

# **Covid19 Pandemic and its Impact on Human Resource Development (Economy of Education) of India with Special Reference to North –Eastern Region of India: A Research Review.**

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## **Abstract**

The impacts of covid19 pandemic have seriously affected on entire world as well as in India too. Due to this pandemic India has suffered in every aspect of the society especially in social, Economic, agriculture, industrial, tourist industry, educational and health sectors. The impact of covid19 pandemic on educational sector has badly affected in India and the condition is worse in North-Eastern region of India. Pandemic has enforced the world-wide lock down creating very bad effect on the students of schools, colleges and universities where all educational activities have been clasped in India. Though this pandemic compelled us to use new technologies in the field of education to carry on educational activities from home but as per record available in our hand almost 60% to 70% students of school level and about 40% to 50% students of colleges and university level unable to coup with the new situation due to various causes. The most of the teachers of India are also new or unfamiliar with those technological devises which have not been used before, yet somehow, they able to manage those. The education sector has been fighting to survive the crises with a different approach and digitizing the challenges to wash away the threat of the pandemic, but the students of India especially the students of north-east India suffered a lot due to their socio-economic, geographical, cultural and demographical conditions. This paper will try to highlights some pitiable conditions of education in the country. There are two impacts of COVID19 in our society, here both the positive and negative impacts are discussed and a few important suggestions are also pointed out to carry on our educational activities during this critical situation in India as a whole and particularly in North-Eastern region of India.

**Keywords:** Coronavirus, Developing Country, Distance Learning, Education System, Impacts of COVID-19.

## **INTRODUCTION**

The pandemic Covid-19 has spread over whole world which compelled the human society to maintain social distancing, stay at home, work from home, avoid gathering, and most of the countries declared nationwide lock down. In such situation apart from all other sectors education has significantly disrupted, which is a critical determinant of a country's human resource development as well as future economy of the nation. February 11, 2020, the World Health Organization (proposed an official name of the virus as COVID for Corona virus disease 2019. It was first identified in Wuhan, China on December 31, 2019. First death by COVID 19 was the 61-year-old man in Wuhan, China 2020. WHO declared COVID-19 as a pandemic on 30 January' 2020? On the same day the first case of the COVID-19 reported in India in the state of Kerala and the affected person had a travel history from Wuhan, China (Wikipedia). The first death due to COVID-19 was reported in India on March 12, 2020. It has affected more than 4.5 million peoples worldwide (WHO). According to the UNESCO report, it had affected more than 90% of total world's student population during mid-April 2020 which is reduced to nearly 67% during June 2020. Outbreak of COVI-19 has impacted more than 1.2 million of students and youths across the world. In India, more than 32 crores of students have been affected by the various restrictions and the nationwide lockdown for COVI-19. As per the UNESCO report, about 14 crores of primary and 13 crores of secondary students are affected which are two mostly affected levels in India (This is the report of only first wave of covid19). Source Wikipedia, June 2020. The education sector of north-east as well as in India is badly affected by this. It has enforced the world-wide lock down creating very bad effect on the students' life. Around 32 crore learners stopped to move schools/colleges and all educational activities clasped in India., Though this pandemic compelled us to use new technologies in the field of education to carry on educational activities from home but as per record available in our hand almost 60 to 70% students of school level and about 40 to 50% students of colleges and university level unable to coup with the new situation due to various causes. The most of the teachers of India are also new or unfamiliar with those technological devises which have not been used before, yet somehow, they able to manage those. The education sector has been fighting to survive the crises with a different approach and digitizing the challenges to wash away the threat of the pandemic, but the students of India especially the students of north-east India suffered a lot due to their socio-economic, geographical, cultural and demographical conditions. The education sector including schools, colleges and universities became closed. Classes suspended and all examinations of schools, colleges and universities including entrance tests were also postponed indefinitely. Thus, the

lockdown destroyed the plans, programmers, expectations and ambitions of every student. The lockdown has compelled many educational institutions to cancel their classes, examinations, internships etc. and to choose the online modes due to this unexpected and exceptional situation. Initially, the teachers, educationist, scholars, policy makers and the entire student's communities were quite confused and didn't understand how to cope up with the situation of this sudden crisis that compelled closure of the educational activities. But latter on all realized that the lockdown has taught so many lessons to manage with the emergence of such pandemics. Thus, COVID created many challenges and opportunities for the educational institutes to strengthen their infrastructure (Pravat, 2020a). The lockdown has given them a ray of hope for teachers and students to continue their educational activities through online. The teachers assigned work to students via internet, delivered lectures video conferencing using different Apps like Zoom, Google meet, Face book, YouTube, Google classroom, whatapps, Skype etc. People created WhatsApp groups of guardians, teachers, students and parents to carry on educational activities. International Journal of Current Research Vol. 12, Issue, 07, pp.12582-12586, July, 2020 DOI: <http://www.journalcra.com>. Put some effective suggestions for continuing education during the pandemic situation.

