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The Impact of Covid-19 on Educational Institutions

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ABSTRACT

The outbreak of a life threatening virus called COVID-19 led to a shutdown all over the world and it majorly affects the education, economy and students mental health. It disrupted the life of each levels of our society when people were requested to stay at their homes to avoid the further transmission of this contagious virus. The shutdown has seriously affected the mental health of students and also disrupted the education system. By late March 2020, Covid-19 had spread to more than 185 nations, resulting in the closure of more than 95% of schools, colleges and institutions, which affected over 350 million students and their studies around the world. The Coronavirus pandemic has raised some serious concerns about Indian education as well as students at all levels. Corona Virus has substantially affected the mental health of students due to several reasons like lack of technology, shortage of food, economic stress, human interaction, etc. This article examines the different factors which affected the education system and students due to this contagious virus.

Keywords: Covid-19, Education, University, Shutdown.

I. INTRODUCTION

As per the report of World Health Organization (2020) On 31 December 2019 in Wuhan City of Hubei Province, China, the first recorded evidence for Corona virus or COVID-19 were reported. Many Patients have specific features of respiratory and pneumonia which requires hospitalisation. The number of cases continued to increase drastically and on 30th January 2020, the international emergency of public health was declared to address this issue effectively. It causes immense outrage while impacting health of the public dramatically. In January 2020, in the state of Kerala the first patient was found positive with a travel history from Wuhan. With the dramatic increase in the cases of corona virus, World Health Organization (WHO) has confirmed this deadly virus a pandemic on March 11-2020.

A research from Saha et al. (2020) also stated that the Covid-19 emergence was a global emergency that caused unparalleled disaster all around the world in public health. In India, all

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the non-essential gatherings or movements were also restricted in order to prevent the further spread of a virus. The Corona virus pandemic has many serious consequences on people, social life, farming, employment, education, students, public health and overall economy of a country. It is also predicted that Covid-19 epidemic would have enormous impact on economy and will also have severe repercussions on worldwide educational system. Covid-19 virus has significantly affected the students wellbeing due to closure of universities and colleges and learning shifted to online mode. According to the survey conducted by (Chaturvedi et al., 2021), the epidemic of Covid-19 has significantly affected the students' mental health, schooling, and every day routine. This article aims to understand the problems regarding the impact of deadly corona virus on education and students. This paper also examines the positive and negative effects of online learning in a country like India. In conjunction with digital gap in India, my study also explains the psychological impact on students. Relevant materials from reputable sources were examined in this article in order to present a strict and effective argument.

The recent breakout of the Coronavirus pandemic widened the worldwide education sectors in disparities. Regardless of the fact that the Coronavirus pandemic is still in its early stages, it is causing devastation in human society. This contagious Covid-19 virus has already caused many disruptions in the health and the educational system. However, putting a stop to the spread of this virus has proven to be an extremely challenging task for health specialists. As a direct result of the COVID-19 epidemic, schools, colleges, and other types of educational institutions all across the world have been forced to close their doors. In an effort to put a halt to the disease's further spread, the governments of many nations have decided to close all of their buildings. In the field of education: From Destruction to Reconstruction, Year 2021 (Skulmowski & Rey, 2020). As a direct consequence of the pandemic, nearly 825 million students had no choice but to skip all of their scheduled lessons until January 12th, 2021. It is projected that 47 percent of the total student population of the world has been impacted by the closures of educational institutions in 23 countries and 40 local educational institutions in 40 countries. 112 schools in 112 countries are currently open. Coronavirus (COVID-19) caused shutdown of schools (UNESCO, 2021). According to a statement released by Cambridge International Tests (CIE) on March 23, 2020, the company would no longer administer a number of exams beginning with the May/June 2020 series in each country (Cambridge Assessment International Education, 2020). Numerous standardised assessments have been relocated online or cancelled as the result of Covid-19's lockdown.

According to (Aristovnik et al., 2020),(Adverse Consequences of School Closures, 2020) and (Bao et al., 2020) School closures due to corona virus pandemic not only affects the teachers,

students and families but also have an adverse effect on economic and social aspects. There have been a number of difficulties that have come to light as a direct result of this pandemic, and consequently, the closure of schools, which have been brought to the attention of the public. These issues include socio-economic problems, issues with healthcare, student debt, food insecurity, housing and internet problems, and disability services (Luscombe, 2020). The repercussions were exceedingly severe for the marginalised families and their children, which led to a delay in the children's education, difficulties in finding child care, inadequate nourishment, and financial burdens for families that were unable to find gainful employment (UNESCO, Solutions for Distance Learning, March 23, 2020) (Aristovnik et al., 2020).

