

Impact of COVID 19 on Education and English Language in India and the World

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Abstract: Covid-19 which was detected in China in 2019, later it was detected in many countries like India, USA in early 2020 year, Throughout this pandemic, education systems are increasingly looking towards international policy experiences,. The OECD's publication Education at a Glance contributes to these efforts by developing and analysing quantitative. While the indicators in the publication Education at a Glance date from before the crisis, this brochure puts these indicators into the context of the pandemic. It provides insights into its economic consequences for education, but also the dynamics of reconciling public health with maintaining educational provision. The policy responses presented in this brochure cover key measures announced or introduced before the end of June 2020. Education system Approved by the Union Cabinet in July 2020, the National Education Policy (NEP) 2020 unveiled by the Ministry of Education has been the focus of much attention, discussion and debate – the previous NEP dated from 1986. NEP 2020 is ambitious and envisions a complete overhaul of the education sector.



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INTRODUCTION

The proposal to allocate 6 per cent of India's GDP to the sector shows the government's commitment to making the vision a reality. National Education Policy of 2020 is

looking to bring a paradigm shift in how India, as a society, perceive education and how it is imparted in schools across the country. In fact, it makes Indian people re-examine the very purpose of going

to school.⁹² The NEP includes some significant changes:⁹³ In terms of school structure, the policy will replace the existing 10+2 format with a 5+3+3+4 format based on the cognitive development stages of the child. The five years of Foundation Stage (pre-nursery to Grades 2) will be followed by three years of Preparatory Stage (Grades 3–5), another three years of Middle Stage (Grades 6–8) and four years of Secondary Stage (Grades 9–12). At The National Curriculum Framework is currently being redesigned by NCERT in line with the new policy with the aim of implementing it in the 2021 academic session. The new syllabus will emphasize key concepts and ideas which will not only reduce academic stress but will also free teachers to focus on conceptual understanding and higher-order thinking skills, thus making the shift from content to competencies.⁹⁴ The main thrust of the curriculum in the early years will be to develop foundational literary and numeracy skills. Secondary-level students will have the flexibility to choose subjects across different streams according to their interest and inclination – traditional streams of science, humanities and commerce will be a thing of the past.

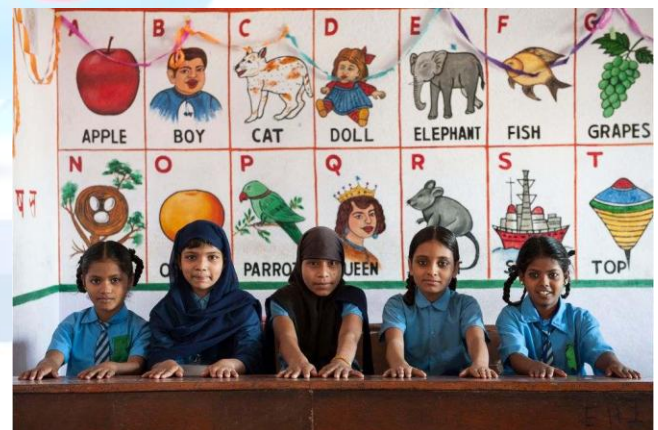
EFFECTS OF AND RESPONSE TO COVID-19 ON THE EDUCATION SECTOR IN INDIA

The two areas that have received special attention are vocational studies, and digital learning and computational thinking. As In order to bring about a purposeful, competency-based education, the NEP seeks to de-emphasize exams. Instead it recommends ongoing formative assessments for measuring holistic learning outcomes; the NEP outlines a detailed plan for the professional development of teachers. Stand-alone teacher education institutions will be converted into multi-disciplinary institutions offering four-year integrated teacher preparation programme by 2030, at The NEP also includes instruction in the mother tongue, further proving its strong focus on equity in education across India. Given the enormity of India's school system and its regional, linguistic and cultural diversity, achieving universal quality education is a challenge. Under the federal structure, the government's greatest challenge is to ensure robust systems for managing the large public-school system – without strong data collection, monitoring and accountability systems, the intended impact of the NEP will be difficult to achieve. It is yet to be seen how the ambitions of the NEP can be

reconciled with the reality of the post COVID-19 education sector.

