

**ECONOMIC IMPACT OF COVID-19 ON EDUCATIONAL SECTOR WITH SPECIAL REFERENCE TO
UPPER PRIMARY AND LOWER PRIMARY STUDENTS IN KOZHIKKODE DISTRICT**

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Abstract

COVID-19 has created many challenges and opportunities for the educational institutions to strengthen their technological knowledge and infrastructure. 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 through live video conferencing using different apps like Zoom, Google meet, Facebook, Youtube, Skype etc. In India not every student is well equipped with the high speed internet and digital gadgets and are along these lines of suffer. Numerous advanced educational institutions in India are not also equipped with digital facilities right now to cope up with sudden change from traditional education set up to the online education system

Key words: Pandemic, educational institutions, COVID 19, online education, lock down, social distancing

INTRODUCTION

The pandemic Covid-19 has spread over whole world and compelled the human society to maintain social distancing. It has significantly disrupted the education sector which is a critical determinant of a country's economic future. On February 11,2020, the World Health Organization (WHO) proposed an official name of the virus as COVID-19,an acronym for Corona virus disease 2019. It was first identified in Wuhan,China on December 31,2019. First death by COVID19 was the 61 year old man in Wuhan,China on January 11,2020. WHO declared COVID-19 pandemic in India was reported on 30January 2020 in the state of Kerala and the effected had a travel history from Wuhan,China. The first death due to COVID-19 was reported in India on March 12,2020. It has effected more than 4.5 million people world wide (WHO). According to the UNESCO report it had effected more than 90% of total world's student population during mid April 2020 which is now reduced to nearly 67% during June 2020. Outbreak of COVID-19 has impacted more than 120 crores of students and youths across the planet. In India, more than 32 crores of students have been effected by the various restrictions and the nationwide lockdown for COVID-19. As per the UNESCO report, about 14 crores of primary and 13 crores of secondary students are effected which are two mostly effected levels India. After observing the corona virus pandemic situation the WHO advised to maintain social distancing as the first prevention step. So, every country started the action of lockdown to separate the contaminated people. The education sectors including colleges and universities became closed. Classes suspended and all examinations of schools, colleges and universities including entrance testes were postponed indefinitely. Thus the lockdown destroyed the schedules of every student. Though it is an exceptional situation in the history of education, COVID-19 has created many opportunities to come out of the rigorous classroom teaching model to a new era of digital model.

OBJECTIVE

- To evaluate the effectiveness of online education
- To study about the various modes of online education

METHODOLOGY

Both primary and secondary data are used for the analysis. The primary data collected by simple random sampling method. A structured questionnaire was used to collect information from 50 samples selected randomly from Kozhikode district.

The collected primary data have been statistically processed, classified and tabulated by using appropriate mathematical techniques such as tables, bar diagrams etc. secondary data were collected from journals, magazines and internets.

REVIEW OF LITERATURE

1. Pravanth Kumar Jena, (2020) The impact of pandemic COVID-19 is observed in every sector around the world. The education sectors of India as well as world are badly affected by this. It has enforced the world wide lockdown creating very bad effects on the students life around 32 crore learners stopped to move schools and college, all educational activities halted in India. The outbreak of COVID-19 has advised us that change is inevitable
2. Javier Cachon- Zagalaz, Maria Sanchez-Zafra (2020) The year 2020 has been marked by the emergence of corona virus disease 2019 (COVID-19). The virus has reached many countries and has paralyzed the lives of many people who have been forced to stay at home in confinement. This study will pay attention to how it has affected and how it may affect children between 0 and 12 years in the future after the closure of schools for months
3. Chiranjith Sarkar (2020) In order to safeguard the health of the students and teachers ,the educational institutions are conducting the classes through online mode using various platforms from the houses to prevent deadly corona virus. This research focuses on identifying the satisfaction level of student's towards online mode of teaching.
4. Arfan Shahzad Hassan , Rohail Hassan(2020) In response to the emerging and ever solution to the COVID-19 outbreak. This study proposes a theoretical framework based on literature and model to determined E-learning portal success. The study compared males and females to E-learning portal usage. The study objective is to check the difference between male and female E-learning portals' accessibility among the students' perspective
5. Pinaki Chakraborty, Prabhat Mittal , Manu Sheel Gupta , Savitha Yadav , Anshika Arora (2020) The COVID-19 pandemic forced universities around the world to shut down their campuses indefinitely and move their educational activities onto online platforms. The universities were not prepared for such a transition and their online teaching-learning process evolved gradually. We conducted a survey in which we asked undergraduate students in an Indian university about their opinion on different aspects of online education during the ongoing pandemic.

