SYNOPSIS

ON

A COMPARISON BETWEEN RURAL AND PRIVATE EDUCATION SECTOR IN GURGAON WITH THE IMPACT OF COVID -19

Sanyogita Sharma

1. INTRODUCTION

1.1 OVERVIEW

A virus that poses a danger to the whole globe was found in China at the beginning of the year 2020. There have been a great number of fatalities worldwide due to the virus, which is still spreading. Although the most devastating stages of the disease have passed and the number of sufferers has been increasing at exponential rates, both developed and emerging countries are working on a treatment. The spread led to a number of nations implementing lockdowns, closing down certain industries, and straining medical services. In March, India implemented a lockdown to safeguard the populace closing factories and offices that generate significant sectoral revenue. Another issue was the addition of security measures for large gatherings, particularly those involving minors, such schools and universities. As there were no alternative options, the peak time for all session beginnings and final examinations was in jeopardy. The issues were widespread and expanded in a worrying manner. When the mass gathering fell, hunger and unemployment became more prominent social problems. The daily wage earners and minimum wage employees were dying from hunger rather than diseases. Given the size of the nation and the number of receivers, one measure simply cannot be sufficient to prevent the spillover. People were returning to their home towns from cities, and leakages were increasing. As the virus spread rapidly across metropolitan areas, rural India was the safest location to dwell despite being without access to food, transportation, or education. India has a significant imbalance between rural and urban growth since rural regions in India still lag in many areas, including access to basic commodities. The COVID period saw the introduction of this comprehensive strategy, which is everything that is necessary for national growth. Regarding the disparity between rural and urban areas, Indian education appears to perform well in terms of literacy, household costs, technology accessibility, etc. This prevents village students from receiving an adequate education, as evidenced by data showing that between July 2017 and June 2018, 4% of rural households had access to computers, compared to 23% of urban households. (The Financial Express, 2020; Education in Time of Covid: Epidemic Amplifies Rural-Urban Digital Gap). According to a Ministry of Human Resources (MHRD) research from 2020, COVID 19 had a significant negative impact on the learning of nearly 240 million school-aged youngsters. According to an NCERT survey, 27% of all registered students lacked

a laptop, computer, or smartphone to participate in online learning. (Lalhriatchiani; Padhi Balakrushna). The rise in child work as a negative impact leading to school dropouts is another piece of evidence in addition to the empirical findings. Many promising students' futures have been destroyed by this time. It is exceedingly difficult to resume academics after they have been interrupted owing to personal issues, not in Indian communities. The number of children in the family determines how much they can afford to pay for their education while still managing to make ends meet. Several street sellers who abandoned their families in the countryside in order to work and transfer money encountered this reality. Research and reports demonstrate that good eLearning gives conventional methods the upper hand, resulting in children's attention and convenient teaching habits. Although it is well known that electronic platforms like WhatsApp and Telegram have made it easier to transmit large amounts of data, lecture notes, and presentation materials. The system that was aiming for efficiency has now undergone a significant transformation due to simple methods of testing, grading, and tutoring.

EDUCATION SYSTEM

The education system is crucial for the development and growth of any society. Rural and private education systems play a critical role in providing education to individuals who may not have access to other forms of education. This will explore the rural and private education systems and the challenges they face.

Rural Education System

- **Infrastructure:** Rural schools often lack adequate infrastructure, such as proper classrooms, furniture, and clean water supply.
- **Shortage of Teachers:** Rural areas often struggle with a shortage of teachers due to the lack of incentives and the difficulty in accessing these areas.
- **Transportation:** Many rural students face transportation challenges, with long distances and poor road conditions making it difficult to access schools.
- **Curriculum:** Rural students may not have access to the same curriculum as students in urban areas, which can hinder their opportunities for further education.

Private Education System

- **Cost:** Private education is often more expensive than public education, making it inaccessible to many students.
- **Quality:** The quality of private education may vary widely, and some schools may not offer a high-quality education.
- **Inequality:** Private education can exacerbate inequality, as only those who can afford to pay for education have access to it.
- **Admissions:** Private schools often have strict admissions policies, which can limit access for some students.

Strategies for Improvement

- **Infrastructure Development:** Governments and education stakeholders can invest in infrastructure development to improve the quality of education in rural areas.
- **Teacher Incentives:** Providing incentives such as housing, transport, and higher pay can help to attract and retain teachers in rural areas.
- **Transport:** Providing reliable and safe transport services can help to address transportation challenges faced by rural students.
- **Standardization of Curriculum:** Governments and education stakeholders can work to standardize the curriculum to ensure that rural students have access to the same quality of education as their urban counterparts.
- **Scholarship Programs:** Governments and private organizations can provide scholarship programs to support students who cannot afford private education.

Rural and private education systems face unique challenges. While rural areas struggle with infrastructure and teacher shortages, private education faces issues such as high cost and inequality. However, governments and education stakeholders can implement strategies such as infrastructure development, teacher incentives, and scholarship programs to improve access and the quality of education in both rural and private education systems.

1.3 IMPACT OF COVID 19 ON EDUCATION INDUSTRY

The COVID-19 pandemic has significantly impacted the education sector worldwide. Both rural and private education sectors have faced unprecedented challenges due to the pandemic. This literature review will explore the impact of COVID-19 on rural and private education sectors and the strategies adopted to mitigate the effects.

Impact on Rural Education Sector

- **Lack of Access to Technology:** Rural areas have been hit hard by the digital divide, with many students lacking access to computers, smartphones, and reliable internet connectivity. This has hindered the transition to online learning, which has been the primary mode of education during the pandemic.

- **Financial Constraints:** Rural schools often face financial constraints, making it challenging to upgrade facilities and purchase technology to support online learning. Additionally, many families in rural areas have been hit hard by the pandemic and cannot afford to pay school fees.

- **Disruptions to Learning:** Rural students have also faced disruptions to learning due to COVID-19. Many schools have closed, and students have had to adapt to different modes of learning, which can be challenging.

Impact on Private Education Sector

- **Financial Losses:** The pandemic has led to a significant loss of revenue for private schools. Many parents have been unable to pay school fees, and the closure of schools has resulted in a drop in enrollment.

- **Transition to Online Learning:** Private schools have had to quickly adapt to online learning to continue delivering education to students. However, the transition has been challenging for many private schools, especially those that lack the infrastructure to support online learning.

- **Increased Competition:** With the closure of some private schools, there has been an increase in competition for students. Private schools have had to adopt new marketing strategies to attract and retain students.

The Covid-19's Beneficial Effects on Education

- All educational institutions now use a blended approach to instruction.

- Online learning helped students manage their time more effectively.

- Online courses have no sense of back benches.

- As many tasks and presentations were required as part of their evaluation, students were able to pick up new computer abilities.

- There is no limit on the number of pupils who can study at once.

- gave the kids a wonderful chance for independent study and improved their ability to evaluate lessons more thoroughly.

- Students who struggled with a particular topic might access similar videos on YouTube and other internet sources.

Negative Key Impacts of the Covid-19 on Education

- Students in many rural locations have little or no access to the internet altogether.

- The online teaching and learning approach have produced a significant gap between the wealthy and the less well off, as well as between urban and rural communities.

- Both the teachers and the pupils were caught off guard by this unexpected and swift change.

- The operations of a great number of schools and institutions were halted.

- The students were left in a state of bewilderment as a result of the various boards' decisions to postpone or alter the schedule of yearly examinations and admission tests.

Strategies Adopted

- **Providing Technology:** In rural areas, schools have distributed computers and smartphones to students to support online learning. Private schools have also invested in technology to facilitate online learning.

- **Financial Support:** In both rural and private education sectors, financial support has been provided to families to enable them to pay school fees.

- **Partnerships:** Schools have formed partnerships with organizations and local governments to provide additional support, such as providing food and other essential supplies to families.

The COVID-19 pandemic has had a significant impact on both rural and private education sectors. Schools have had to adopt new strategies to mitigate the effects of the pandemic, such as providing technology, financial support, and forming partnerships. The pandemic has highlighted the need for investments in education infrastructure, especially in rural areas, to improve access to education and support online learning.

