



IMPACT OF COVID-19 PANDEMIC ON EDUCATION IN INDIA AND WORLDWIDE

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Introduction

New words were added to our dictionaries and our vocabulary became active during the pandemic. The words, Covid19, lock down, pandemic, Immunity, Janta curfew, emergency etc. have become an integral part of our life. We were compelled to be at home. Slowly all the offices, companies, shops, schools, colleges closed down. Schools, colleges, hostels and grounds remain physical buildings and places sometimes converted into covid centers. Slowly the students were taken away from taking education and being in educational institutions. In this paper there is an attempt to find out how the education system has been affected due to COVID 19 pandemic worldwide. Data from authentic resources is directly used to develop this information.

The COVID-19 pandemic has affected educational systems worldwide, leading to the near-total closures of schools, universities and colleges.

Most governments around the world have temporarily closed educational institutions in an attempt to reduce the spread of COVID-19. Till 4 September 2020, approximately 1.277 billion learners are affected due to school closures because of the pandemic. According to UNICEF monitoring, 46 countries have announced nationwide lock down and 27 are implementing local closures, affecting about 72.9 % of the world's student population. Currently during September 2020 schools are open in 72 countries.

On 23 March 2020, Cambridge International Examinations (CIE) released a statement announcing the cancellation of Cambridge IGCSE, Cambridge O Level, Cambridge International AS & A Level, Cambridge AICE Diploma, and Cambridge Pre-U examinations for the May/June 2020 series across all countries. International Baccalaureate exams have been cancelled. Also Advanced Placement Exams, SAT administrations, and ACT administrations have announced to be conducted online and then cancelled.

School closures affected students, teachers' families and also caused economic and social consequences. School closures due to the pandemic have given birth to various social and economic issues, including student debt, digital learning, food insecurity, and homelessness, as well as access to childcare, health care, housing, internet, and disability services. The impact was more severe on disadvantaged children and their families, causing interrupted learning, compromised nutrition, childcare problems, and consequent economic cost to families who could not work.

In response to school closures, UNESCO recommended the use of distance learning programs and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education.

On 16 March, the union government declared a countrywide closure of schools and colleges. On 18 March, CBSE released revised guidelines for examination centers. This includes maintaining a distance of at least 1 meter between the students taking the exam with a class not having more than 24 students. If the rooms of the examination centers are small, divide the students and make them sit in different rooms. On 19 March, CBSE and JEE main examinations were postponed till 31 March.

On 20 March, Maharashtra government cancelled examinations for class 1 to 8 and promoted the students to the next classes, whereas examinations for class 9 and 11 were postponed till 15 April. Madhya Pradesh Board of Secondary Education postponed board exams for class 10 and 12 and asked school principals to promote or detain students of class 5 to 8 based on their performance in previous terms. Board exams of class 10 and 12 were postponed in Kerala. Assam government cancelled all exams till 31 March. The Union Public Service Commission also postponed the interview for the Civil Services Examination 2019 to be held from 23 March to 3 April. The SSC exams in Tamil Nadu and Puducherry were postponed to 15 April.

“The educational reform in India in the COVID-19 era seems to be a live example of how need truly is the mother of invention or reinvention, in this scenario. Allowing educational institutions to adopt online learning and infuse a virtual study culture, the pandemic is already steering the sector forward with technological innovation and advancements.” The switch to online education has been ensuring that students suffer no loss of studies and their progress is being tracked simultaneously with timely evaluation. It is probably a first for India to

experiment with the education system and make a paradigm shift to the virtual world, blending classrooms with online learning.”

April 29, 2020

Dr. DNS Kumar, Vice-Chancellor, Ansal University

- **26 January:** China was the first country which instituted measures to contain the COVID-19 outbreak including extending the Spring Festival holiday and became the first to close all universities and schools around the country.
- **4 March:** UNESCO released the first global numbers on school closures and affected students on 3 March. It reported that 22 countries on three continents had enacted preventive measures including the temporary closure of schools and universities, impacting 290.5 million students around the world. In reaction, UNESCO called on countries to support affected students and families and facilitate large-scale inclusive distance learning programs.
- **5 March:** The majority of learners affected by COVID-19 emergency measures were located in China, with 233 million learners affected, followed by Japan at 16.5 million and Iran at 14.5 million.
- **10 March:** One in five students worldwide was "staying away from school due to the COVID-19 crisis" while another one in four was barred from higher education institutions according to UNESCO.
- **13-16 March:** National governments in 49 countries announced or implemented school closures on 13 March, including 39 countries which closed schools nationwide and 22 countries with localized school closures. By 16 March, this figure increased to 73 countries according to UNESCO.
- **19 March:** A total of 50% of the students worldwide were affected by school closures, corresponding to nationwide closures in 102 countries and local closures in 11 countries affecting 850 million children and youth.
- **20 March:** Over 70% of the world's learners were impacted by closures, with 124 country-wide school closures.
- **27 March:** Nearly 90 per cent of the world's student population was out of class.
- **29 March:** More than 1.5 billion children and other students were affected by nationwide school closures. Others were disrupted by localized closures.

- **Mid-April:** A total of 1.725 billion students globally had been affected by the closure of schools and higher education institutions in response to the COVID-19 pandemic. According to the UNESCO Monitoring Report, 192 countries had implemented nationwide closures, affecting about 99% of the world's student population.
- **30 June:** The CDC revised its guidelines for institutes of primary, secondary, and tertiary education, in which it expressly did not recommend the universal testing of students and staff. Rather, the CDC only recommended testing people who are exhibiting COVID-19 symptoms or who have come into contact with a known COVID-19 case.
- **BY September 2020,** approximately 1.277 billion learners are currently affected due to school closures in response to the pandemic. According to UNICEF monitoring, 46 countries are currently implementing nationwide closures and 27 are implementing local closures, impacting about 72.9 percent of the world's student population. 72 countries' schools are currently open.

The above references helps us in understanding how education has affected during pandemic and how countries and states responded in terms of education. In conclusion we can say that as per situations decisions are made but with this there was emergence of online teaching learning.

References

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