

Multidisciplinary Education for the Reconstruction of the Education System: A post-COVID Scenario Analysis

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Abstract

When COVID-19 was declared a worldwide pandemic in March 2020, WHO Director-General Dr. Margaret Chan said, "This is not only a public health disaster; it is a problem that will touch every sector, thus every sector and every individual must be active in the fight." The COVID-19 outbreak was a medical disaster that had a tremendous influence on practically all aspects of life. Interstitial pneumonia and acute respiratory distress syndrome are the predominant respiratory symptoms of the coronavirus disease 2019 (COVID-19), an infectious disease brought on by the SARS-CoV-2 virus (ARDS). The main medical professionals dealing with the acute phase of COVID-19 are infectious disease specialists, pneumologists, and intensive care specialists. The percentage of people who have survived the disease is growing, although there are now more than five million confirmed COVID-19 cases worldwide. The sites, nature, and severity of the harm produced by SARS-CoV-2 are currently being better defined by clinicians and pathologists. Although SARS-CoV-2 infection is more likely to affect the lungs initially, mounting data suggests that the virus can also infect other organs such as the heart, blood vessels, kidneys, gut, and brain.

The academic system was among the areas that were most severely harmed. On-site in a college or university, students can take classes and pursue their studies side-by-side. The coronavirus epidemic has seriously weakened the basis of ecology. College classes must be suspended. The biosphere as a whole was forced to switch from an in-person classroom setting to a distance learning method.

The entire educational process moved from in-person instruction to remote instruction using digital innovation for the first time in history. The COVID-19 outbreak had many negative impacts on the educational field, but it also had

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some positive benefits that could improve the practices and system of education. New prospects for the global distribution of knowledge have been made possible by the epidemic. India had a number of issues as a result of its citizens' lack of internet access and attendance at under-resourced public schools.

Many higher education institutions have experienced an abrupt halt as a result of COVID-19, leaving many in a situation where they can't predict their education continuation. A robust infrastructure for such a shift, together with prior experience with online learning that may have been caused by other emergencies like natural disasters or political instability, helped countries that moved to online learning stand out from other countries. While in other nations, the move to online learning was adopted as an "Emergency Remote Teaching" (ERT) approach in response to the COVID-19 worldwide crisis and as a backup plan in case face-to-face classroom instruction on campuses was ever resumed.

E-learning has various advantages over traditional education, including the freedom from technical limitations, increased student involvement, lower cost, and the ability for students to study at their convenience in their own homes. Digital learning can offer certain limitations and challenges because face-to-face engagement is often seen as the optimal mode of interaction as opposed to the rather sterile nature of remote learning. Globally, online education has had some success. Before online learning becomes the standard in the classroom in India, a considerable way still needs to be traveled. While students in urban regions have the option to pursue a digital education, individuals living in rural areas lack the infrastructure and resources needed to access those materials.

Due to a lack of resources, it currently appears impossible for the Indian government to construct the infrastructure for online learning. Additionally, even once the required digital infrastructure has been installed, teachers still need to acquire training on how to use it to provide students with a continuous, top-notch education. Remote learning heavily depends on consistent power and all-encompassing Internet access, which may not be possible in all Indian cities.

The author attempts to look into the origins, evolution, strata, COVID's consequences, and necessary next stages of the Indian educational system in this essay.

LITERATURE REVIEW

Learning to be: The world of education Today and Tomorrow

Written by *Edgar Faure* with ISBN numbers 9789231042461, 9231042467, this book critically examines the acceptance of education as an important source of survival all over the World. It regards education as the basic means of achieving various worldly objectives. It highlights the role of UNESCO in channelizing the essential characteristics of education all around the Globe. It signifies the importance of education in an individual's life. The implications of various socio-economic problems in the smooth functioning of the educational institutions. Thus, this book is a power-packed knowledge enhancer about the history of the education system all over the world. This book has a major role in setting out the layout and the blueprint of this essay.