Methodology, Data and information presented in current study are collected from various reports prepared by national and international agencies on COVID-19 pandemic. Information is collected from various authentic websites, some journals and e-contents relating to impact of COVID-19 on educational system are referred. Initiatives of Govt. of India on education during Covid-19 to prevent spread of pandemic COVID-19 etc. The Government of India has taken number of preventive measures. The union government declared a countrywide lock-down of all educational institutions on 16 March 2020. Central Board of Secondary Education (CBSE) postponed all examinations of secondary and higher secondary schools on March 18, 2020 throughout India. CBSE released revised guidelines for examination centre's to conduct examinations by 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 centres are small then the students should be divided into different rooms accordingly. The Union Public Service Commission (UPSC) postponed the interview for the Civil Services Examination 2019 (Wikipedia). Similarly, the most of the state Governments and other educational boards postponed examinations due to outbreak of COVID-19. Government of India has observed one day nationwide Janata-curfew on March 22 and implement lockdown from March 25, 2020 onwards in different phases. Government of India has been extending lockdown periods from time to time adopting different strategies to fight with the pandemic but educational institutions remained closed continuously. The lockdown 6.0 was declared on June 29, which is effective from 1st July to 31st July 2020 with some less restriction in other sectors except education. Almost all state government ministries have taken measures to ensure that the academic activities of schools and colleges do not hamper during the lockdown period. They have instructed the schools to hold all their classes online. The lockdown has accelerated adoption of digital technology. It has provided a chance to develop new and improved professional skills/knowledge through online learning in more efficient and productive way. Online learning is the best solution during this pandemic. So, the digital India vision of the government is emerging as a vital tool for solving the present crisis due to Covid-19. It is a fact that technology-based education is more transparent with all respect. Looking at this challenge of colleges and schools being shut, government of India, as well as state governments and private players have undertaken proper initiatives. The Ministry of Human Resource Development (MHRD) has made several arrangements, including online portals and educational channels through Direct to Home TV, Radios for students to continue learning. During lockdown, students are using popular social media tools like WhatsApp, Zoom, Google meet, Telegram, YouTube live, Face book live etc. for online teaching learning system. ICT initiative of MHRD (e-Broucher-<https://mhrd.gov.in/ict-initiatives>) is a unique platform which combines all digital resources for online education. The digital initiatives of MHRD for secondary as well as higher education during COVID-19 are listed as below: Secondary education Diksha portal contains e-Learning content for students, teachers, and parents aligned to the curriculum, including video lessons, worksheets, textbooks and assessments. Under the guidance of its Central Boards of Secondary Education (CBSE) and NCERT, the content has been created by more than 250 teachers who teach in multiple languages. The app is available to use offline. It has more than 80,000 e-Books for classes 1 to 12 created by CBSE, NCERT in multiple languages. The contents can also be viewed through QR codes on textbooks. The app can be downloaded from IOS and Google Play Store. Website: <https://diksha.gov.in> or <https://seshaqun.gov.in/shaqun> e-Pathshala is an e-Learning app by NCERT for classes 1 to 12 in multiple languages. The app houses books, videos, audio, etc. aimed at students, educators and parents in multiple languages including Hindi, Urdu, and English. In this web portal NCERT has deployed 1886 audios, 2000 videos, 696 e-Books and 504 Flip Books for classes 1 to 12 in different languages. Mobile Apps is available. Website: <http://epathshala.nic.in> or <http://epathshala.gov.in>. National Repository of Open Educational Resources (NROER) portal provides a host of resources for students and teachers in multiple languages including books, interactive modules and videos including a host of STEM-based games. Content is mapped to the curriculum for classes 1-12, including aligned resources for teachers. It has a total of 14527 files including 401 collections, 2779 documents, 1345 interactive, 1664 audios, 2586 images and 6153 videos on different languages. Website: <http://nroer.gov.in/welcome> Higher Education Swayam is the national online education platform hosting 1900 courses covering both school (classes 9 to 12) and higher education (under graduate, post graduate