1.4 HOPE THROUGH ONLINE LEARNING MODE

We faced various difficulties as a result of the COVID-19 epidemic, including how to continue the teaching-learning process without students and professors physically present on the campuses. We need to implement an appropriate online learning method to sustain educational continuity in the absence of in-person sessions. The institutions have increased embrace of digital technology to offer education, which is the pandemic's one bright spot. The online teaching and learning process initially puzzled both the teachers and the students. However, as these pandemics spread, all instructors and students eventually embraced technology and were motivated to become increasingly reliant on it.

To provide students with support services in education, educational institutions have begun doing faculty development programmes, meetings, webinars, and conferences using various e-resources including Google Meet, Zoom, Skype, Youtube, Facebook, Cisco, WebEx, etc. Using email, WhatsApp, and Telegram groups has enhanced how effectively instructors, students, and parents share information, instructions, or alerts.

Although these digital efforts cannot completely replace in-person instruction, they unquestionably provide a productive online learning environment for students. It provides

accessibility to many students worldwide at once. Education sectors began working together with the aid of contemporary e-learning solutions. Students become more familiar with financial technology thanks to formal tasks like admissions processes and online payment of the entrance fee. The programme allowed students at designated institutions to self-learn using the Open and Distance Learning (ODL) method. Animated movies make concepts more engaging, and it becomes simpler to track pupils' academic progress. Learners are no longer dependent on classroom instruction for their knowledge. Any information is available to them at anytime, anyplace. As a result, virtual learning inspires and encourages pupils who are struggling academically. Digital literacy was rising steadily even during a pandemic.

1.5 TECHNOLOGICAL THERAPY: INITIATIVES OF GOVT. OF INDIA ON EDUCATION

In the midst of the corona pandemic, the Ministry of Human Resources Development (MHRD) accepted the task of maintaining teaching and learning. Through the use of radio and television, it advertises the benefits of digital education. Government programmes like the Digital India campaign have improved the atmosphere and functionality of the online education system. To provide multimode access to education, a comprehensive strategy called PM-eVIDYA integrates all initiatives connected to digital, online, and on-air education. The integrated SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) platform includes free online courses for students in grades nine through twelve as well as postgraduate level. (https://swayam.gov.in/). Using GSAT satellite technology, the government-sponsored Swayam Prabha platform provides high-quality educational programming 24/7 via a network of 34 DTH channels.

Figure 2: Initiatives of government for Digital India

Additional efforts to access electronic books and journals have begun. The e-PG Pathshala platform, run by MHRD-UGC, offers 700+ e-books (e-Adhyayan), online courses (UGC-MOOCs), and offline access (e-Pathya). The IGNOU provided online courses like eGyanKosh and the virtual classrooms Gyandarshan and Gyan Dhara. Gyan Dhara is an online audio counselling service (http://gd.ignouonline.ac.in/gyandhara/), Gyandarshan is committed to meeting the educational and developmental requirements of society, and eGyanKosh is used to store, preserve, and exchange digital learning materials (http://egyankosh.ac.in). The National Digital Library of India (NDL) project's goal is to provide a single-window search facility with a virtual facility framework for studying e-content (https://www.ndl.gov.in). The Shodhganga offers research students a venue to deposit their doctoral theses and make them open access to the whole academic community. (https://shodhganga.inflibnet.ac.in/). The website e-ShodhSindhu (https://ess.inflibnet.ac.in/) also offers access to electronic material.

The following measures helped to speed up the practical training: To raise the standard of education in our nation, the FOSSEE (Free/Libre and Open-Source Software in Education)

Project encourages the use of Open-Source Software tools and lessens the reliance on proprietary software in educational institutions. (https://fossee.in/). Virtual Labs, which offers remote access to Labs in a variety of Science and Engineering disciplines for students at the undergraduate level, postgraduate level, as well as research researchers, may assist students develop their conceptual understanding. (https://www.vlab.co.in/). Engineering colleges in India may benefit from the practical training offered by e-Yantra (https://www.e-yantra.org/). The Spoken Tutorial is a programme that uses open-source software to enhance national IT literacy. (https://spoken-tutorial.org/). To follow your advancement in the area, the top databases VIDWAN and IRINS give profiles of scientists, researchers, and faculty members working in India's educational sector. Additionally, the MHRD offers the plagiarism detection programme Shodhshudhhi to all Universities to make it simple to find information that has been copied in academic and research papers. They introduced the "Annual Refresher Programme in Teaching" (ARPIT), a significant and original online project for online professional development. These are significant measures to boost digital learning for the Indian educational system's operation during the corona epidemic.

2. CHALLENGES

Even though the education industry has been hit hard by the financial crisis, we have seen a glimmer of light in the form of digital learning as a way to continue our education. The educational pursuits, such as courses, examinations, admission tests, and so on, were made more difficult. The idea that people should gain knowledge via the experience of carrying out experiments in a laboratory has been more prevalent in recent years. Students and instructors who live in remote locations may have difficulty accessing the internet, managing their power supplies, and becoming proficient with new technologies. Consequently, the option for online learning still faces a great deal of competition. It is unrealistic to expect every parent to shoulder the burden of responsibility for their children's education. If a parent is unemployed and comes from a low-income family, they may not be able to pay the school fees, and as a result, they can be reluctant to send their children to school. This might result in a significant wealth divide between urban and rural areas. Students who have access to the availability of technology are more likely to get hooked to its use, which has a negative impact on their health. Students will have less opportunity to play outside, which will have a negative impact on their overall physical development as a result of the schools being closed. It is imperative that educational institutions improve their knowledge, technological capabilities, and physical infrastructure in order to be prepared for the COVID-19 catastrophe.
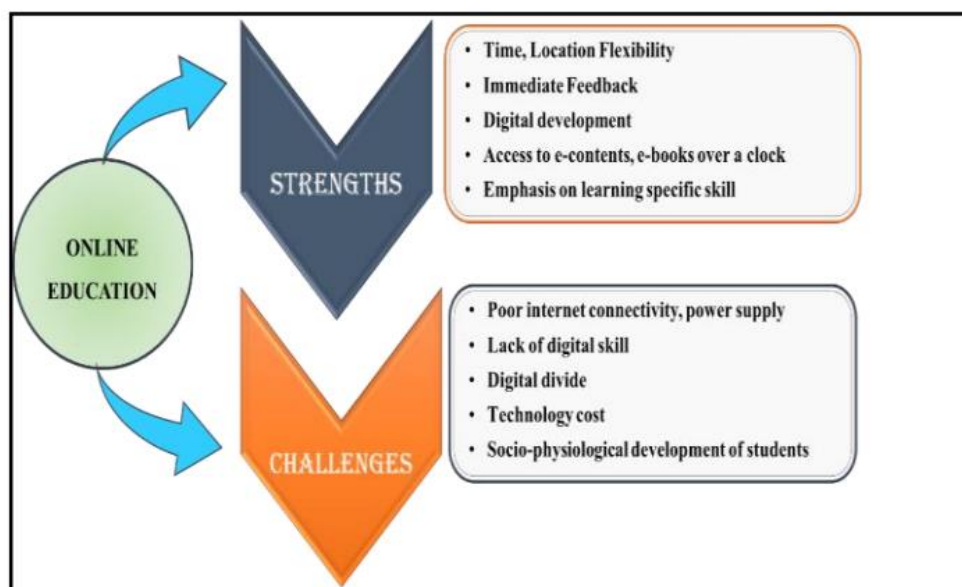

Figure 3: The strength and challenges in online education during pandemic

Since late January, a pandemic caused by COVID-19 has been sweeping throughout the world. This pandemic is proving to be an exceptionally difficult issue. The provision of education has not been spared, either locally or globally, as a result of the lockdown. While many educational institutions have relocated their operations online, the associated advantages given by traditional in-person instruction beg to tag along.

