

GURU NANAK COLLEGE, SRI MUKTSAR SAHIB

COVID-19 & It's Impact on Educational Environment

A

PROJECT REPORT

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COVID-19 & It's Impact on Educational Environment

Abstract:

The COVID-19 impact was everywhere. The educational system and institutions had gone through a tough time in order to maintain Educational Activities. Present study investigated the impact of COVID-19 on Education System. For this purpose the data was collected through a questionnaire. The participants were selected using sampling method. The Study concluded that students agree with the policies to carry out classes during COVID-19.

1. Introduction:-

To ensure the continuity of education despite the lockdown, higher education institutions have sought to use technology and offer online classes and learning experiences as a substitute for in-class time. However, many universities struggled and lacked the experience and time they needed to conceive new ways to deliver instruction and assignments.

Examinations were also affected, causing disruption to students' learning trajectories and progression. Although many higher education institutions offered online courses before the pandemic, few students considered it as the sole alternative to physical in-person learning.

2. Impact of COVID on education

In the world, most countries have temporarily closed child-cares, nursery, primary and secondary schools, colleges, and universities to control the spread of the COVID-19 pandemic. COVID-19 impacts not only students but also it affects teachers and parents across the world. UNESCO reported that over 1.5 billion students in 195 countries are out of school in the world due to the school closures (UNESCO, 2020). As COVID-19 affects all over the education system, examinations, and evaluation, starting of new semester or term and it may extend the school year.

Recognizing the imminent new normal post-COVID-19 phase, an amendment of educational environment within the curriculum studies viewpoint is essential. There is a huge similarity of instructional evaluation to online. Within the online instructional evaluation, there are synchronous and asynchronous forms (Tinsley, 2020).

Synchronous and asynchronous modes form the basis of online pedagogy. In the synchronous form, the tutor and the tutee operate jointly at a scheduled time in online mode with the help of Zoom programs.

Learning can also happen with the help of mobile devices like phone in which the instructor gives appraisal to the students concurrently (Budi and Anshori, 2020). The asynchronous form does not involve learning between the teacher and the student through online mode. They are put in various places and times to learn various concepts of the subject.

3. Educational environment in India

Education is the progression of erudition or getting of knowledge, skills, values, and habits of essential needs of life. Education normally takes place under the instruction of an educator but not necessarily under one formal system, one can also adopt self-learning (Arora et al.2021). Thus, education can be formal or informal, but the predominant objective should be developmental effect on the way one thinks and feels, or action is regarded as education. Education environment is a multi-dimensional domain which includes colleges, students, academic contents, teachers, and extracurricular activities (Lawrence et al. 2021). India is the land of opportunities; many multinational companies want Indian caliber to operate for them not only because Indians are assiduous but have the skill exactitude in them (Tilak 2020). India is the second largest education system in the world, and it has significant history. The Indian educational environment's journey right from Gurukuls to IITs has faced many ebbs and flows. "Right to education Act" has played a predominant role in the educational environment of India, and it has expanded the number of enrollments in higher education in India (Fallatah 2020). The number of universities has also increased in the last 50 years, from 20 universities in 1950 to 875 in 2017. As the number of universities increased and diversified in terms of course offered by colleges, the society is more concerned about the quality of programs, internal rankings, and public evaluations.

4.Components of college educational environment

In a broader sense, educational environment includes many components such as government policy, school policy, societal aspects, and curriculum aspects, but when we look at students' perspective, the components of college education environment get reduced to 5 parts. These components are identified as (1) teaching and learning, (2) activities, and (3) evaluation.

Teaching and learning

Learning is about change; the change achieved by building up another ability, understanding a logical law, changing a mentality, and instructing is a bunch of occasions, outside the students which are intended to help inner cycle of learning. According to Falcone (2020) Learning is a process of permanent change in thinking, action, and behaviors usually made with an intention. Learning can be formal way or informal way, but intention is to bring intellectual change. Learning is an internal factor, but teaching is an outside factor which means learning must come within learners, but teaching comes from outside the learners. Teaching is a complex component of educational environment which will affect what will happen in a classroom through interaction among teaching factors such as teachers, students, local settings, curriculum, and others (Hair 2020). Both teaching and learning are the important components of educational environment, and it has a major influence on the perception of the students.

