lower-middle income countries.

Moreover, the COVID-19 pandemic has further exacerbated the inequality that exists in the education system. Due to this epidemic, vulnerable and vulnerable populations of low-income countries have been most affected by this virus. During the second quarter of 2020, about 86% of children in low-income countries dropped out of school at the primary level, compared to only 20% in high-income countries.

The serious global impact of the pandemic on education

Human Rights Watch in a report released (London, May 17, 2021) said that governments should take immediate steps to compensate for the loss of children's education due to the unprecedented disruption caused by the Kovid-19 pandemic. This report from Human Rights Watch is accompanied by an interactive feature that explores the deepening of common barriers to education during the pandemic.

"Years Don't Wait for Them: Increased Inqualities in Children's Right to Education Due to the COVID-19 Pandemic" presents evidence of how children were disproportionately affected by school closures due to COVID as during the pandemic Not many children had the necessary opportunities, means or access to learn.

Human Rights Watch found that excessive reliance on online education during the pandemic has fueled the current unequal distribution of educational aid. Many governments did not have such policies, resources or infrastructure to introduce online education so that all children could access education equally.

Elin Martinez, Senior Education Researcher at Human Rights Watch, said: "With millions of children denied education during the pandemic, it is time to strengthen the right to education by rebuilding a better and more just and robust education system. The aim should not only be to restore pre-pandemic conditions, but to address the loopholes in the system that have kept the doors of the school open to all children for a long time."

Human Rights Watch interviewed more than 470 students, parents and teachers in 60 countries between April 2020 and April 2021.

A mother of seven in Lagos, Nigeria, whose sources of income dried up because the university where she was a sweeper closed in the pandemic, told Human Rights Watch: "Their teacher gave me a big phone call to study online. [smartphone] asked to buy.I do not have money to feed my family and I am struggling for daily expenses. How can I afford phone and internet?"

As of May 2021, schools were completely closed in 26 countries and schools were only partially open - either in certain locations or only for certain classes - in 55 countries. According to UNESCO, the education of about 90 percent of school going children around the world has been disrupted by the pandemic.

Human Rights Watch said the closure of schools for millions of students is not just a temporary interruption in their education, but a sudden end to it. Children have started working, married, become parents, become disillusioned with education, have assumed they will never be able to start studies again or Being overage will be deprived of free or compulsory education guaranteed under the laws of their country.

Even students who have returned or will return to their classes, evidence suggests that they will continue to feel the effects of learning losses during the pandemic for many years to come.

Many children's learning impairments have been caused by pre-existing problems: according to UN figures, one in five children was already out of school before the spread of Kovid-19. The closure of schools due to Kovid has particularly hurt students from groups who faced discrimination and exclusion in pre-pandemic education.

These students include: children living in or on the threshold of poverty; handicapped children; children from ethnic and racial minority groups of a country; girls from countries with gender inequality; lesbian, gay, bisexual and transgender (LGBT) children; Children from rural areas or areas affected by armed conflict; and displaced, refugees, migrants and children seeking asylum.

"Governments have had solid evidence for years showing them which groups of children are most likely to be affected educationally during school closures, yet these children continue to study," Martinez said. I have faced some of the biggest hurdles. Merely reopening schools will not make up for the loss, nor will it ensure that all children return to school."

Human Rights Watch found that during the pandemic, schools were not fully prepared to provide distance education to all students equally. This is because of the failure of governments to address discrimination and inequalities in their education systems, or to ensure basic government services such as cheap, smooth electricity to homes, or to provide affordable internet access.

Children from low-income families were more likely to be discouraged from studying online because they could not afford enough devices or internet. Historically, schools with fewer resources, whose students already faced significant educational barriers, faced particular difficulties in teaching their students in the face of digital limitations.The education system has often failed to provide digital literacy training for students and teachers to ensure that students and teachers can use these technologies safely and with confidence.

Human Rights Watch said that education should be the most important part of the reconstruction plans of all governments. The government must address both the impact of the pandemic on children's education and the problems that already exist. In light of the enormous financial pressure the pandemic has placed on national economies, governments must protect and prioritize the funding of public education.

Human Rights Watch said governments must immediately follow through on their 2015 commitments under the United Nations Sustainable Development Goals to guarantee access to inclusive quality

primary and secondary education for all children by 2030. They should put full emphasis on the return of children most at risk of missing out or facing obstacles to return to school.

Governments and schools should analyze who dropped out and who returned, and ensure that school return programs trace all dropouts, as well as provide them with financial and social facilities. School return program campaigns should have a wide reach and welcome all children and youth who were already out of the education system before the schools closed.

All governments and their supporting donors and international parties must be determined to strengthen inclusive public education systems. Building a robust system requires adequate investment and equitable distribution of resources, prompt removal of discriminatory policies and practices, plans to implement the right to education for millions of students, and affordable, affordable access to all students. Provide reliable and accessible internet service.