Strength of Online Education for Urban Colleges

Online education has been a lifesaver for many urban students during the COVID-19 pandemic. Some of the strengths of online education for urban students during this time include:

- *Accessibility:* Online education has made it possible for urban students to continue their education even when physical schools have been closed or disrupted due to the pandemic.
- *Flexibility:* Online education allows urban students to learn at their own pace and on their own schedule. This is especially helpful for students who may have other responsibilities, such as caring for family members or working part-time jobs.
- *Technology:* Urban students tend to have better access to technology and the internet, which are essential for online education. This has made it possible for students to participate in online classes, complete assignments, and communicate with their teachers and classmates
- *Personalized learning:* Online education can be tailored to the needs of individual students, allowing them to focus on the areas where they need the most help. This can help urban students who may have unique challenges, such as language barriers or learning disabilities.
- *Increased engagement:* Online education can be more engaging for some urban students, who may be more comfortable participating in discussions and activities in a virtual environment.

Overall, online education has been a valuable tool for urban students during the COVID-19 pandemic, providing a way for them to continue their education and stay on track with their goals despite the challenges posed by the pandemic.

Strength of Online Education for Private Colleges

Online education offers several strengths for private students, including:

- *Lower cost:* Online education can be less expensive than traditional in-person education, which can make it more accessible for private students who may not have the financial resources to attend a traditional college or university.

- *Cost-effective:* Online education can be more cost-effective than traditional in-person education, as it eliminates the need for students to pay for transportation, housing, and other associated expenses.

- *Self-paced learning:* Online education allows private students to learn at their own pace, which is especially helpful for those who may need additional time to fully understand a concept or topic.

- *Access to a wider range of courses and programs:* Online education provides private students with access to a wide range of courses and programs from different institutions around the world. This allows them to pursue specific areas of interest and gain valuable knowledge and skills.

Challenges in online education Faced by Urban Students

- *Limited availability of technological devices:* While we look at the domain of digital learning, it is imperative to consider the availability of the right devices to every student for accessing digital content. Not a lot of people in rural India have access to personal laptops or computers, and phone screens are not conducive to long learning hours.

- *Lack of Familiarity with Digital Technology:* While Smart Classrooms and Digital Learning have already made a way in urban educational setups; some rural countries still rely on traditional teaching methods for their lessons. Therefore, shifting from traditional pedagogical methods to the digital one cannot happen overnight.

- *Shortage of Teachers:* Shortage of teachers or the poor teacher-to-student ratio in villages poses another challenge towards making learning entirely digital in such areas. To make complete digitization of education in rural areas, this ratio needs to be improved and a large number of skilled and well-trained teachers are required so that each and every student receives complete attention even during an online class.

Challenges in online education Faced by Private Students

- *Limited interaction with teachers:* Private students often have limited interaction with teachers in an online environment. This can make it difficult to get individualized help and support when needed.

- *Lack of socialization:* Online education can be isolating, which can be especially challenging for private students who may not have as many opportunities to socialize with peers outside of school.

- *Limited access to resources:* Private students may have limited access to the resources they need to succeed in an online environment, such as reliable internet access, technology, and textbooks.

- *Time management:* Private students may struggle with time management in an online environment, as they may have other responsibilities and commitments that compete for their time and attention.

- *Limited accountability:* Online education can be more self-directed, which can make it difficult for private students to stay accountable to their coursework and deadlines.

3. LITERATURE REVIEW

Neha Nupoor, et al (2022) - The Covid 19 epidemic has had a negative impact on every area, including the global educational system. India has had such difficulty in all areas. There are several obstacles facing the Indian educational system. Lockdowns and social exclusion have had a negative impact on students' lives, but they have also sparked the development of a new, technology-based educational system. Around 32 crore kids were prevented from attending schools and colleges as a result of school and college closures, but it also sowed the seeds for the development of the online education system. In our world, everything is subject to change, including the other conditions. With the help of digitalization, the education industry has shown to be resilient throughout the globe and has effectively fended off the COVID-19 danger. This essay has examined both the good and bad elements, as well as the steps done by the Indian government to combat the current pandemic scenario. There is a particular drawback, which need urgent attention in order for students and professors to successfully attend lessons. Additionally, parents are having difficulties with their children's schooling, therefore this document has some helpful tips for ensuring that educational activities run smoothly during the epidemic.

Chougule, Shubham et. al, (2022) - The report, "Impact of Covid-19 on Education Industry," looks at how the Covid-19 pandemic condition is significantly transforming education via e-learning. Since everyone's progress has been halted due to the COVID-19 crisis, institutions are forcing students to adapt to E-Learning Platforms. According to recent trends during Covid-19, an institution must have an online presence through e-learning platforms in order to stay in touch with students even during the epidemic. Therefore, Covid-19 and how Elearning has benefited the education sector are the key themes of the current research. Data were gathered by a questionnaire survey utilising a non-probability practical sample approach. All 80 answers to the sample of 80 surveys were gathered over the course of fifteen days. According to research, students in their last year of school find e-learning systems to be successful and beneficial for both studying and submitting work.

Showkat Ahmad Dar, et al (2021) - India's educational institutions (schools, colleges, and universities) exclusively use conventional teaching techniques at this time, which involves holding in-person lectures in a classroom. Even while many academic institutions have begun using blended learning, many of them are still using outdated practises. The globe was shaken

by the rapid emergence of the fatal Covid-19 sickness, which was brought on by the SARS-CoV-2 Corona virus. All educational activities were suspended in India as around 32 crore students left their current schools or universities. The COVID-19 epidemic has shown us that change is inevitable. The World Health Organization's declaration of it as a pandemic has served as a drive for educational institutions to expand and choose platforms with cutting-edge technology. The global education system was put to the test by this issue, and instructors were abruptly obliged to switch to an online form of instruction. Many academic institutions were forced to completely switch to online teaching-learning after first being unwilling to modify their old pedagogical style. The essay discusses the value of online education and a SWOC (Strengths, Weaknesses, Opportunities, & Challenges) study of several e-learning platforms during a crisis. This research article shed some insight on the expansion of EdTech startups during pandemics and other natural catastrophes and offered advice to academic institutions on how to handle the difficulties of online learning.

Malhotra, Shagun et. al, (2021) - A new virus known as "COVID-19" has been identified; it distributes a virus known as "Coronavirus." The global health problem started in China and has since expanded there. The World Health Organization has classified this virus as a "global pandemic" (WHO). The governments of numerous countries have declared a nationwide lockdown to save the populace from the virus. All educational institutions throughout the globe have been forced to close due to the epidemic, which has had a significant impact on students' lives since they are unable to engage physically with their peers and professors. The conventional classroom-based learning method has completely given way to online learning, which is now the greatest experiment ever conducted in the area of education. The epidemic has led to an increase in online teaching and learning around the globe. In the modern world, the way that people learn has changed. The COVID-19 epidemic has also resulted in a worldwide economic downturn, which will have a significant effect on recent graduates. This essay will discuss all of the effects and repercussions that the pandemic will have on the educational system as well as the replies of the Open Education Committee and the UNESCO international organization.

Meenal D. Patil et. al, (2021) - India and the rest of the world have both been severely disturbed by the COVID-19 epidemic. The spread of the COVID epidemic has had a severe

negative impact on the educational system around the globe, including India. It enforced the worldwide lockdown, which had a negative impact on 0.29 billion Indian pupils. Many educational systems, including those in schools, colleges, and universities, have shifted away from in-person instruction in favour of online learning. Students had lost the academic year 2020, but they now worry about losing the one in 2021. Despite all of these issues, India's education industry has persevered by responding positively, and it has been able to perform online education to maintain learning-teaching, research, and some other services using new technological tools and digitalization. The corona epidemic has caused the Indian education system to adopt fresh viewpoints and several innovative teaching-learning practices. This tendency may continue as we move toward a new future. In addition to highlighting the good and negative effects of the COVID-19 epidemic on India's education system, this report offers some helpful tips for sustaining educational activity during lockdown conditions.

Pujari, Purvi et. al, (2021) - The education sector is one area that has been profoundly affected by the COVID-19 epidemic. In order to stay afloat and keep the learning process going, the educational system had to undergo radical changes in a short amount of time. The field of education is only one that has had to adapt to the new normal by rethinking its delivery strategies and gaining a better grasp on supply and demand. After Covid-19, the education sector faces new challenges, and this chapter aims to define those challenges, assess their effect, and provide some methods and remedies. After the epidemic, a definite preference for online education emerged. The shift toward online learning has introduced additional limits and difficulties. The effect may be seen in the widening gap between students' access to digital resources. The physical and mental health of the students may be affected in the long run. The implications of Covid-19, such as an expanding digital gap and rising anxiety and stress levels, are a source of worry for all parties involved in the education sector, including students, teachers, parents, universities, and NGOs. The results of the impact analysis make it urgent to determine how to mitigate the situation's negative effects on all parties involved. The supply and demand categories serve as organizational frameworks for the chapter's proposed solutions for the Education sector. To acquire a clear image and guarantee the efficiency of the resulting plans, it is necessary to conduct a comprehensive study of the reality of all the parties involved. The restructured education system will be more diverse and prepared to meet whatever the future may bring. There must be a relentless commitment to education.