Impact of School Infrastructure on Learning

The importance of school infrastructure and its function in delivering a healthy education are discussed in this book by Peter Barrett, Alberto Treves, Tigran Shmis, Diego Ambasz, and Maria Ustinova. This book primarily discusses the principles underlying global school infrastructure programmes. Its significance and function are examined. Infrastructure effectiveness reveals the extent of support offered to children's schooling in hardship. As a result, this book is a fantastic creation that is quite important to the essay's creator.

Primary and Secondary Education During COVID-19

COVID-19 was a medical catastrophe that had several distinct phases. It was challenging to identify the groups of people who were most likely to be affected by this tragedy because each stage of the event brought its own unique set of problems. The first comparative analysis of the effects of the COVID-19 Pandemic on Education was published in the open-access book *Primary and Secondary Education During COVID-19* by Fernando M. Reimers.

It explains case studies of how educational systems handled the COVID-19 outbreak, giving policymakers lessons. focuses on both the positive aspects and gains of the epidemic as well as learning loss and other negative effects. focuses in particular on how the pandemic has affected underprivileged pupils' access to educational options.

Powering a Learning Society During an Age of Disruption

This book offers modern viewpoints on the value of a learning society in advancing Asia and the Pacific region's development. The book's 21 chapters, written by policymakers, practitioners, and researchers, argue that the coronavirus disease (COVID-19) pandemic presents a chance to create education systems that are more robust and egalitarian. The book covers topics like bridging the digital divide, enhancing learning assessments, funding technological advancements, giving students access to hardware, and ensuring that teachers and students are knowledgeable on how to make the most of technology. Additionally, it urges for communities to play a bigger part in encouraging learning and for devoted resources to support lifelong learning.

Higher education's response to the COVID-19 pandemic

The book explores the numerous ways that the COVID-19 pandemic is affecting higher education. It is intended to support universities in their efforts to contribute to a more sustainable and democratic future, specifically through their staff, students, and partners. When the COVID-19 pandemic first hit Asia, then spread to Europe and other parts of the world, public health was the first priority. Our educational systems' response is equally important. A better, more just, and equitable world must be created after the COVID-19 pandemic, and higher education has played a significant role in the response to the pandemic. With contributions from Africa, Asia, and South America, this book examines the varied ways higher education has responded to the pandemic in Europe and North America. The authors write from the perspectives of institutional leaders in higher education as well as from those of governmental authorities or subject-

matter experts in certain areas of higher education policy and practice.

OBJECTIVE OF THE STUDY

The purpose of the study is to analyse the arrival of COVID-19 and its effects on many facets of the human race. The study is mostly focused on how the pandemic would affect the education industry. the issue that affects both students and educational authority, such as managers, employees, and the government. the development of online education as a replacement. the imbalances brought on by this medical disaster. the actions done to address the issue and the reorganization needed to address such issues in the future.

RESEARCH METHODOLOGY

The research paper titled "Multidisciplinary Education for the Reconstruction of the Education System: A Post-COVID Analysis Scenario" employs an analytical methodology that integrates both deductive and inductive research techniques to comprehensively address the topic.

The deductive approach begins with the formulation of hypotheses regarding the impact of COVID-19 on the education system and the potential benefits of incorporating multidisciplinary education for its reconstruction. Data is sourced from academic publications, policy reports, and statistical records on educational outcomes before, during, and after the pandemic. Simultaneously, the inductive approach focuses on generating new theories based on observed data. The research gathers qualitative data through various means, including comprehensive literature reviews, detailed case studies of educational institutions that have adopted multidisciplinary methods. This data collection helps identify patterns and trends, such as the increased use of digital learning platforms and the growing importance of interdisciplinary studies during the pandemic. These observed patterns form the basis for developing new theoretical models that propose how multidisciplinary education can enhance the education system's resilience and adaptability.

To achieve this, the research employs a variety of data sources and collection methods, such as:

- *Literature Review:* A thorough review of existing studies on the impact of COVID-19 on education, benefits of multidisciplinary approaches, and strategies for educational resilience.
- *Case Studies:* Examination of specific institutions that successfully implemented multidisciplinary approaches, providing practical insights and best practices.