Martinez said, "Children's education has been taken away in an effort to protect everyone's life from the corona virus. In order to compensate for the sacrifice of children's interests, governments must finally rise to this challenge and all of the world's Free education should be made available to the children immediately."

Decades of slow but steady progress in educating more children around the world came to a sudden halt in 2020. According to UNESCO, as of April, 140 million students in more than 190 countries were thrown out of their pre-primary, primary and secondary schools in an unprecedented manner to prevent the spread of the novel coronavirus.Later, in some countries, schools were reopened or opened to some students, while in other places there has been no direct return of students to schools. During school closures, in most countries, education was provided either online or by other remote methods, but there is a huge gap in its success and quality.Several issues including access to the Internet, connectivity, accessibility, physical preparation, training of teachers and home conditions largely affected the viability of distance education.

Human Rights Watch found similar trends and patterns across countries, but did not draw generalized conclusions about the pandemic's impact on education and other child rights across countries. Overall, people were interviewed in these 60 countries:Armenia, Australia, Bangladesh, Belgium, Brazil, Burkina Faso, Cambodia, Cameroon, Canada, Central African Republic, Chile, China, Costa Rica, Croatia, Democratic Republic of Congo, Denmark, Ecuador, Finland, France, Germany, Ghana, Greece , Guatemala, India, Indonesia, Iran, Iraq, Israel, Italy, Japan, Jordan, Kazakhstan, Kenya, Kyrgyzstan, Lebanon, Madagascar, Mexico, Morocco, Nepal,Netherlands, New Zealand, Nigeria, Papua New Guinea, Pakistan, Poland, Russia, Serbia, South Africa, South Korea, Spain, Sudan, Sweden, Switzerland, Syria, Thailand, Uganda, United Kingdom, United States, Venezuela and Zambia.

Selected statements taken from the report

A middle school teacher in a rural area in California, USA, said: "Many of the problems related to distance learning are the same ones we face every day in the classroom. Such as

unavailability of internet at home, lack of resources, home But lack of parental support, disorder at home, lack of work schedule at home, uncertainties related to food and housing are not new.These are suddenly visible very clearly when teachers suddenly see them directly in children's homes on Zoom or when they realize that they are not in school."

A 16-year-old student from Garissa, Kenya, said she tried to contact a teacher when her school did not provide any guidance on how to study during the detention. "He said he wouldn't be able to go to anyone's house, but students can come to his house. Being girls, we were scared to go to his house, but I heard boys are going."She said that she occasionally watches classes on television, but is unable to attend all classes because of household chores, including taking care of two living grandmothers. "I spend almost the whole day taking care of him. Due to the closure of the school, the burden of household chores has increased on me."

A teacher at a school in Dharamsala, India, mainly for children from orphans or poor households, said: "If parents are educated, they can teach their children and help with distance learning – as I do. Husband and I do it for our kids. But parents of many students are illiterate or illiterate or do not have time to teach their children. Such students will suffer and their progress will be slow."

An 8-year-old girl from the state of Uttar Pradesh, India, reached Nepalgunk in Nepal with her family during the pandemic, where her family had gone in search of work. In February 2021 she was working at a brick kiln while her school at home reopened: "I miss my books and my pink school uniform."

A mother in Armenia reported that her son, who is a student of class VII and is hearing impaired, attends classes on Zoom from a smartphone: "It is very difficult for him to see sign language on the phone… How difficult it would have been to see this on a phone screen."

A 16-year-old boy from Kazakhstan said his school wanted to take classes on Zoom, but it didn't happen because of a poor Internet connection: "The Internet connection was flawed and was not working properly."

A father of two in Mumbai, India, said: "We have a computer. My wife and I are both working from home, so we need it. Now both the children also need computers for classes. We need two computers since both have classes at the same time. Our salary has been cut, how can we buy another laptop? So, a child is not able to attend classes."

A second grade teacher at a school near Potsdam, Germany, said: "It was announced that Skype would be installed on school computers so that teachers could use it to communicate with students and parents... The school computers did not have cameras, so it ended here...

Teachers are not provided with the facility to work online or computer based, therefore, this limits teachers' ability to teach during school closures ".

A teacher at a private secondary school in Sao Paulo, Brazil, described his school as "extremely resourceful". He said he has been using digital platforms to teach for the past five years: "So I teach the same way I used to... things are much easier in my world."

A 14-year-old boy started working in Nepal after his school closed and his family ran out of food. She said, "For a while I thought I would go back when school reopened, but I don't feel like it anymore. I enjoy driving and earning money so what am I going to do when I go back to school? If I go back to school Even so, I won't be able to stay there for long."