Preeti Tarkar, (2020) - The COVID-19 epidemic has caused havoc throughout the globe. It originated in China and is now permeating the whole world. A pandemic health issue called COVID-19 is hindering the nation's economic expansion. Normal everyday life has been disrupted as a consequence of the COVID-19 epidemic. To stop the COVID-19 virus from spreading, several actions are being taken by nations. The Indian government has imposed a nationwide lockdown to encourage social alienation. All schools, colleges, and institutions have been ordered closed because of the epidemic. The whole educational system is being disrupted by this. When deciding on policies pertaining to the educational system, policymakers must contend with several issues. Online learning is replacing offline instruction. Students, instructors, and parents are all having a lot of issues as a result of this change in teaching technique. The current study discusses the COVID-19's numerous effects on the educational system.

Vidyut Rajhans, et al, (2020) - They gave a summary of a research titled "Impact of COVID-19 on academic activities and way ahead in Indian Optometry." With a focus on optometry training, this inquiry aims to identify the empowering and impeding aspects of these shifts. In light of a comparison study conducted in 2018, it combines how the Indian optometry educational system has responded to COVID-19 disruptions with findings from the 2020 evaluation. In the middle of the COVID 19 shutdown, a cross-sectional study was conducted to identify changes in optometry preparation as well as changes in Indian optometry educators. An online study was conducted in the most recent week of April 2020 using an approved survey that contained a mix of open-ended and closed-ended questions. This was done in response to the perception that the majority of optometry organizations had switched their teaching learning exercises to the e-learning mode. The findings showed that 73 out of 78 optometry professors switched to e-learning mode in a short period of time with high assurance. The majority of educational learning and assessment activities are carried out via multi-device compatible video conferencing equipment, dedicated educational interfaces, and online media apps.

Ashritha K S and Dr. Kavitha B N (2020) - The most effective tool for any country to develop and prosper is education. The pandemic of the coronavirus (COVID-19) is posing significant difficulties for the Indian educational system. Academicians, parents, and students are all

having a difficult time adjusting to the current environment as a result of a significant setback to the methodical approach to classroom learning. With this context, an effort is made to understand how COVID-19 is posing problems for academics, students, and parents as well as for institutions. It also emphasises the difficulties associated with adopting new technologies in school, the learning process, student participation, and parental understanding of the epidemic.

Gupta, Priyanka et. al, (2020) - The effects of the COVID-19 pandemic can be seen in almost every part of the economy. All over the world, this is having a big impact on education. It has forced schools all over the world to lock down, which has made students' lives very hard. All education in India has been stopped, so more than 30 crore students have to study at home. The COVID-19 outbreak showed us that change is inevitable. It has pushed schools, colleges, and educational institutions to change their methods and use digital platforms and techniques that have never been used before. In this crisis, both the education sector and students have taken different steps to stay alive and have tried to use digital tools to deal with the problems caused by the pandemic. This paper talks about some of the steps that the Indian government has taken to make sure that education in the country runs smoothly and without problems. In this paper, both the good and bad effects of COVID-19 are talked about, and some suggestions are also given. The results show that COVID-19 has negative effects on schooling, such as learning problems, less access to training and testing centres, and more work for students.

Jena, Pravat. (2020) - Education is only one area of human existence that the spread of pandemic Covid-19 has severely impacted. It's like a test of schooling never seen before. Many schools and universities throughout the globe have shut down their physical campuses in favour of an online-only model of education. There has been a significant slowing in the pace of internationalization. As a result, all schooling in India came to a halt, and the country's 32 crore students were unable to attend their regularly scheduled classes. Higher education institutions (HEIs) have responded constructively and, with the help of various methods and approaches, have ensured the continuance of teaching, learning, research, and service to society despite the epidemic. The essay focuses on how Covid-19 has affected Indian universities. In order to continue providing their services without interruption, a number of India's HEIs and educational authorities have adopted the following actions. Many novel approaches to

education, points of view, and trends have evolved in the wake of the Covid-19 outbreak, and we should expect this to continue into the future. Consequently, after Covid-19, some of the tendencies that may allow for the creation of novel approaches to the education of college-aged students in India are described. In addition, several helpful recommendations for carrying out educational activities during the pandemic crisis are highlighted.

Upoalkpajor, Joshua-Luther (2020) - The goal of this research was to determine how COVID-19 has impacted Ghanaian education. The following goals served as the foundation for this study: to gauge Ghanaian students' knowledge about the COVID-19 virus, to assess the disease's effects on the country's educational system, and to gauge its long-term effects. The study used a descriptive and explanatory design, and in order to gather data, questionnaires and library research were both used. Data was gathered from both primary and secondary sources, and it was then evaluated using the chi square statistical tool at a 5% level of significance before being shown in frequency tables and percentages. 100 instructors and students from chosen Senior High Schools (SHS) in the Tamale metropolitan area of Ghana's northern region served as the study's respondents. According to the study's results, the COVID-19 pandemic has a substantial influence on Ghana's educational system. As a result, schools in Ghana are asking for funding to make up for the educational losses caused by the epidemic.

Pravat Kumar Jena (2020) - In December of 2019, clusters of pneumonia cases were identified in Wuhan, China, and further examination revealed that the condition was caused by a new coronavirus strain. The unique COVID-19 (an abbreviation for Coronavirus illness 2019) outbreak spread over the world at an alarming pace. On 30 January, the World Health Organization (WHO) declared a public health emergency of worldwide significance, and on 11 March, a pandemic (2020). The sickness caused by coronavirus is spread by inhalation or contact with contaminated droplets. The symptoms often range from fever, cough, sore throat, shortness of breath, and weariness to a number of fatal disorders. To stop the spread of the pandemic, the first step was to avoid transmission or contact with an infected individual by keeping social distance, and for this, every nation instituted a lockdown. To stop the spread of the new sickness, the Government of India (GoI) has instituted a lockdown beginning March 25, 2020.

C & Koomson, et al (2020) - The purpose of this research was to determine how Covid-19 affected learning. The research used a descriptive survey approach, giving 214 respondents— mostly students at Ghana's higher institutions and second cycle schools—questionnaires with 11 items on a Likert scale. Simple random sampling was used in the research to choose the survey's respondents. The research identified various issues that kids face when schools must shut because to the Covid-19 epidemic. Since students cannot properly study from home, the online learning method is quite inefficient. Again, parents are unable to help their children use online learning platforms, nor can they completely monitor their children's learning at home without any issues. As many of them are not used to studying efficiently on their own, it was discovered that the epidemic has had a serious detrimental influence on their ability to learn. Due to their restricted internet connectivity and lack of familiarity with these technological tools, the majority of Ghanaian students find the newly implemented e-learning platforms challenging. Therefore, the research advises that students be exposed to cutting-edge offline e-learning platforms to enhance classroom instruction and help students who may not have access to internet connectivity.

Hüsne Mehtap (2017) - A turning moment in global history was experienced at the conclusion of 2019 and the start of 2020. A little virus that caused a pandemic all across the world shook the world. Numerous pupils from various states, classes, castes, genders, and geographic regions have been impacted by COVID-19. By the end of March 2020, the pandemic had reached more than 185 nations, closed more than 90% of all schools, colleges, and institutions, and affected about 1.38 billion pupils. 247 million primary and secondary school pupils in India are not attending school as a result of COVID-19, which has severely interrupted access to education. To reach students remotely and lessen the interruption of education caused by school closures, UNESCO advised the adoption of distance learning programmes and open educational platforms that schools and instructors may utilize. Education organizations adopted blended learning and pushed for instructors and students to become tech-savvy.