PROGRAMMES FOR THE DEVELOPMENT OF EDUCATION IN INDIA:

- **SWAYAM:** Is the national online education platform hosting 1,900 courses covering both school (Grades 9–12) and higher education (undergraduate and postgraduate programmes in all subjects including engineering, humanities and social sciences, law and management) courses. A unique feature of SWAYAM is that it is integrated with conventional education. Credit transfers are possible for SWAYAM courses (up to a maximum of 20 per cent). Website: swayam.gov.in has D2H TV channels transmitting educational contents on 24/7 basis. These channels are available for viewing across the country using Doordarshan (the government-run national television channel) free dish, set-top box and antenna. The channel schedules and other details are available in the portal. The channels cover both school education (Grades 9–12), out-of-school children, higher education (undergraduate and postgraduate)



Sending girls back to school is not just about learning, but also about safety. | Picture courtesy: [ILO Asia-Pacific](https://www.ilo.org/asia-pacific)/CC BY

- The state government recognises that girls are not coming back to school. “They’ve been running a few back-to-school programmes, for instance, the ‘100 days reading’ campaign. But these are focused on first to fifth standard and don’t help because it’s the older girls who are dropping out”, says Chaitali.
- Sending girls back to school is not just about learning, but also about safety. When a girl makes it to school, even if it’s 10–15 days a month, she is

accounted for. "To be honest, at Aangan we are not focused on whether she's learning or not," says Chaitali. "She may not be, but she's in a safe space. And that's why school is so important. At least she's not married and pregnant at 15, trafficked, or working in a brick kiln. So, in many ways, prevention from harm is a critical aspect of sending girls to school."

1) MENTAL HEALTH SURFACED AS A BIG CONCERN FOR ADOLESCENT'S

- The long days of fear and a sense of foreboding among young people translated into stress, anxiety, and depression. A quantitative survey undertaken during the first lockdown in 2020 by the Centre for Catalyzing Change (C3), an organisation that works with adolescents in multiple states, found that nearly half of the boys and girls surveyed reported increased stress at home. They were worried about the loss of livelihood and income in the family, and the stress of managing day-to-day living in the absence of remittances by those working elsewhere. The closure of schools and the accompanying loss of peer networks also added to their stress levels. Older adolescent girls bore the increased burden of household chores and caring for their siblings.
- They also experienced constant fear about contracting the virus.

Given all these factors, mental health became a critical issue to contend with. Dr Aparajita Gogoi, executive director of C3, says, "Their parents were not going out to work; they were not going to school. Everyone was at home all the time. Moreover, many family members had lost their jobs. Many of the girls also worried about whether they would be allowed to go to school once everything opened up. Would they be able to cope with or complete their studies? Would they get a job? Would they just be married off instead?"

- In many cases, adolescents in districts such as Gumla, Lohardaga, and West Singhbhum didn't know whom to reach out to when they experienced anxiety, stress, or depression. Because, as Aparajita says, "The problem is that mental health services do not reach the last mile in our country."

FINDINGS



- For the past two years, the COVID-19 pandemic has been disrupting education systems India and around the world, particularly affecting the most vulnerable learners.
- The pandemic has increased inequalities and exacerbated the pre-existing educational crisis. Disruptions have ranged from no school closures in a handful of countries to more than a year of closures in a number of countries. Lack of connectivity and equipment prevented at least a third of learners from pursuing distance learning.
- Today, despite the Omicron variant, schools are open in most countries thanks to the implementation of health protocols and vaccination programmes.
- However, the consequences in terms of learning, health, well-being and drop-out are considerable. Making education a priority public good is essential to avoid a generational catastrophe and enable a sustainable recovery.

CONCLUSION

The COVID-19 pandemic is proving to be a constructive disruptor, giving an opportunity for restructuring the present conventional, classroom based educational system in India and the world. The quick transitions to online mode assisted in keeping continuity of optometry education programs, effectively fitting in the purpose of completion of the current academic year. The rapid transition to online education has not only benefited optometry students but also has created a momentum of continued education for practicing optometrist in the country.

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