Impact of the COVID-19 pandemic on education

The COVID-19 pandemic has affected educational systems worldwide, leading to the near-total closures of schools, universities and colleges. Most governments decided to temporarily close educational institutions in an attempt to reduce the spread of COVID-19. As of 12 January 2021, approximately 825 million learners are currently affected due to school closures in response to the pandemic. According to UNICEF monitoring, 23 countries are currently implementing nationwide closures and 40 are implementing local closures, impacting about 47 percent of the world's student

population. 112 countries' schools are currently open. 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 also been cancelled. In addition, Advanced Placement Exams, SAT administrations, and ACT administrations have been moved online and cancelled.

School closures impact not only students, teachers, and families. but have far-reaching economic and societal consequences. School closures in response to the pandemic have shed light on 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 for 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 programmes and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education.

Efforts to slow the spread of COVID-19 through non-pharmaceutical interventions and preventive measures such as social-distancing and self-isolation have prompted the widespread closure of primary, secondary, and tertiary schooling in over 100 countries. Previous outbreaks of infectious diseases have prompted widespread school closings around the world, with varying levels of effectiveness. Mathematical modelling has shown that transmission of an outbreak may be delayed by closing schools. However, effectiveness depends on the contacts children maintain outside of school. School closures appear effective in decreasing cases and deaths, particularly when enacted promptly. If school closures occur late relative to an outbreak, they are less effective and may not have any impact at all. Additionally, in some cases, the reopening of schools after a period of closure has resulted in increased infection rates. As closures tend to occur concurrently with other interventions such as public gathering bans, it can be difficult to measure the specific impact of school closures.

DATA ANALYSIS

The east while Malabar district of British India became a part of the newly formed Kerala state on November 1 and a new revenue district Kozhikode was formed on 1st January 1957. Calicut is the anglicized form of "CALIKUT" The Arabic word for the Malayalam Kozhikode. The total area of the district is 2345 sq kms. The district was the costal length of 80 kms. The land region account for 2K.80% and the low land for 15.55% of the total are of the district. The primary education in India is divided into two parts, namely Lower Primary (Class I-IV) and Upper Primary (Middle school, Class V-VIII). The Indian government lays emphasis on primary education (Class I-VIII) also referred to as elementary education, to children aged 6 to 14 years old. There are over 12,644 schools in the state out of which 4504 are Government Schools, 7277 aided schools and 863 unaided schools. Out of the total number of schools, 6817 are Lower Primary Schools, 3037 Upper Primary and 2790 High Schools. 1205 schools in Kozhikode district.

TABLE.1

AGE GROUP

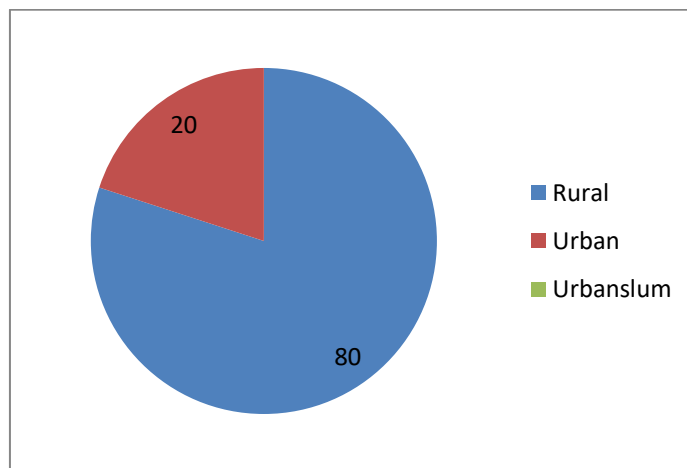
Age group of respondents	Male	Female	Total	Percentage
6-8	7	13	20	40
9-11	7	10	17	34
11&above	6	7	13	26
Total	20	30	50	100

Source: Primary data

Majority of the respondents (40%) are included in the age category of 6 to 8 years. 34% of the students come under 9 to 11 age group, and 26% of students are belonging to age group 11 and above. Number of female respondents are more than male respondents.