Current problems of education in India

Lack of adequate research: The lack of adequate research can be clearly seen in the Indian education system. There is not enough focus on research in higher educational institutions in India. In addition, the number of quality teachers is also very limited.

Gender Divide: Literacy rate of women is much lower than that of men in India. Census 2011 data shows that the state of women's education is very poor in Rajasthan (52.7%) and Bihar (53.3%). Census data also shows that the female literacy rate (65.5%) of the country is less than the total literacy rate (74.04%) of the country.

Lack of skill based education: The lack of skill based education can be clearly felt in India. We have such an education system, where only bookish knowledge is provided, and children are not motivated to be skilled.

Poor infrastructure and facilities: Poor infrastructure is a major challenge to the higher education system of India, especially the institutions run by the public sector suffer from poor physical facilities and infrastructure. Shortage of faculty and the inability of the state educational system to attract and retain qualified teachers have been posing challenges to quality education for many years.

Government's efforts

Sarva Shiksha Abhiyan: This is an important program of the Government of India to achieve the goal of universalization of elementary education within a certain time period. The 86th Constitutional Amendment made it necessary to make primary education free and compulsory for all children in the age group of 6-14 years as a fundamental right.

Tejaswini program was started by the Government of India for the socio-economic empowerment of adolescent and young women through skill development.

The Higher Education Financing Agency (HEFA) was set up with an investment of Rs 1,00,000 crore with an objective to focus on developing education infrastructure.

Under Rashtriya Uchhatar Shiksha Abhiyan - RUSA, the budget has been increased three times for quality education.

Quality and competitiveness are being improved through the National Institutional Ranking Framework (NIRF).

SWAYAM Portal was launched by Best Faculties under Digital Initiative. More than 2 million users are taking advantage of this interactive learning program.

Research and innovation initiatives have been launched with IMPRINT 1 and 2. College students have been given an open invitation to solve common problems through Smart India Hackathon initiative.

It is proposed to set up Eklavya Model Day-Boarding Schools through Eklavya Model Day-Boarding Schools (EMDBS) on an experimental basis in the areas belonging to the Scheduled Tribal Community having 90% or more population of the sub-district areas. . The purpose of these schools is to give the benefit of school education to ST students without residential facility.

The full form of KIRAN is 'Knowledge Involvement in Research Advancement through Nurturing'. KIRAN is addressing various issues/challenges related to gender equality in the science and technology sector.

Keeping in view the educational empowerment and employment oriented skill development of minority communities, the Central Government has launched Multi-Sectoral Development Program (MsDP) which was later renamed as Pradhan Mantri Jan Vikas Karyakram (PMJVK). The objective of this program is to develop socio-economic and basic facilities like schools, colleges, polytechnics, girls hostels, skill development centers for minority communities.

Initiatives related to Inclusive Development of Minority Communities

 Learn and earn ,Ustaad, Garib Nawaz Skill Development Scheme ,Nai manjil,Nai Roshani, Begum Hazrat Mahal Girls Scholarship etc..

Conclusion

The report suggests that the governments of the world need to preserve and increase their education budgets. At the same time it is also necessary that education should be placed at the center of international efforts.

The present education system is struggling with poor infrastructure and facilities, in such a situation it is necessary that the government should try as much as possible to improve the

infrastructure of the education sector of the country, so that the students can get quality education.

The government should spend more part of GDP on areas like research. The curriculum should be designed in such a way that it integrates higher education with skill/vocational training and industry interface.Policy makers should try to promote international standards in the education sector. Government operations with private investment may be a better option, as private investment and government operations can also achieve the state of inclusion.

References

● https://www.ungm.org

COVID Impact on Learning Study - UNGM

● https://www.oecd.org ›

THE IMPACT OF COVID-19 ON EDUCATION - OECD

● www.frontiersin.org

The Impact of COVID-19 Pandemic on the Academic Performance of ...

● https://scholar.google.com

Schools, skills, and learning: The impact of COVID-19 on education

● http://www.jcreview.com ›

IMPACT OF COVID-19 ON EDUCATION SECTOR IN INDIA

● https://journals.sagepub.com ›

A Literature Review on Impact of COVID-19 Pandemic on Teaching ...

● www.pnas.org

Learning loss due to school closures during the COVID-19 pandemic

● https://www2.ed.gov ›

The Disparate Impacts of COVID-19 on America's Students

● http://journalcra.com › article › imp...

Impact of pandemic covid-19 on education in india

● https://scholar.google.com

The impact of COVID-19 on education insights from education at a glance 2020

● **https://www.amarujala.com › blog**

Coronavirus Impact On Education System In India

● **https://scholar.google.com**

The impact of Covid-19 on higher education around the world

● **https://www.downtoearth.org.in ›**

● **https://scholar.google.com**

Impacts of the COVID-19 pandemic on life of higher education students: A global perspective