4. STATEMENT OF PROBLEM

The world is facing serious issues due to COVID-19 pandemic that is influencing economic, social and lifestyle of the people. The educational system and institutions are affected by the issue badly as classroom activities are stopped due to nationwide closure. The spread of the virus is increasing and having a significant impact on economic and educational activities. The research analyses the negative and positive impact of this pandemic issue.

The research will focus on impact of COVID-19 on the education system in Gurgaon. This is a very serious issue as it is not only affecting the students but also the teachers and families. Moreover, it will have far-reaching economic and societal consequences, including student debt, digital learning, food insecurity, housing and internet. Now, the research about issues related to effects of this pandemic on the whole education system that will help to improve the understanding of the short- and long-term issues as well as approaches that could be used for overcome and help in managing the effectiveness for professional learning.

The problem statement of this study is entitling as – "Study of impact of Covid 19 in education industry In Gurgaon".

5. RESEARCH GAPS

Education promotes skills, habits, knowledge, and intellect in children. No country can afford to stop education. Any nation's government must maintain its citizens healthy. Children spread COVID-19 faster than adults. India's lockdown policies shut all schools from preschool to postgraduate, affecting learning. Online teaching is happening now. Online learning may provide challenges. Internet outages and household interruptions prevent many students from

studying online. Private and public schools must use e-learning systems. WebEx, Zoom, Google Classroom, and Skype are online platforms. These digital tools will transform education from teacher-centered to student-centered. These online resources will help instructors and students learn. There are various studies conducted on Covid-19 and on education, but no exhaustive research has been conducted on the Study of impact of Covid 19 in education industry In Gurgaon. Hence, this study will bridge the gap of the previous study and on our topic.

Comparison between rural and private colleges in Gurgaon

Sure, here's a table summarizing the comparison between rural and private colleges in the education sector of Gurgaon:

Factors	Rural colleges	Private colleges
Infrastructure	Limited resources, may not have access to modern facilities	More funds to invest in state-of-the-art facilities
Faculty	May have difficulty attracting top-quality faculty	Attracts experienced faculty with higher education and research experience
Course offerings	More limited selection of courses and programs	Offers a wider range of courses and programs
Student experience	May have limited extracurricular activities and resources	Offers a more diverse range of extracurricular activities and resources

6. RESEARCH OBJECTIVES

The objective of the study is -

1) To study the concept of education system, Covid-19 pandemic and impact of Covid-19 on education system

2) To assess the impact of COVID-19 on education.

3) To analyze the perception of male and female respondents towards online study during COVID-19.

4) To discuss the impacts of covid-19 pandemic on strategies for marketing in education field

5) To discover the changes and opportunities for education institutions due to COVID-19

7. RESEARCH METHODOLOGY

The study will require a systematic flow of activities that aid in the improvement of result effectiveness and attainment of goals. The researcher will choose interpretative research philosophy for present study linked to the examination of the influence of COVID-19 on the

education system and institution. Using this concept, the researcher will gather and analyze the many responses and identified the critical activities to change the situation.

7.1 RESEARCH DESIGN

According to research methodology functions, quantitative study will use in order to conduct research in a professional way. The researcher will use a descriptive design for the present study and a questionnaire approach to gather data. As a result, the research will be quantitative in nature and contributed to achieving its goals. We will focus on both direct and indirect aspects that might affect the educational system and methods of institutions as a result of the Covid-19 epidemic by employing this sort of methodology.

7.2 DATA COLLECTION

The data will be collected through the primary and secondary source which is as follows -

- **Primary Data –** The primary data will be collected through the respondents. The data will be gathered via the email questionnaire approach. Now that the researcher will deliver the questionnaire in Gurgaon through email, gathering data using this strategy will take less time.
- **Secondary Data** – The secondary data will be collected through the internet, magazines, research papers, dissertation, books etc.

7.3 TOOLS USED FOR DATA COLLECTION

The data used in the present study will be obtained via a questionnaire, and the descriptive approach will be effective in analyzing how Covid-19 affected the educational system. This type of design will aid in the analysis of the aspects of the COVID-19 on the institution and will assist in gaining a thorough understanding of the problems and potential obstacles associated with the provision of online learning and the alteration of the traditional classroom method of study. In the Current Survey Included 50 Questions on all Variables.

A standardized questionnaire with a Likert scale will be employed by the researcher. The researcher will create the survey using Google Docs because to the pandemic scenario, then sent it to the respondents through email, WhatsApp, and Facebook.

Research Question

1. What are the challenges faced by the rural and private education sectors in Gurgaon during the COVID-19 pandemic?

2. How does a rural and private education sectors adapted to ensure continuity of education for students?"

3. How has the COVID-19 pandemic affected the enrollment rates in rural and private schools in Gurgaon, and what factors have influenced these changes?

4. What are the key differences in the online learning experiences of rural and private school students in Gurgaon, and how have educators adapted to support these students?

5. To what extent have rural and private schools in Gurgaon been able to provide access to technology and other resources to facilitate online learning during the pandemic?

7.4 SAMPLING DESIGN

In order to choose a representative sample of students and teachers from the total population, the researcher used a non-probability and convenience sampling strategy.

7.5 SAMPLE SIZE

In order to collect data for an examination of the effects of COVID-19 on education, we will choose a sample of 500 respondents and distributed the questionnaire to them. All responders will send a questionnaire created online. Since face-to-face engagement will not be possible during the epidemic, responses will also gather online.

7.6 DATA ANALYSIS

The collected data will be analyzed using percentage, frequency and graphs.

7.7 STATISTICAL TOOLS USED FOR DATA COLLECTION

IBM SPSS 20 will be used to gather and analyze the data. We will use factor analysis, group statistics, and an independent sample test for statistical analysis.

7.8 SCOPE OF THE STUDY

The findings of the research will be centered on the responses provided by respondents in a particular domain. With the aid of this study, one might acquire a better knowledge of how respondents will see online education and how it effects on education of the respondents.

7.9 SIGNIFICANCE OF THE STUDY

The influence that Covid-19 will have on educational system is the focus of this specialized inquiry. We will examine the factors that led to the widespread spread of the Covid-19 epidemic, which ultimately will have an effect on the respondents. The study would make it possible for readers to reflect on their own knowledge of the pandemic time frame of respondents, which would allow for the establishment of procedures that are appropriately adapted to the performance of future research in the appropriate way.

7.10 HYPOTHESIS OF THE STUDY

H_1: - There will be a significant difference between the male and female respondents' views on impact of online teaching during covid-19 pandemic.

H_0: - There will be no significant difference between the male and female respondents' views on impact of online teaching during covid-19 pandemic.

H_2: There will be a significant impact of the online education on the learning disruption of the students during covid-19 pandemic

H_0: - There will be no significant impact of the online education on the learning disruption of the students during covid-19 pandemic

H_3: There will be a significant impact of the online education on the loss of interest of the students during covid-19 pandemic

H_0: - There will be no significant impact of the online education on the loss of interest of the students during covid-19 pandemic

H_4: There will be a significant impact of the online education on the prolonged study of the students during covid-19 pandemic

H_0: - There will be no significant impact of the online education on the prolonged study of the students during covid-19 pandemic

H_5: There will be a significant impact of the online education on the limited educational opportunities of the students during covid-19 pandemic

H_0: - There will be no significant impact of the online education on the limited educational opportunities of the students during covid-19 pandemic

8. EXPECTED OUTCOMES

COVID-19 has a significant influence on India's education industry. Despite the many difficulties it has brought about, several possibilities have also arisen. To address the current COVID-19 dilemma, the Indian government and several educational stakeholders have looked at the idea of open and distance learning via the use of various digital technologies. India is not entirely prepared to use digital platforms to spread education across the whole country. In order to be prepared for COVID-19-like circumstances, educational institutions urgently need to improve their knowledge and IT infrastructure.

It will be concluded from our study that the use of online tools and technology will be helpful and the educational system needs modifications. The exchange of notes and other information through online platforms and online classrooms will be useful for keeping the educational system on track. Similar results will be found in our study, where the importance to educational institutions will be emphasized. According to the report, universities that provide remote learning programmes would have strong possibilities to promote the programmes for system growth and sharing the strategy for sustaining services.