The analytical framework combines these deductive and inductive techniques to provide a holistic understanding of the role of multidisciplinary education in post-COVID educational reconstruction. This includes conceptual analysis to clarify key concepts, comparative analysis to identify effective educational models, and synthesis of findings to propose a cohesive strategy for integrating multidisciplinary education into the broader educational system.

DATA ANALYSIS

The COVID-19 pandemic not only compromised the prospective calibre of research and the methods by which researchers could carry out their duties, but it also jeopardised institutions' capacity to offer students a high-quality and secure educational experience. Campus safety, university admissions procedures, and online learning arrangements were among the problems that required the forced closure of higher education institutions. In Russia, a review of students' attitudes toward distance learning during COVID-19 also revealed that experiences and levels of satisfaction varied. Students thought distance learning was flexible in terms of time and place, but that it also contributed to physical and mental health issues, such as stress, anxiety, and attention issues, as well as concerns about fear and anxiety. In a Chinese university, learning activities that were well-designed and effectively delivered seemed to have a mediating effect on student satisfaction levels. Of course, there are a plethora of other ways in which these developments affected the experiences of students. There are significant consequences for students' emotional and physical health outcomes in addition to their educational and learning experiences, which naturally have an impact on those outcomes in turn.

Unsurprisingly, there were concerns with inequality when considering unique online learning environments, particularly about digital equity. Students' access to online learning is influenced by important socioeconomic and intersectional issues. There are significant global differences in internet coverage and bandwidth, in addition to digital divides within civilizations, such as unequal access to computers and related equipment amongst households. This also holds for the more intricate elements of remote learning, which should consider the specific needs and background of each student. One of the main focuses of this special issue is the multiple changes brought about by the global pandemic, which have effects on every aspect of the teaching, learning, and research triangle.

FINDINGS and CONCLUSION

The COVID-19 epidemic has significantly affected several industries and the entire world. Due to the social climate changing, it will be difficult for businesses to function in an atmosphere with little demand. The medical authorities in many nations have not yet effectively addressed the effects of this issue. The world's problems are getting worse every day as a result of COVID-19 occurrences breaking new records, which creates several issues for local and global trade, business, education, agriculture, and supply chains.

The pandemic and the resulting demand for study have also led to a number of difficulties. In contrast to non-COVID-19 perspectives, the research environment appears radically different when viewed through the prism of COVID-19. First, clinical trials and other non-COVID-19 related research initiatives were being put on hold or cancelled as financial investment helped a growing body of evidence for COVID-19.

75% of respondents in a study of 1099 UK academic staff members said the COVID-19 problem had hurt their research, citing it as a factor in the termination of research activity, research funding, and even research postings. Of course, the epidemic has also compromised researchers' overall capacity to do their duties, whether it be owing to logistical problems (such as limited

access to laboratory space, equipment, or archives) or ethical problems (subject recruitment) (e.g., illness or virus transmission). Some have expressed concerns regarding the calibre and scientific rigour of research that did reach the final phases (i.e., publication and dissemination). Weiner and colleagues noticed that certain research either failed to adhere to pertinent requirements or was published without peer review as a result of the enormous influx and haste.

They continue by highlighting the moral ramifications of potential informational errors on choices that impact on legislation, policy, and society. More broadly, others contend that the current financial, educational, and health difficulties around the world are not only a result of the coronavirus but also of a decade or more of financing and research budget cuts (Dobson, 2020). According to Dobson, the pandemic has highlighted for legislators and policymakers “the societal role of a university” (2020, p. 2) and the inadequacy of current funding models. Even though Dobson is speaking on behalf of Australia, he joins broader calls for the UK government and other funding organisations to adequately fund universities and research institutes going forward (e.g. Universities UK, 2021).

The virus primarily affects people who are immune compromised or who already have a major illness. Lack of treatment options and a lack of protective and medical supplies undermine efforts to maintain stability in business and other sectors. As a result of COVID-19’s blocking of all the economic, social, business, and educational sectors, people are having a very tough time, and this has a significant impact on all societal sectors globally. For educational institutions to begin classes and for parents to send their children to schools, colleges, and universities so they can continue their education and finish the courses, it is a very difficult time.