The COVID-19 epidemic hampered children's educational progress. School shutdown and other restrictions have a negative consequence on countless students and millions of educators (ÖZER, 2020). In an effort to break the chain of corona virus across the world, many nations have temporarily halted schools and colleges. More than 60% of the student population around the world are affected by these countrywide shutdowns. Several other nations have imposed localised closures, affecting millions more students (Education: From Disruption to Recovery, 2021). It has become impossible for millions of students all across the world to continue their education in universities, colleges, schools, vocational training institutes, or adult education centres. There has been a significant increase in the demand for educational opportunities that may be completed online or remotely, and numerous governments have responded to this demand (Romer, 2020). Despite measures, the student's learning process was harmed so much. Students who have lost their independence as a result of this contagious COVID-19 virus are very anxious about when they will be able to receive face-to-face learning.

This horrific virus, known as COVID-19, has wiped off the entire human population. The COVID-19 epidemic is taking a toll on people's mental health because it is spreading so rapidly, the death toll is rising every day, normal life has come to a halt, and the time it will take to contain it is unknown. This outcome will pose a plethora of problems, both in the near term and the long term. "In Psychological Effects of COVID-19 Pandemic on Society and Its Reflections on Education www.turkishstudies.net/turkishstudies order to meet the educational needs of young people, universities and institutions may be suggested to provide and expand online education activities". Because the elderly are the most vulnerable to the COVID-19 outbreak, they should initially reduce their social interaction.

Overall, the development of preventative psychological support programmes for healthcare personnel, families, children, youths, women, and the elderly should take place in order to assist people in dealing with the psychological effects of the Covid-19 pandemic and the shutdown.

These programmes should help people cope with the psychological effects of the pandemic and the shutdown.

II. OVERVIEW OF CORONA VIRUS DISEASE

In 2019, the first documented case of Coronavirus Illness came from Wuhan, which is located in China. This case was reported by the World Health Organization (WHO, 2020). In subsequent announcements, the World Health Organization refers to "Coronavirus Disease 2019" as "COVID-19" (WHO). In the history of humanity, there have been global pandemics that were more severe and fatal than the one caused by the Coronavirus. Both the quantity of individuals died and the rate at which the disease spread were extremely upsetting. According to the findings of a recent study, those who already suffered from a pre-existing medical condition, such as cardiovascular disease, diabetes, lung illness, or cancer, had an increased risk of becoming infected with the corona virus. A sore throat, a runny or stuffy nose, persistent coughing and sneezing, difficulty breathing, and general weariness are the symptoms of an infection caused by a corona virus. Corona viruses are responsible for causing these conditions.

III. CHALLENGES DURING COVID-19 SHUTDOWN

In a research from Onyema et al. (2020), the disastrous impacts on education due to COVID-19 pandemic and many hurdles to online learning involvement by students and teachers during COVID-19 lockdown such as poor electricity service, lack of computer, lack of internet facility, accessibility problems, etc. In their study where more than 70% respondents agreed that these insufficient facilities were the major factors. This new world of e-learning presents many difficulties, obstacles and challenges to students and teachers. Another challenge faced by teachers, students and educational institutions was to educational assessment system. Most external tests were delayed and nearly all internal assignments were cancelled. The cancellation of assignments has a detrimental influence on learning of students. Many institutions manage internal assignments utilising various digital technologies through online mode, but postponing external examinations has a direct influence on the educational and occupational destiny of students' lives (Jena, 2020).

IV. HOW SEVERAL UNIVERSITIES RESPONDED TO COVID-19 VIRUS ACROSS THE WORLD?

Many universities throughout the world have been infected with the corona virus, also known as covid-19, and these universities have responded in various ways. Online learning has been temporarily banned at some Australian universities in order to establish an online learning

platform. It has also continued to offer face-to-face education at the University of Queensland using a physical covid-19 protocol and online records (Crawford et al., 2020).

Before the Lunar New Year, all Chinese educational institutions were shut down, with the goal of reopening on January 31 of the following year. There had been talk of delaying the start of the spring semester, as was made public on January 26. In a statement released on January 28, China's Ministry of Education announced that this policy would be extended to all educational institutions in the country, as well as numerous standard assessments such as the Graduate Record Examination and other English proficiency tests for international admission (Crawford et al., 2020).

“At India, all academic activities were halted following the University Grants Commission's (UGC) declaration on March 19 to postpone examinations in all institutions till the end of March. All central universities, including the University of Hyderabad, have announced a postponement of all educational activities and the closure of their hostels/dorms, and also private universities or colleges, such as the SRM Institute of Science and Technology, have announced a halt to all academic activities and the closure of their hostels and Technology and VIT, Vellore declared the summer vacation for students” (Crawford et al., 2020).

