

## **Impact of Covid-19 on Indian Education**

SHYNA

### **Abstract:**

The COVID-19 pandemic has disrupted education systems worldwide, including in India. This research paper aims to examine the impact of online teaching during the pandemic on the perception of male and female students in Indian education. A total of 70 respondents, comprising both male and female students, participated in an online questionnaire. The data were analyzed using the independent samples t-test to compare the means of the two groups. The hypothesis tested was H0: There is no significant difference between the perception of male and female respondents about the impact of online teaching during the Covid-19 pandemic. The alternative hypothesis was H1: There is a significant difference between the perception of male and female respondents about the impact of online teaching during the Covid-19 pandemic. The results of the t-test indicated that there was no significant difference in the perception of male and female respondents across all questions related to the impact of online teaching. Thus, the null hypothesis was not rejected, suggesting that gender did not play a significant role in shaping the perception of online teaching during the pandemic.

### **1. Introduction**

The COVID-19 pandemic and its associated lockdown measures resulted in the closure of educational institutions, forcing a rapid shift to online teaching. This paper explores the impact of this transition on Indian education and investigates whether there are any gender differences in students' perception of online teaching.

### **2. Methodology**

#### **2.1 Participants**

A total of 70 respondents (47 males and 23 females) were recruited for this study through an online questionnaire. Participants were selected from various departments across Chandigarh University.

## **2.2 Data Collection**

The questionnaire consisted of 13 questions related to the impact of online teaching during the pandemic. Participants were asked to rate their perception on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was distributed online, and participants had a specified time to complete it.

## **2.3 Data Analysis**

The collected data were analyzed using the independent samples t-test to compare the means of the male and female groups. Before conducting the t-test, the assumption of equal variances was assessed using Levene's test.

## **3. Results**

The results of the Levene's test for equality of variances indicated that the assumption of equal variances was met for all questions ( $p > 0.05$ ). Therefore, the t-test for equality of means with equal variances assumed was applied.

The t-test results for all questions revealed p-values greater than 0.05, indicating that there was no significant difference in the perception of male and female respondents regarding the impact of online teaching during the Covid-19 pandemic.

## **4. Discussion**

The findings suggest that gender did not significantly influence the perception of online teaching among Indian students during the pandemic. Both male and female respondents had similar views on various aspects related to online education, including concentration requirements, studying environment, feelings of isolation or boredom, comfort levels, and satisfaction with online teaching.

## **5. Conclusion**

This research paper explored the impact of COVID-19 on Indian education from a gender perspective. The analysis of questionnaire responses from male and female students indicated that there was no significant difference in their perception of online teaching during the pandemic. These findings contribute to a better understanding of the challenges and experiences of students in the transition to online education during crisis situations like the COVID-19 pandemic.

Further research could focus on examining other factors that may influence the perception of online teaching, such as socioeconomic status, educational backgrounds, and technological access. Additionally, qualitative research methods could provide deeper insights into students' experiences and the nuances of gender differences in the context of online education.

**Keywords:** COVID-19, Indian education, online teaching, gender differences, perception, t-test.

### References:

1. Kumar, A., & Kumar, N. (2021). Challenges faced by Indian education system due to COVID-19 pandemic. *International Journal of Engineering and Management Research*, 11(2), 1-6.
2. Jaiswal, N., & Kumar, P. (2021). Impact of COVID-19 pandemic on Indian education system: An analytical study. *International Journal of Advanced Science and Technology*, 30(10), 3360-3369.
3. Singh, M., & Yadav, N. (2021). Perceptions of students towards online education during COVID-19 pandemic: A study of Indian universities. *Journal of Educational Technology Systems*, 50(2), 319-341.
4. Sharma, N., & Sharma, N. (2021). Gender differences in perception and experiences of online education during COVID-19 pandemic: A study of Indian students. *Education Sciences*, 11(2), 100.