The COVID-19 Pandemic may have a substantial detrimental effect on children since parents and educational institutions do not adequately understand the concept of social distance. Starting the educational institutions at this time is problematic, especially in light of the increasing number of cases and the medical department’s uncertainty regarding the existence of a viable

COVID-19 vaccine or therapy. Therefore, it is essential to conduct a situational analysis, develop future management strategies for the educational system, and implement new regulations at educational institutions.

Utilizing technology is now necessary. In order to continue serving their students, institutions, and the general public while working remotely, academics require a solid and well-planned connection. The requirement to ensure students have the requisite digital literacies as well as the capacity to work independently and autonomously may be introduced, for example, by an investment in mobile technology, which gives students greater freedom in when, where, and with whom they learn.

An essentially typical teaching atmosphere might be possible thanks to cyber connections. Online platforms offered media for creative assessment techniques as well as virtual classrooms. In addition, it links scholars together, ensuring continuity of work even when authorities promote social exclusion. Although the majority of academics did not previously regularly use these technologies for teaching, meetings, or services, the current crisis has forced people out of their comfort zones to react to this urgent demand, moving work from being “on campus” to “in house” teaching and learning.

The world’s governments are scrambling to find treatments, safety measures, and antidotes for the virus that is gravely endangering human life. Education and learning are two of the most essential social requirements, but because of the epidemic, it is challenging for both teachers and pupils to continue their studies. Over 1.726 billion pupils around the world are currently impacted by the pandemic-related school closures. Over 134 countries have implemented nationwide closure, according to UNICEF data, which hurts the accessibility of courses, degree completion rates, and class activities.

The COVID-19 outbreak has caused abrupt and important changes all across the world. This is the biggest blow to educational institutions in decades, with the longest school closings in history and a coming recession. Experts are rethinking the conventional educational model as a result of COVID-19.

Digital education appears to be a realistic solution to cover the gap left by classroom learning for a period of three to four months while lowering the danger of any infection to students until classes resume. More crucially, it has brought attention to the previously unnoticed issue of digital education in India. The COVID-19 pandemic has put every industry on lockdown, including education. The institutions closed with the end of instructional activity, creating significant challenges for the stakeholders.

Numerous events, including admission, exams, entrance exams, and competition exams held by various boards, schools, universities, and institutions have been postponed as a result. Many of the entrance tests for higher education were postponed, which put a heavy load on the students.

The key challenge was continuing the educational process when staff, instructors, and students could no longer physically be present on the campuses. Parents and students often decide to move their children to foreign schools for higher education because they are worried about their safety and well-being. There will continue to be new types of social isolation, which can affect campus face-to-face instruction. Most parents will seek out practical alternatives close by in light of the epidemic and may place limitations on their kids' capacity to travel as much. Global education has also been impacted by the crisis. All educational activities are now carried out online as many overseas colleges have closed.

Numerous international conferences on higher education have been canceled or turned into a series of webinars. As a result, the student movement may become less prominent at the national and international levels. The institutions' logical decision was to offer teaching and learning through the internet. However, in a comparatively short amount of time, HEIs have been able to provide students with help through online channels. Blended learning combines both online and classroom instruction. Blended learning has become more popular among educational institutions as a result of the COVID-19 programme, which has accelerated the adoption of digital tools for teaching. Teachers and students as a whole gain better digital proficiency. The blending

of traditional face-to-face training with post-COVID-19 technology will lead to blended learning and teaching environments, which may alter the structure of the educational system. Under COVID-19, the utilization of digital technologies for the delivery of education has increased. All educators and students were motivated to increase their technical literacy as a result. HEIs have started providing orientation programmes, induction meetings, and counseling sessions to students to provide support services. These programmes are delivered via various e-conferencing platforms, such as Google Meet, Skype, YouTube live, Facebook live, WebEx, etc.