In 2020, many of the most famous universities in the United States, including Harvard and MIT, will begin offering online classes. Since many universities in the United States are shifting to online education, they have also prolonged the spring break by a week. There are just 5% of higher education institutions in the United States that are capable of converting to online teaching with minimal on-campus presence, according to reports (Crawford et al., 2020).

V. THE INFLUENCE OF COVID-19 ON THE HIGHER EDUCATION SYSTEM

According to the United Nations, there is a possibility that a recession might influence educational institutions at the higher level in a variety of different ways. It is possible for students to delay or be unable to pay tuition costs and other education-related fees, and it is also possible for the government to struggle to satisfy its commitments to publicly sponsored universities. As estimated by UN DESA, Covid-19's effect on the world economy will be around 1 percent by the year 2020, at the earliest. It's safe to assume that Covid-19 will have the impact that this forecast suggests. In addition to the projected increase in global unemployment of 5.3 million to 24.80 million persons, the International Labour Organization and the World Trade Organization also predict a decrease in global trade for the coming year. The Covid-19 outbreak may have a substantial impact on student attitudes and decisions about academic methods and degree programmes. However, it is expected that the overall influence on higher education will

be large, even if consequences vary according to conditions.

According to the report of Marinoni et al. (2020), the worldwide lockdown caused by COVID-19 has had an effect on the movement of students around the world at 89 percent of HEIs. The nature of the influence differs from establishment to establishment, but regardless of the setting, it is invariably detrimental. Eighty percent of higher education institutions reported that the Covid-19 pandemic appears to have an effect on the research conducted at their respective colleges. The most prevalent effect of Covid-19 has been the postponing or cancellation of scientific conferences and the suspension or cancellation of plans to go abroad at 83 percent of higher education institutions (HEIs). These actions have been taken in response to the threat posed by the virus (81 percent of HEIs). In addition, slightly more than half of the nation's colleges and universities are currently working on scientific endeavours that are in jeopardy of being scrapped before they are finished (52 percent). Nearly 80 percent of people who took part in the IAU Global Survey were of the opinion that Covid-19 would have an impact on the number of students enrolling in schools during the next academic year. The survey was carried out in the month of October in 2018. Almost half of those who participated in the survey, or 46%, were of the opinion that the adjustment will have an effect on both domestic and international students. Some institutions of higher education, especially private ones, are of the opinion that the impact will have a significant impact on the number of students enrolled at their respective schools as a result of the impact.

VI. FROM TRADITIONAL MODE OF EDUCATION TO DIGITAL MODE

The Covid-19 is a good example of something that used to be a challenge but has since evolved into a solution. Online education was formerly viewed as a possible threat by more conventional educational institutions; however, recent research has proved the benefit of this kind of education. In addition, instructors are still making an attempt to connect with students in the same way that they would in a traditional classroom setting. This is being done in an effort to replicate the learning environment that students would experience in a traditional classroom. If a method of operation is successful and practical in bringing about positive change, only then will it gain widespread acceptance and popularity as a means of doing daily business. It is essential, when it comes to online education, to have effective ways of teaching, to have assessments administered, and to make sure that teaching-learning is done in a way that is amusing, engaging, and specific to the setting. There is a possibility that some of the partnerships that have been developed between schools of higher education, companies that provide online education, and five different suppliers of technology will go on after the outbreak

(Kandri, 2020). However, online education is only the first and most innovative step in the lengthy route of providing online learning, which also involves powerful student engagement tools and educator training. This is because online learning requires students to actively participate in their own education.

VII. IMPACT OF COVID-19 VIRUS ON INDIA'S EDUCATION SYSTEM AND STUDENTS

However, both in the urban and rural areas, India's education system hasn't reached its full potential. In order to encourage kids to attend school, a mid-day meal programme has been established by the government. In order to combat the deadliest COVID-19 virus, the government enforced a nationwide lockdown on March 25, 2020, which has had a noteworthy impact on the Indian education system. After the China, India boasts the world's second-largest educational system. As per the UNESCO's report, a total of 63 million teachers in 165 countries were affected due to this contagious virus. In addition to this, more than 1.3 billion students were unable to attend school or university, with 320 million students are in India only. Due to the complete lockdown in India, there is now an educational technology paradigm that replaces the old traditional education system. Teaching and evaluation are performed online. COVID-19 has both beneficial and bad effects on the Indian education system.