Consequently, based on the study's results, it will be said that both male and female respondents in Gurgaon see online learning as an efficient and ideal tool during this COVI-19 pandemic lockdown period. The system must improve teacher preparation for the online classroom tool so that they will educate the students more successfully and shape the next generation.

9. RESEARCH PLAN

The research plan has included the detail time schedule and framework to complete the research study which is mentioned as below;

Time Schedule/Time Frame for Research:

Sr. No	Particulars	Time /Duration
1)	Submission of Proposal and Pre-Presentation of Synopsis	3 Months
2)	Six Month Progress Report	Every Six Month
3)	Course Work-I	As per Schedule of University
4)	Course Work-II	After one year as per schedule of university
5)	Publication of Research paper-I based on Review of Literature	On or before Six Months from the submission of Synopsis to university
6)	Pilot Study Submission	After a year as per schedule of university
7)	Publication of Research paper-II based on Analysis and Inferences drawn from the selected poems	After one and half year as per schedule of university

8)	Pre-submission of Ph.D. Presentation and submission of Synopsis along with Pre-Ph.D. Report	After 2 Years as per rules of university
9)	Final Ph.D. Thesis submission along with Plagiarism Report	After 36 Months, as per given stipulated time frame and rules and regulations of university

THE CHAPTER SCHEME

The Chapter Scheme: The scheme of the presentation of chapters of the research is as below:

Chapter No.	Name of Chapter/Particulars
Chapter 1	Introduction
Chapter 2	Review of Literature
Chapter 3	Conceptual Framework
Chapter 4	Research Methodology
Chapter 5	Data Analysis and Results
Chapter 6	Conclusion and Future scope
	Bibliography

REFERENCES

1. Ashritha K S and Dr. Kavitha B N (2020). Impact of Covid -19 On Indian Education System. International Journal of Creative Research Thoughts (IJCRT), Volume 8, Issue 11 November 2020 | ISSN: 2320-2882

2. C & Koomson, Charles & Hanson, D & Koomson, C & Hanson, C. (2020). The Impact of Covid-19 on Learning - The Perspective of the Ghanaian Student. 7. 88-101. 10.5281/zenodo.3753586.

3. Chougule, Shubham & Shinde, Sonal & Karale, Utkarsha & Pendse, Meenal. (2022). Pre & During Covid Situation & Impact Of Covid- 19 On Education Industry. International Journal of Scientific Research in Engineering and Management (IJSREM) Volume: 04 Issue: 09 | Sept -2020

4. Dar, Showkat & Dar, Showkat & Naseer, Ahmad & Lone, Naseer. (2021). Impact Of Covid 19 On Education in India. Art History. Volume-26, 46-55.

5. Gupta, Priyanka & Gupta, Anupama. (2020). Impact Of Covid-19 On Education Sector. Indian Journal of Applied Research. 23-25. 10.36106/Ijar/7314325.

6. Hüsne Mehtap, SÜT et.al., (2017), Effects of COVID -19 period on educational systems and institutions. International Journal of Curriculum and Instructions, Vol:13, No: 1, Pp: 537-551.

7. Jena, Pravat. (2020). Impact of Covid-19 on higher education in India. 5. 77-81.

8. Malhotra, Shagun & Jindal, O. (2021). The Effect of Covid-19 in the International Education Industry. Scholarly Research Journal for Interdisciplinary Studies, Online ISSN 2278-8808, SJIF 2019 = 6.380, www.srjis.com Peer Reviewed & Refereed Journal, Jan-Feb, 2021, VOL- 8/63

9. Meenal D. Patil, Rasika B. Ghadge, Suprimkumar D. Dhas, Annasaheb V. Moholkar. Impact Of Covid-19 On Education In India. Volume 6, Issue 5, May 2021.

10. Neha Nupoor, et al (2022). A Study on Impact of COVID-19 pandemic on Indian Education System. Journal of Commerce, Management & Humanities, Vol. 2, Issue. 1 [Jan-June, 2022]

11. Pravat Kumar Jena (2020). Impact of Covid-19 on higher education in India. International Journal of Advanced Education and Research, vol. 5, No.3, pp. 77-81, 2020.

12. Pujari, Purvi & priyadarshini, Priyeta. (2021). Education Sector post COVID-19, In book: Covid-19- Strategies for A New Normal, Publisher: BLOOMSBURY

13. Rajhans, Vidyut & Memon, Usman & Patil, Vidula & Goyal, Aditya. (2020). Impact of COVID-19 on academic activities and way forward in Indian Optometry. Journal of Optometry. 13. 10.1016/j.optom.2020.06.002.

14. Tarkar, Preeti. (2020). Impact Of Covid-19 Pandemic on Education System. International Journal of Advanced Science and Technology. 29. 3812-3814.

15. Upoalkpajor, J.-L. N., & Upoalkpajor, C. B. (2020). The Impact of COVID-19 on Education in Ghana. *Asian Journal of Education and Social Studies*, *9*(1), 23-33. https://doi.org/10.9734/ajess/2020/v9i130238

16. 1.T. Abel, D. McQueen The COVID-19 pandemic calls for spatial distancing and social closeness: not for social distancing! Int J Public Health (2020), 10.1007/s00038-020-01366-7

17. 2.D.K. Ahorsu, C.-Y. Lin, V. Imani, M. Saffari, M.D. Griffiths, A.H. PakpourThe fear of COVID-19 scale: development and initial validation Int. J. Mental Health Addiction (2020), 10.1007/s11469-020-00270-8

18. S.K. Brooks, R.K. Webster, L.E. Smith, L. Woodland, S. Wessely, N. Greenberg, et al.The psychological impact of quarantine and how to reduce it: rapid review of the evidence The Lancet, 395 (10227) (2020),

19. A. Schimmenti, J. Billieux, V. Starcevic The four horsemen of fear: an integrated model of understanding fear experiences during the COVID-19 pandemic Clin Neuropsychiatry, 17 (2) (2020), Centers for Disease Control and Prevention. (2020). Coronavirus disease 2019 (COVID-19): Stress and coping. Retrieved 13 April, 2020, from https://www.cdc.gov/coronavirus/2019-ncov/about/coping.html

20. M.A. Mamun, M.D. GriffithsFirst COVID-19 suicide case in Bangladesh due to fear of COVID-19 and xenophobia: possible suicide prevention strategies Asian J Psychiatr, 51 (102073) (2020), 10.1016/j.ajp.2020.102073

21. K. WiederholdSocial media use during social distancing Cyberpsychol Behav Soc Netw, 23 (5) (2020), 10.1089/cyber.2020.29181.

22. 8.K.R. Kaufman, E. Petkova, K.S. Bhui, T.G. SchulzeA global needs assessment in times of a global crisis: world psychiatry response to the COVID-19 pandemic BJPsych Open (2020),

23. World Health Organization. (2020a). #HealthyAtHome. Retrieved 18 April, 2020,

24. M.D. Blasi, A. Giardina, C. Giordano, G.L. Coco, C. Tosto, J. Billieux, et al.Problematic video game use as an emotional coping strategy: evidence from a sample of MMORPG gamers J Behav Addict, 8 (1) (2019), pp. 25-34, 10.1556/2006.8.2019.02 CrossRefView Record in ScopusGoogle Scholar

25. D.F. JacobsA general theory of addictions: a new theoretical model Journal of Gambling Behavior, 2 (1) (1986), pp. 15-31, 10.1007/BF01019931 CrossRefView Record in Scopus

26. E.J. KhantzianAddiction as a self-regulation disorder and the role of self-medication Addiction, 108 (4) (2013), pp. 668-669 CrossRefView Record in

27. O. Király, R. Urbán, M.D. Griffiths, C. Ágoston, K. Nagygyörgy, G. Kökönyei, et al.Psychiatric symptoms and problematic online gaming: the mediating effect of

gaming motivation J Med Internet Res, 17 (4) (2015), Article e88, 10.2196/jmir.3515 CrossRefView Record in

28. J. Billieux, A. Schimmenti, Y. Khazaal, P. Maurage, A. HeerenAre we overpathologizing everyday life? A tenable blueprint for behavioral addiction research J Behav Addict, 4 (3) (2015), pp. 119- 123,

29. D.L. King, P.H. Delfabbro, J. Billieux, M.N. PotenzaProblematic online gaming and the COVID-19 pandemic J Behav Addict (2020), 10.1556/2006.2020.00016

30. C.H. Ko, J.-Y. YenImpact of COVID-19 on gaming disorder: monitoring and prevention (2020) Journal of Behavioral Addictions.