programs) in all subjects including engineering, humanities and social sciences, all those data, fact and figures are available in various link, website, and search engine. All those activities take place using internet from various sources of service providers. Here some questions arise in the mind of a thinker that more than 33 crores of students and teachers in India used internet, apps, devices and electronic gazettes etc. to search e- resources, attend online classes, attend conferences, webinar etc. Suppose, 33 crores population deal with internet on an average 3 to 4 hours per days in India from the various service providers of Internet and mobile data. What is their earning amount per day? What is their contribution to the society, Nation and Students communities? What they have done for the welfare of the common people during this pandemic situation? In the same way mobiles, computers and others electronic gazettes manufacturing companies and various teaching- learning Apps developers also earn a lot of profits during this pandemic situation. Every aspect of our economy has almost closed, all development activities have been stopped, every common people suffered in financial crisis, but at the same time a few companies or a group of companies had involved in their profit-making business keeping aside all social liabilities and responsibilities. They not only took advantage in this pandemic situation by selling their products or service but they also raise the prize of their product and service like robber in this critical condition. In such situations, the role of the government is also noticeable. Why government of India unable to control them? Why not government makes them to be liable towards student's communities? Why not government put demand before them for Covid-19 relief, relief for common vaccination, offer of internet and mobile data for student communities, concession prize of mobile, computers and others electronics device specially for students?

A partial good news that reliance industry has donated Rs 500 crore and Mukesh Ambani, the managing director of Reliance Industry donates additional Rs 500 crore (Total Rs.1000 crore) to MP Cares fund, Adani Group donated Rs 114 crore and Goutam Adani donated Rs 100 crore to MP Care fund and another Rs 5 crore each to Gujarat and Karala, Rs 2 crore to Andhra Pradesh, Rs 1 crore each to Maharashtra and Jharkhand CM Relief fund etc. Apart from that Rs 8 crore was donated by Adani employees. TATA Group, Hyundai India, Maruti Suzuki, Mahindra and Mahindra, SBI, etc. famous corporate companies have donated or offered their helping hands in different way to fight against Corona virus. Bharti Airtel donated Rs 100 crore to MP Care Fund. Telecom News donated Rs 35 crore e to MP Cares Fund etc. These are a few exemplary data. Those are not at all satisfactory. That is not enough as comparing to their income level. No doubt these amounts of donation definitely help the Nation to fight against the pandemic corona virus but What about North Eastern region? Income has generated from entire part of the country but donated toward PM Care's fund which will use centrally but Maximum numbers of high-level companies have donated separately to different CM Relief Fund to different states except North Eastern states. Why North East India have to suffer always in every aspect?

The North east India very backwards as compared to the other states of India by socially, economically, geographically and academically where 40 to 60% of areas are still deprived from minimum common facilities for a man or a family to live. Problem's transportations and communications, sanitations, health and hygiene, medical facilities, drinking water facilities, electricity, internet connectivity etc. In such a situation how can one expect online education in those areas where thousands of students who are unable to effort a mobile phone for online class. In such Situation what should the role Central government to those students who are deprived from minimum facilities?

State government as well as central government has ordered those academics activities should be carrying on through online mode, teachers are ready to do so, but what about those students who are deprived from minimum facilities of livelihood? Can we expect inclusive education ignoring such a vast portion of students of our country particularly north eastern region of the country? If such a huge portion of students have to lose a valuable year academically, what will be impacts on human resource in future? What will be its impacts on economics? The government of India has initiated some special steps through various T.V Channels, NGOs, Autonomous bodies and distance Educational Agencies to overcome from this pandemic and carry-on academic activities. As for example, Swayam Prabha has 32 DTH TV channels transmitting educational contents on 24 x 7 based. These channels are available for viewing all across the country using DD Free Dish, Set Top Box and Antenna. The channel schedule and other details are available in the portal. The channels cover both school education (classes 9 to 12) and higher education (undergraduate, postgraduate, engineering and vocational and technical courses as well as teacher training programme) in arts, science, commerce, performing arts, social sciences and humanities subjects, engineering, technology, law, medicine, agriculture. Website: like <https://swayamprabha.gov.in/>, e-PG Pathshala is for postgraduate students. Postgraduate students can access this platform for e-books, online courses and study materials during this lockdown period. The importance of this platform is that students can access these facilities without having internet for the whole day. Website: <https://epgp.inflibnet.ac.in> etc. Those are the Positive impact of COVID-19 on education though the outbreak of COVID-19 has created many negative impacts on education.