FIGURE.1

AREA OF RESIDENCE



From the above diagram it is clear that majority ie, 80% of students are living in rural areas and only 20% of the students are living in urban area. No student is living in the Urban slum

TABLE .2

STANDARD OF STUDY

	Students	Percentage
LP	27	54
UP	23	46
Total	50	100

Source: Primary data

54% of students are from Lower Primary classes and 23 students are from Upper Primary classes.

TABLE .3

MONTHLY INCOME

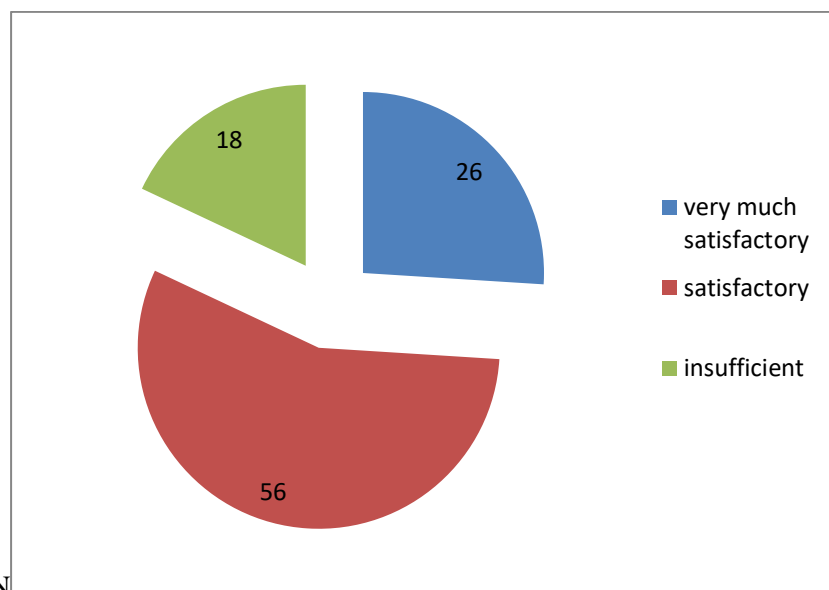
Income	Lessthan 10000	10000 - 20000	20000-50000	Total
Before Covid19	18	23	9	50
During Covid19	33	12	5	50

Source: Primary data

The table is showing monthly income of their families before and during covid19. We can see that the monthly income before covid 19 is more than that of the income in the period of covid19. Before

covid19 only 18 families were under the category of earning less than 10000 rupees. But during covid 19 it is increased to 33. Before covid19 the monthly income of 23 families were in between 10000 to 20000 rupees. But, during covid number of families fall under this category was declined to 12. The monthly income of the families in between 20000 to 50000 rupees declined from 9 to 5.

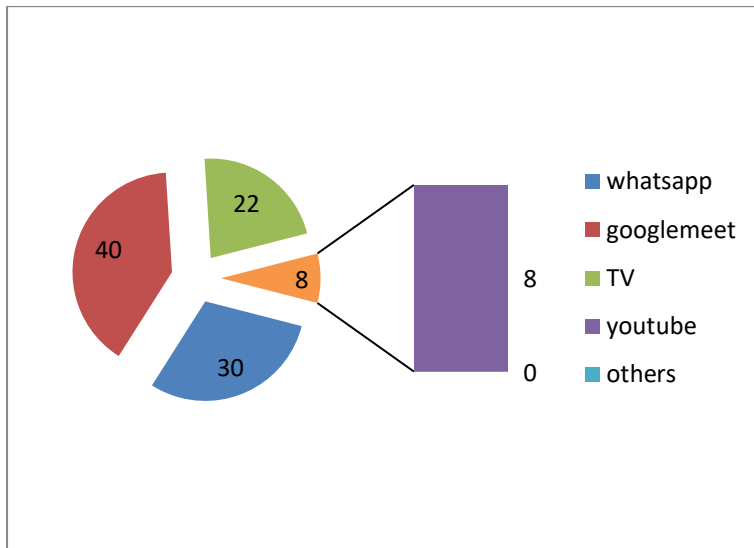
FIGURE-2



STUDENTS SATISFACTION

During covid19 the mode of education was through online. Many of the students are not aware of this kind of study before. Only 26% of students are very much satisfied in the online mode of education. 56% of students are satisfied and 18% of students are less satisfied. FIGURE -3