According to the information gleaned from all of the sources, it is safe to assert that those providing and participating in online education have similar challenges. The primary challenges faced at home included an absence of fundamental conveniences, exposure to disruptive outside influences, and interruptions from members of the student's family while they were engaged in academic pursuits. An inability to provide aid to educational institutions was blamed on a variety of factors, including a lack of funding, inadequate staff training, a lack of technical assistance, and a lack of transparency. Teaching staff were also hampered by technological issues. For the purposes of this definition, inadequate technical assistance encompasses not only the absence of proper infrastructure but also the lack of expertise in online teaching platforms and security issues. In addition, the platforms' lack of experience was a source of concern.

The availability of electricity is one of the primary obstacles to online education in India. In India, more than 36 percent of schools do not have access to electricity, while just 47 percent of homes have power for more than 12 hours per day. Children who come from families with fewer resources may have difficulty adapting to online learning due to a lack of availability of appropriate technology or their parents' inability to guide them through the usage of technology-savvy applications.

(A) Positive Impact of Covid-19:

1. **A step towards online learning:** Covid-19 has forced the institution and student to go online for learning. Educational establishments have shifted to a blended mode of education and it encourages all the teachers and students to become more technology savvy.
2. **Use of digital notes and study material:** The Covid-19 shutdown all around the world has impacted the humanities but it also encourages the students to use soft copy materials for learning.
3. **Rise of online platform:** The pandemic has created a tragic rise in organising webinar, teleconferencing, thesis submission, virtual meetings, paper presentations, etc.
4. **Improved Digital Literacy among teachers and Students:** This global pandemic has many negative aspects but it improved the digital learning among students and teachers.
5. **Effective Time Management:** With this online learning platform, students were able to manage their time effectively.
6. **Opportunity to interact:** This pandemic gives the teachers and students the opportunity to interact globally with peers and adapt an international community.

(B) Negative Impact of Covid-19:

According to UNESCO (2020), for people across the community, school closures are subject to severe social and economic consequences. Their influence on the disadvantaged and underprivileged children and their families is, however, extremely brutal. The resulting upheavals produce severe inequities in the education system. Those are:

1. **Interrupted education:** Schooling offers vital learning and children and young people have poor possibilities to grow and develop when schools stop down.
2. **Poor nutrition:** Many children and young people depend on free or low cost food provided at schools for proper nutrition. Nutrition is affected when schools are closed.
3. **Stress for teachers:** teachers are sometimes uncertain about their duties and how to continue relations with students to promote learning when schools close, particularly in the unexpected and for unknown periods. Transition to learning platforms from remote learning, even under the finest conditions, is usually unclear and difficult. School closures lead to fluctuations or splits for instructors in various circumstances.
4. **Parents not ready for school and home education:** When schools close, parents are often expected to help children study at home and they might strive to do this duty. Parents with a low education and resources are most affected by this.

5. **Increase in drop-out rates:** ensuring that children and teenagers return to school and remain in school following closure is a challenge. This is especially true of prolonged closures and when financial shocks drive youngsters to do labour work and produce cash for families in financial difficulty.
6. **Increase social isolation:** schools are centres of social action and contact amongst people. Many children and young people forgo social interaction, crucial for learning and development, when schools come close.

VIII. CONCLUSION

The field of education in India has been significantly influenced as a result of COVID-19. In spite of the fact that it has resulted in a great number of difficulties, a great number of possibilities have also emerged. In an effort to find a solution to the problem posed by COVID-19, the government of India and several other educational stakeholders have investigated the viability of open and distance learning (ODL) through the utilisation of a variety of digital educational tools. The digital infrastructure in India is not yet developed enough to allow education to spread to every nook and cranny of the country. Because of the variety of digital platforms that are currently available, kids who do not have the same advantages as their peers will be disadvantaged. But, universities and the government of India are working tirelessly to find a solution to this problem in order to fix it. Using digital technology to the fullest extent possible in order to put India's many millions of young kids in a stronger position to succeed should be the top goal. It is of the utmost importance that educational institutions work to improve their knowledge and information technology infrastructure in order to better prepare themselves to deal with incidents like COVID-19.

If the COVID-19 situation drags on, it will be even more critical that students make the most of online resources in order for them to not only graduate this academic year, but also be prepared for the future of work in a digitally driven world. In order to lessen the impact of the COVID-19 epidemic, the "work from home" idea becomes more applicable. During the next epidemic of COVID-19, India should devise innovative plans to guarantee that all children have constant access to education. If India is to effectively administer education to its many marginalised, minority, and outlying populations, its policies must reflect this diversity. After the lockdown, students should continue their online practise because of the many benefits it provides. In order to investigate how COVID-19 has affected India's educational system, further in-depth statistical research may be conducted.

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