31. Casero-Ripollés, A., (2020). Impact of Covid-19 on the media system. Communicative and democratic consequences of news consumption during the outbreak.

32. Casero-Ripollés, Andreu (2020)."Impact of Covid-19 on the media system. Communicative and democratic consequences of news consumption during the outbreak". El profesional de la información, 29(2), p.e290223.

33. Cuervo-Cazurra, A., Mudambi, R., Pedersen, T. and Piscitello, L., (2017). Research methodology in global strategy research. Global Strategy Journal, 7(3), pp.233-240.

34. Currie, C.S., Fowler, J.W., Kotiadis, K., Monks, T., Onggo, B.S., Robertson, D.A. and Tako, A.A., (2020). How simulation modelling can help reduce the impact of COVID-19. Journal of Simulation, pp.1-15.

35. Fletcher, A.J., (2017). Applying critical realism in qualitative research: methodology meets method. International journal of social research methodology, 20(2), pp.181-194.

36. Ho, C.S., Chee, C.Y. and Ho, R.C., (2020). Mental health strategies to combat the psychological impact of COVID-19 beyond paranoia and panic. Ann Acad Med Singapore, 49(1), pp.1-3.

37. Karalis, T., (2020). Planning and evaluation during educational disruption: lessons learned from COVID-19 pandemic for treatment of emergencies in education. European Journal of Education Studies.

38. Kumar, R., (2019). Research methodology: A step-by-step guide for beginners. Sage Publications Limited.

39. McKibbin, W.J. and Fernando, R., (2020). The global macroeconomic impacts of COVID-19: Seven scenarios.

40. Mohajan, H.K., (2018). Qualitative research methodology in social sciences and related subjects. Journal of Economic Development, Environment and People, 7(1), pp.23-48.

41. Ørngreen, R. and Levinsen, K., (2017). Workshops as a Research Methodology. Electronic Journal of E-learning, 15(1), pp.70-81.

42. Rundle, A.G., Park, Y., Herbstman, J.B., Kinsey, E.W. and Wang, Y.C., (2020). COVID- 19– Related School Closings and Risk of Weight Gain Among Children. Obesity.

43. Sintema, E.J., (2020). Effect of COVID-19 on the performance of grade 12 students: Implications for STEM education. Eurasia Journal of Mathematics, Science and Technology Education, 16(7), p.em1851.

44. Van Lancker, W. and Parolin, Z., (2020). COVID-19, school closures, and child poverty: a social crisis in the making. The Lancet Public Health, 5(5), pp.e243-e244.

45. Vladescu, I (2016). Models of Qualitative Changes in Academic Education, in Indian Journal of Applied Research, Volume 6, ISSN: 2249-555X, March 2016, pag. 239-244

46. Vladescu, I (2016). The teachers training for intercultural education, in Asian Academic Research Journal of Social - Science & Humanities, Volume 3, February 2016, ISSN: 2278-859X (online), pag.222-227

47. Vladescu, I (2017). The Impacts of Using ICT in the Educational Proces Today, Volumul Conferinț ei GIDNI 4 Globalization. Identity, Nation and Dialogue / ed.: Iulian Boldea, Cornel Sigmirean - Târgu-Mureș : Arhipelag XXI Press, 2017 ISBN 978-606-8624-01-3 (C) Arhipelag XXI Press, 2017 (Sesiunea Comunicare), Volumul IV,, Universitatea Târgu – Mureș , pag. 217- 221,

48. Vladescu, I (2017). PARADIGM, KEY-CONCEPT OF EDUCATIONAL THEORY AND PRACTICE accepted by the committee to present as ORAL to the 3 rd International Conference on Lifelong Education and Leadership for All-ICLEL, September 12-14,

49. Porto, Wiek, A. and Lang, D.J., (2016). Transformational sustainability research methodology. In Sustainability science (pp. 31-41). Springer, Dordrecht.

50. UNESCO. COVID-19 Educational Disruption and Response. Retrieved on WHO. WHO Coronavirus Disease (COVID-19) Dashboard. Retrieved on May 20, 2020 from https://covid19.who.int/ Wikipedia.

51. Covid-19 Pandemic in India. Retrieved on https://en.wikipedia.org/wiki/Education_in_India

52. Pravat Ku. Jena 2020a. Challenges and Opportunities created by Covid-19 for ODL: A case study of IGNOU. International Journal for Innovative Research in Multidisciplinary Filed, Volume-6, Issue- 5, Pg. 217-222.

53. Study Abroad Life (2020). How Covid-19 will affect the Indian education system. Retrieved on May 25, 2020 from https://www.studyabroadlife.org/how-covid-19- will-affect-the-indian-education-system/ Pravat Ku. Jena 2020b. Online learning during lockdown period for covid-19 in India. International Journal of Educational Research, Volume-9, Issue- 5(8), Pg.82-92.

54. Misra Kamlesh 2020. Covid-19: 4 negative impacts and 4 opportunities created for education. Retrieved on May 25, 2020 from https://www.indiatoday.in/educationtoday/featurephilia/story/covid-19-4-negative-impactsand-4-opportunities-created-for-education-1677206-   2020-05-12 Educationasia.in 2020.

55. The Impact of COVID-19 on Education and Education Sectors, Know Here. Retrieved on May 25, 2020 from https://educationasia.in/article/the-impactof-covid-19-on-education-and-education-sectors-knowhere MHRD notice (20 March, 2020). COVID-19 Stay Safe: Digital Initiatives. Retrieved on May 25, 2020 from

https://www.mohfw.gov.in/pdf/Covid19.pdf   May   20,   2020   from
https://en.wikipedia.org/wiki/COVID19_pandemic_in_India

56. Wikipedia, Education in India Retrieved on May 24, 2020 from June 26, 2020 from https://en.unesco.org/covid19/ educationresponse

57. Rahul De', Neena Pandey, Abhipsa Pal, "Impact of digital surge during Covid-19 pandemic: A viewpoint on research and practice", International Journal of Information Management 55 (2020) 102171.

58. Niyaz Panakaje, Habeeb Ur Rahiman, Mustafa Raza Rabbani, Abhinandan Kulal, Mahammad Thauseef Pandavarakallu & Shakira Irfana, "COVID-19 and its impact on educational environment in India", Environmental Science and Pollution Research (2022) Springer, 29:27788–27804, Environ Sci Pollut Res (2022) 29:27788–27804.

59. Ms. Toshika Pareek, Dr. Kiran Soni," A Comprehensive Study On Covid-19 Pandemic: An Impact On School Education In India", Amity Journal of Management Amity Business School, Amity University Madhya Pradesh,Vol. VIII, No. 2, July-December 2020 ISSN: 2347-1832 (Print)| ISSN: 2581-5261 (Online)

60. Sumitra Pokhrel, Roshan Chhetri," A Literature Review on Impact of COVID-19 Pandemic   on   Teaching,   in.sagepub.com/journals-permissions-india   DOI: 10.1177/2347631120983481 journals.sagepub.com/home/hef , SAGE

61. Unesco, Case Study- Situation Analysis on the Effects of and responses to Covid-19, https://www.unicef.org/rosa/media/16511/file/India%20Case%20Study.pdf,   ISBN 978-92-806-5249-9 (UNICEF) ISBN 978-92-9223-677-9 (UNESCO).

62. Branscombe, M. (2020). The network impact of the global COVID-19 pandemic. April 14,   Retrieved   June   6,   2020,   fromThe   New   Stackhttps://thenewstack.io/the-networkimpact-of-the-global-covid-19-pandemic/.

63. David Blumenthal, M.D., M.P.P., Elizabeth J. Fowler, Ph.D., J.D., Melinda Abrams, M.S., and Sara R. Collins, Ph.D. "Covid-19 — Implications for the Health Care System", N Engl J Med 2020; 383:1483-1488 DOI: 10.1056/NEJMsb2021088

64. B. I. Bhamaterajput," Impact Of Covid-19 On Indian Education System -Present Status And Future Perspectives", Vidyabharati International Interdisciplinary Research Journal (Special Issue June 2020) ISSN 2319-4979.