MODE OF LEARNING



During covid-19 the mode of education was online. Here many Apps and other electronic devices were used online studt. WhatsApp, Google meet, TV, Youtube are some of them.

40% of students are attending their classes in Google meet .30% of students are attending through WhatsApp . 22% of students are attending through television and 8% are through you tube and, the remaining 8% are attending through some other sources.

TABLE -4

STUDY HOURS

During	Number of respondents	Percentage
1-2	18	36
2-3	19	38
3-4	9	18
4&above	4	8
Total	50	100

Source: Primary data

Usually the school timing is from 10 am to 4pm. The students have 5 hours of classes per day. During covid19 the hours of classes taken by the institutions are reduced. Only 8% of students are getting classes above 4 hours. 36% of students are getting only 1 to 2 hours of classes. 38% of students are getting 2 to 3 hours and 18 % of students are getting 3-4 hours of class.

TABLE -5

SOURCE OF LEARNING

	Number of respondent	Percentage
Victors Channel	11	22
You tube	4	8

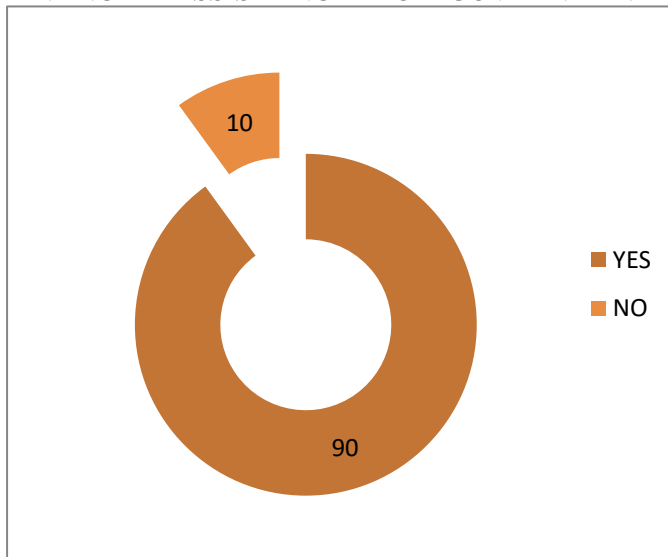
Online class by institution	29	58
Others	6	12
Total	50	100

Source: Primary data

58 % of students are attending the classes provided by their institutions, 8% of students are depending on you tube and 22 % of students are attending victors channel provided by government.

FIGURE - 4

FINANCIAL ASSISTANCE FROM GOVERNMENT



Only 10 % of students are getting financial assistances from government for online education.

4.3 CONCLUSION

The analysis of data revealed that COVID-19 has impacted immensely to the education sector of India. Many of the students are not properly attending the classes provided by the institutions. Govt is providing Classes to the students from 1 STD to 12 STD through Victors Channel. During covid19 the mode of education was through online. Many of the students are not aware of this kind of study before. 42% of students like conventional classes and the remaining 42% of students like mix of both conventional and online education. Students are attending their online classes mainly through Google meet , WhatsApp and television. Usually the school timing is from 10am to 4pm. Between this time the students have 5 hours of class per day. During covid19 the hours of classes taken by the institutions are reduced. Only 8% of students getting classes above 4 hours. 36% of students only get only 1 to 2 hours of classes. 38% of students gets 2 to 3 hours and 18 % of students gets 3-4 hours of classes. Only 10 % of students got financial assistances from government for online education. During the lock down period students are engaged in different physical activities such as playing , doing exercises, walking and yoga.

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