**Following are some points may be considered as positive impact of Covid-19 pandemic in the field of Education:**

1. Educational institutions of India have accepted the challenges and trying their best to provide seamless support and services to the students during this corona virus pandemic.
2. Indian education system got the opportunity for transformation from traditional system to a technology based new era.
3. Educational institutions moved towards blended mode of learning: It encouraged all teachers and students to become more technology savvy.
4. New ways of delivery and assessments of learning: Corona Virus pandemic opened immense opportunities for a major transformation in the area of curriculum development and pedagogy. It also gives access to large pools of learners at a time.
5. Rise in use of Learning Management Systems: use of teaching- learning management systems by educational institutions became a great demand for both teachers and students.
6. It opened a great opportunity as well as profit making business for the companies and corporate sectors those have been developing and strengthening learning management systems in the field of education.
7. Enhance the use of soft copy of learning material: During lockdown due to this world-wide pandemic situation. Students were not able to collect the hard copies of study materials and hence most of the students used of soft copies materials for reference.
8. Improvement in collaborative work: This pandemic situation inaugurated a new opportunity where collaborative teaching and learning can take on new forms. Collaborations can also happen among faculty/teachers across the world to benefit from each other (Misra, 2020).
9. Rise in online meetings: The pandemic has created a massive rise in teleconferencing, video conferencing, virtual meetings or webinars and e-conferencing opportunities etc.
10. It enhanced Digital Literacy: The pandemic situation induced people to learn and use digital technology and resulted in increasing the digital literacy.
11. Improved the use of electronic media for sharing information: Learning materials are shared among the students easily and the related queries are resolved through e-mail, SMS, phone calls and using different social Medias like WhatsApp or Facebook. Etc.
12. Better time management: Students are able to manage their time more efficiently and effectively in online education during pandemics.
13. Demand for Open and Distance Learning (ODL): During the pandemic situation most of the students and teachers preferred ODL mode as it encourages self-learning providing opportunities to learn from diverse resources and customized learning as per their needs.

**Following are some points may be considered as Negative impact of Covid-19 pandemic in the field of Education:**

Though this new pandemic situation has provided some challenges as well as some positive impact, not only in the field of education but also in every aspect of human life. Besides all other sectors negative impact on education sector has suffered a lot due to the outbreak of COVID-19. It has created many negative impacts on education and some of them are as pointed below:

1. I t has hampered educational activity: Classes have been suspended and exams at different levels postponed. Different boards have already postponed the annual promotional examinations and entrance tests.

2. Admission process got delayed: Due to continuity in lockdown, student suffered a loss of one valuable year of their life, it has hampered not only a full academic year of 2020-21, but 2021-22 too for first and second wave of Coved -19 pandemic which is going to further deteriorate the situation of continuity in education and the as students would face much difficulty in resuming schooling again after a huge gap.
3. Impact on employment: Most of the recruitment got postponed due to covid-19 Placements for students may also be affected with companies delaying the on board of students. Unemployment rate is expected to be increased due to this pandemic. In India, there is no recruitment in Govt. sector and fresh graduates fear withdrawal of their job offers from private sectors because of the current situation.
4. Unprepared teachers/students for online education: In India most the teachers/students are technologically not sound to carry on teaching learning activities through online mode or most of them were not ready for this sudden transition from face-to-face learning to online learning. Most of the teachers are just conducting lectures on video platforms such as Zoom; Google meet etc. which may not be real online learning without any dedicated online learning platform. Particularly in North east India where internet connectivity is so poor that besides students many teachers too unable to connect with their students due to lack access internet facilities in their residence,
5. Lack of employment opportunities: Due to outbreak of this pandemic and country wide lockdown situation thousands of youths lost their job, lots of Corporate and private sector companies minimized their employees. At the same time other the fresh students who are likely to enter the job market shortly may face difficulty in getting suitable employment. Many students who have already got jobs through campus interviews of qualified in written test and interview may not be able to join their jobs due to lockdown. The Indians who have been doing their jobs abroad too have probability to lose their jobs.
6. Nutrition Deficiency of School going children: Mid-day meals is a school meal programme of the Government of India which is designed to provide better the nutritional food to school-age children nationwide. The closure of schools has serious implications on the daily nutrition of students as the mid-day meal schemes have temporarily been shut. Various studies have pointed out that mid-day meals are also an important contributing factor for increased enrolment in the schools.
7. Lack of Learning devices and Access of Internet to digital world: As many students have limited or no internet access and many students may not be able to afford computer, laptop or supporting mobile phones in their homes, online teaching-learning may create a digital divide among students. The lockdown has hit the poor students very hard in India as a whole and particularly in north east India most of them are unable to explore online learning for their geographical backwardness and economic condition. According to various reports, the online teaching-learning method during pandemic COVID-19 may enhance the gap between rich/poor and urban/rural.
8. Access to global education: The pandemic has significantly disrupted the higher education sector. A large number of Indian students who are enrolled in many Universities abroad, especially in worst affected countries are now leaving those countries and if the situation persists, in the long run, a there will be a significant decline in the demand for international higher education.
9. Payment of Schools, College's fee got delayed: During this lockdown most of the parents will be facing the unemployment situation so they may not be able to pay the fee for that particular time periods which may affect the private institutes.
10. Increased stress
11. Lack of MOTIVATION
12. Lack of physical activities
13. Deprived from games and sports
14. Departed from friend's circle
15. Deprived from group learning and group discussion