65. Hüsne Mehtap, Behçet," Effects of COVID-19 period on educational systems and institutions", International Journal of Curriculum and Instruction 13(1) Special Issue (2017) 537–551.

66. Showkat Ahmad Dar, Dr.Naseer Ahmad Lone, "Impact Of Covid 19 On Education In India ", Kala : The Journal of Indian Art History Congress ISSN : 0975-79.

67. Subedi, S., Nayaju, S., Subedi, S., Shah, S. K., & Shah, J. M. (2020). Impact of e-learning during COVID-19 pandemic among nurshing students and teachers of Nepal. International Journal of Science and Healthcare Research, 5(3), 9.

68. Doucet, A., Netolicky, D., Timmers, K., & Tuscano, F. J. (2020). Thinking about pedagogy in an unfolding pandemic (An Independent Report on Approaches to Distance Learning during COVID-19 School Closure). Work of Education International and UNESCO. https://issuu.com/educationinternational/docs/2020_research_covid-19_eng

69. Petrie, C. (2020). Spotlight: Quality education for all during COVID-19 crisis (hundrED Research Report #01). United Nations. https://hundred.org/en/collections/qualityeducation-for-all-during-coronavirus.

70. Bryant RA, Felmingham KL, Malhi G, Andrew E, Korgaonkar MS (2019) The distinctive neural circuitry of complex posttraumatic stress disorder during threat processing. Psychol Med 51:1121– 1128. https://doi.org/10.1017/S0033291719003921

71. Cahapay MB (2020) How Filipino parents home educate their children with autism during COVID-19 period. Int J Develop Disabil:1–4. https://doi.org/10.1080/20473869.2020.1780554

72. Le Quéré C, Jackson RB, Jones MW, Smith AJP, Abernethy S, Andrew RM, De-Gol AJ, Willis DR, Shan Y, Canadell JG, Friedlingstein P, Creutzig F, Peters GP (2020)

Temporary reduction in daily global CO2 emissions during the COVID-19 forced confinement. Nat Clim Chang 10(7):647–653. https://doi.org/10.1038/s41558-020-0797-x

73. Sawarkar G, Sawarkar P (2020) Critical appraisal of e-learning through mobile devices in medical education. Indian J Forensic Med Toxicol 14(4):6733–6736.

74. Falcone T (2020) 2.4 Telemedicine as a tool for suicide assessment in the time of COVID-19. J Am Acad Child Adolesc Psychiatry 59(10): S125.

75. Hair JF (2020) Next-generation prediction metrics for composite-based PLS-SEM. Ind Manag Data Syst 121(1):5–11. https://doi.org/10. 1108/IMDS-08-2020-0505 [21] Keen C, Hall K (2009) Engaging with difference matters: longitudinal student outcomes of co-curricular service-learning programs. J High Educ 80(1):59–79. https://doi.org/10.1353/jhe.0.0037

76. Oraif I, Elyas T (2021) The impact of COVID-19 on learning: investigating EFL learners' engagement in online courses in Saudi Arabia. Educ Sci 11(3).

77. Cano F, Pichardo MC, Berbén ABG, Fernández-Cabezas M (2020) An integrated test of multidimensionality, convergent, discriminant and criterion validity of the course experience questionnaire: an exploratory structural equation modelling. Assess Eval High Educ 46:1– 13.

78. Han F, Ellis RA (2019) Using phenomenography to tackle key challenges in science education. Front Psychol 10(JUN):1–10.

79. Mok KH, Xiong W, Ke G, Cheung JOW (2021) Impact of COVID-19 pandemic on international higher education and student mobility: student perspectives from mainland China and Hong Kong. Int J Educ Res 105(54):101718. https://doi.org/10.1016/j.ijer.2020. 101718

80. Muthuprasad T, Aiswarya S, Aditya KS, Jha GK (2021) Students' perception and preference for online education in India during COVID - 19 pandemic. Soc Sci Human Open 3(1):100101. https://doi.org/10. 1016/j.ssaho.2020.100101

81. Schwab S, Sharma U, Loreman T (2018) Are we included? Secondary students' perception of inclusion climate in their schools. Teach Teach Educ

82. Stormon N, Ford PJ, Eley DS (2019) DREEM-ing of dentistry: students' perception of the academic learning environment in Australia. Eur J Dent Educ 23(1):35–41. https://doi.org/10.1111/eje.12384

83. Joshi A, Vinay M, Bhaskar P (2020) Impact of coronavirus pandemic on the Indian education sector: perspectives of teachers on online teaching and assessments. Interact Technol Smart Educ ahead-of-print.

84. Kulal A, Nayak A (2020) A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District. Asian Assoc Open Univ J 15(3):285–296

85. Ali W (2020) Online and remote learning in higher education institutes: a necessity in light of COVID-19 pandemic. High Educ Stud 10(3): 16.

86. Bestiantono DS, Agustina PZR, Cheng T-H (2020) How students' perspectives about online learning amid the COVID-19 pandemic? Studies Learn Teach 1(3):133–139.

87. Hair J.F., Jr., Sarstedt M., Matthews L.M., Ringle C.M. European Business Review; 2016. Identifying and Treating Unobserved Heterogeneity with FIMIX-PLS: Part I–Method. [Google Scholar]

88. Asadi S., Nilashi M., Husin A.R.C., Yadegaridehkordi E. Customers perspectives on adoption of cloud computing in banking sector. Inf. Technol. Manag. 2017;18(4):305–330. [Google Scholar]

89. Asadi S., Nilashi M., Safaei M., Abdullah R., Saeed F., Yadegaridehkordi E., Samad S. Investigating factors influencing decision-makers' intention to adopt Green IT in Malaysian manufacturing industry. Resour. Conserv. Recycl. 2019;148:36–54.

90. Fornell C., Larcker D.F. Evaluating structural equation models with unobservable variables and measurement error. J. Market. Res. 1981;18(1):39–50.

91. Chin W.W. The partial least squares approach to structural equation modeling. Modern methods for business research. 1998;295(2):295–336.

92. Fu J.-R. Understanding career commitment of IT professionals: perspectives of push–pull–mooring framework and investment model. Int. J. Inf. Manag. 2011;31(3):279–293. [Google Scholar]

93. Zack M.H. Electronic messaging and communication effectiveness in an ongoing work group. Inf. Manag. 1994;26(4):231–241. [Google Scholar]

94. Kraut R.E., Streeter L.A. Coordination in software development. Commun. ACM. 1995;38(3):69–82.

95. Liu Q., Zhang X., Huang S., Zhang L., Zhao Y. Exploring consumers' buying behavior in a large online promotion activity: the role of psychological distance and involvement. Journal of theoretical and applied electronic commerce research. 2020;15(1) doi: 10.4067/s0718-18762020000100106. 0-0.

96. Chakraborty I., Maity P. Science of The Total Environment; 2020. COVID-19 Outbreak: Migration, Effects on Society, Global Environment and Prevention. 138882. [PMC free article] [PubMed] [Google Scholar]

97. Bryan A.D., Aiken L.S., West S.G. Young women's condom use: the influence of acceptance of sexuality, control over the sexual encounter, and perceived susceptibility to common STDs. Health Psychol. 1997;16(5):468.

98. Kim J., Park H.-A. Development of a health information technology acceptance model using consumers' health behavior intention. J. Med. Internet Res. 2012;14(5):e133. [PMC free article] [PubMed] [Google Scholar]

99. Ferguson N., Nicoll A., Schwartz B. SIP 5: social distancing during a pandemic. Not sexy, but sometimes effective: social distancing and non-pharmaceutical interventions. Vaccine. 2009;27(45):6383–6386. doi: 10.1016/j.vaccine.2009.08.010. [PubMed] [CrossRef] [Google Scholar]

100. Lallmahamood M. An examination of IndividualÃ' Â Â s perceived security and privacy of the internet in Malaysia and the influence of this on their intention to use E-commerce: using an extension of the technology acceptance model. J. Internet Bank. Commer. 1970;12(3):1–26. [Google Scholar]