Extracurricular activities

A variety of activities outside the formal curriculum are referred to as extracurricular activities. Extracurricular activities are found at all levels of schools and colleges in different form (Oraif and Elyas, 2021). Even though extracurricular activities are not considered for academic performance, it plays an important role in personality development and career advancement. Speech and debate, for example, easily lend themselves to an online format. Likewise, some drama teachers got creative when the coronavirus caused cancellation of scheduled productions last spring, shifting to recorded audio plays, short films and table readings over video calls, and proving that somehow the show must go on.

Evaluation

The closure of schools, colleges and universities not only interrupts the teaching for students around the world; the closure also coincides with a key assessment period and many exams have been postponed or cancelled. Although the evaluation system was not 100% reliable, still it gave a better gateway. Internet connection was also a barrier.

In higher education many universities and colleges are replacing traditional exams with online assessment tools. This is a new area for both teachers and students, and assessments will likely have larger measurement error than usual. Research shows that employers use educational credentials such as degree classifications and grade point averages to sort applicants (Pragholapati et al., 2020). The increase in the noise of the applicants' signals will therefore potentially reduce the matching efficiency for new graduates on the labor market, who might experience slower earnings growth and higher job separation rates. This is costly both to the individual and also to society as a whole.

5. Students' & Teachers' perception towards teaching and learning, extracurricular activities and evaluation

The fear of getting COVID-19 and lockdown made students miserable, and it adversely affected the teaching and learning behavior of both tutor and pupil (Fallatah, 2020). It may change the perception of students towards teaching and learning. Table 1 exhibits the descriptive analysis and t-test for perception of students on teaching and learning.

Table 1 indicates that the college students agree that during post COVID-19, the role of the teacher is to facilitate learning rather than teaching syllabus content (M=3.55), and they also agree that during pandemic, learning should be self-motivated rather than external motivation. Students strongly agree that classroom teaching is more effective than online class (M= 4.05), and it gives opportunity for better discussion. Since $p < 0.001$, we can conclude that the mean of perceptions of students on teaching and learning is significantly different than the average perceptions of online class of the students.

Table 1 Descriptive analysis on perception towards teaching and learning,

Statement on teaching and learning	Mean	SD	t value	P value
(1).Post-COVID, teachers will assume the Role of mentor	3.55	. 88	14.3	< 0.001**
(2).Following the pandemic, learning will be self-motivated	3.65	1.03	11.05	<.001**
(3).E-books will replace the textbooks	3.5	1.33	6.34	<0.001**

(4). Classroom teaching is more effective than online class	4.05	1.12	17.59	< 0.001**
(5). Teachers enjoyed online teaching	4.24	.957	24.11	< 0.001**

Table 2. Descriptive analysis on perception towards extracurricular activities and evaluation

Statement on Extracurricular activities	Mean	SD	t value	P value
(1). Co-curricular activities will be shifted completely to online mode	3.80	1.05	14.20	<.001**
(2). How was the internet connection	3.48	1.09	8.11	< 0.001**
(3) students and parents liked Participation in online Activities	3.24	.99	10.11	<0.001**
(4). Some activities took Backseat	3.34	1.10	13.9	<.001**

Table 3.

Statement on Evaluation	Mean	SD	t value	p value
(1). Online assignments were better due to punctuality in submission	3.45	1.08	8.10	<.001**

(2).Institute conducted student evaluation during the pandemic	3.28	1.19	4.29	< 0.001**
(3). Evaluation system was Fair	3.53	1.35	6.9	<.001**
(4). Online exams were Convenient to attempt	3.78	1.09	12.43	<.001**

The above study indicates that there was a positive perception towards teaching learning, extracurricular activities and evaluation system.

Note: ** denotes significance at 1% level

Conclusion

This challenging period has given us plenty of insight into the flexibility of teaching and what education could look like in the future. For example, many schools have been using video conferencing to carry out lessons with platforms such as Zoom being incredibly helpful.

Learning from past experiences, society will need to work harder to help children adapt to the new norms in a post-lockdown world. This means the future of education will be increasingly focused on digital literacy. Schools will need to determine a digital methodology and effectively communicate it to all those involved. It could be that schools begin offering blended learning - a mix of online and in-person - as standard, even after the pandemic subsides. It's difficult to ascertain the future effects COVID-19 will have on teacher retention rates. However, we've gone into further detail about the impact here.

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