16. Suggestions India should develop creative strategies to ensure that all children must have sustainable access to learning during pandemic

COVID-19. The Indian policies must include various individuals from diverse backgrounds including remote regions, marginalized and minority groups for effective delivery. Immediate measures are required to lessen the effects of the pandemic on job offers, internship programs, and research projects. Many online learning platforms offer multiple programmes on the same subjects with different levels of certifications, methodology and assessment parameters. So, the quality of programmes may differ across different online learning platforms. Therefore, establishment of quality assurance mechanisms and quality benchmark for online learning programmes must be developed and offered by Higher Education Institutions (HEIs) in India keeping in view of rapid growth of the online learning platforms. Across the globe, Indian traditional knowledge is well known for its scientific innovations, values and benefits to develop sustainable technologies and medicines and this knowledge systems in different fields should be integrated with a present-day mainstream higher education system. Government and educational institutes should plan to continue the educational activities maintaining social distancing. 30-40% students and teachers may attend schools/colleges in two shifts per day to carry on educational activities by obeying guidelines for COVID-19. At current times, access to technology and internet is an urgent requirement. So, the digital capabilities and the required infrastructure must reach to the remotest and poorest communities to facilitate the students to continue their education during the pandemics. There is a need to deploy public funds to fix the internet gap and ensure that students continue to learn digitally. The state governments/private organizations should come up with ideas to address this issue of digital education. Some significant issues associated with distance learning strategies like the availability and access to digital devices with internet connectivity, the need for safe learning spaces, creating capabilities for teachers, families and students to operate and navigate digital devices, and engaging lesson plans for disabled students and other marginalized groups should be addressed by Govt. and the stakeholders.

### **Conclusion**

COVID-19 has impacted immensely to the education sector of India and conditions are worse in North east India. Though it has created many challenges, various opportunities are also evolved. The Indian Govt. and different stakeholders of education have explored the possibility of Open and Distance learning (ODL) by adopting different digital technologies to cope up with the present crisis of COVID-19. India is not fully equipped to make education reach all corners of the nation via digital platforms. The students who aren't privileged like the others will suffer due to the present choice of digital platforms. But universities and the government of India are relentlessly trying to come up with a solution to resolve this problem. The government of India should give top priority in this sector, because the system of education has close relation to the economic development of the Nation. If such a huge number of students lost one or two years of their valuable academic life may influence on the economic development of the country and that may be cause of long run drastic economic damage for the nation.

The priority should be to utilize digital technology to create an advantageous position for millions of young students in India. It is need of the hour for the educational institutions to strengthen their knowledge and Information Technology infrastructure to be ready for facing COVID-19 like situations. Even if the COVID-19 crisis stretches longer, there is an urgent need to take efforts on maximum utilization of online platforms so that students not only complete their degree in this academic year but also to get ready for the future digital oriented environment. The concept of "work from home" has greater relevance in such pandemic situation to reduce spread of COVID-19. India should develop creative strategies to ensure that all children must have sustainable access to learning during pandemic COVID-19. The Indian policies must include various individuals from diverse backgrounds including remote regions, hills regions, tribal's majority states, geographically and economically backward states, i.e. north-eastern states of India, marginalized and minority groups etc. for effective delivery of education.

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The coronavirus (COVID-19) is a pandemic disease that affects the education system of different income level countries (Wajdi et al 2020)