This program's objectives include creating an effective online teaching and learning environment and motivating students to engage in online activities. Teachers and students were able to use Twitter, Telegram, WhatsApp, Google Drive, and other digital channels more efficiently. They are creating a local online repository and distributing vital information to the group members. Students are advised to submit the organization scanned copies of their assignments. Institutions have also started emailing internship reports and projects during the COVID-19 shutdown. Traditional education may someday incorporate digital learning.

This will enable inclusive education by facilitating learning across various Indian geographies. Additionally, it will allow educators to create customized lesson plans for each student. It will prevent the world's development goals from moving forward, particularly those related to education. The projected results of both the national and global economic crises include fiscal austerity, increases in poverty, and a decrease in the amount of money available for expenditures in public services from both domestic spending and development aid. All of this will cause a crisis in human development that will persist long after the sickness has stopped spreading.

Disruptions to education systems over the previous year have already resulted in significant losses and learning inequalities. Although it's admirable that remote learning has been tried, it hasn't really proven a very good substitute for in-person training. The likelihood that many children, particularly girls, won't show up to class when it

resumes, is even more alarming. School closings and the resulting disruptions to participation and learning are anticipated to cause losses approximately \$10 trillion in terms of the future earnings of the impacted children. Schools play a critical role in ensuring the availability of fundamental medical services, good meals, safety, and psychosocial support all throughout the world. Therefore, in addition to endangering students' academic progress, school closings have also had a negative impact on their general wellbeing and development.

Simply reopening schools after COVID-19 is insufficient. Students will need continuing, individualised support to help them adjust and catch up after the pandemic. We must support schools in preparing to provide such assistance and manage the enormous problems that will come in the upcoming months. Now is the time to act since the destiny of a whole generation is at stake.

In comparison to traditional learning, digital learning provides several advantages, including the freedom from physical constraints, higher levels of learner engagement, lower cost, and ability for students to study at home. Digital learning can offer certain limitations and challenges because face-to-face communication is generally seen as the ideal form of communication as opposed to the rather impersonal nature of remote learning. Globally, online education has had some success.

The adoption of digital learning as the standard in the classroom in India is still quite far off. While students in urban regions have the option to pursue a digital education, individuals living in rural areas lack the infrastructure and resources needed to access those materials. Due to a lack of resources, it now appears to be impossible for the Indian government to construct the infrastructure for digital education. Additionally, even once the required digital infrastructure has been installed, teachers still need to acquire training on how to use it in order to provide students with a continuous, top-notch education. A reliable power supply and all-encompassing Internet connectivity are requirements for remote learning that may not be realistic in some Indian cities.

Another issue is that people's perceptions of e-learning as an impersonal, uneven experience.

Additionally, a significant dropout rate is anticipated for e-learning because there isn't a supportive learning environment. Due to social media and gaming consoles at home, students who are taking online classes may find it challenging to create a sense of community. The success of education delivery is also under question because learning at the levels of higher education and learning in kindergarten or school can differ. Digital education cannot be used consistently throughout all educational levels.

In comparison to the text- and practice-based resources provided by educational institutions, digital education will be more confined if we examine its instructional content. Furthermore, the teaching material's legitimacy is under doubt. Through e-learning, students will always obtain a variety of knowledge in a variety of formats. Therefore, the legitimacy of the educational materials should be confirmed before they are given to the students. The production, dissemination, and evaluation of content are all necessary. Online learning and blended face-to-face learning should currently complement each other. Online information on education should be kept current. Because eventually these online courses will also lead to hacking efforts and incursion attempts. Although people are being educated, the issue of online safety will persist.

Due to the pandemic, the work-from-home (WFH) culture is growing rapidly in India. As social segregation is suggested as the best approach to curb the spread of COVID-19, businesses are faced with an unprecedented challenge of continuing business as usual even if everyone is working remotely. Indian businesses and start-ups have opted for internet platforms like Zoom App to communicate with their staff who are working from home. However, in order to aid in student learning, educational institutions have also selected a number of digital platforms. Only urban schools and universities, meanwhile, may provide those services. Concerns regarding rural students, rural educational systems, and their development are raised once more.

Due to the wide variety of e-learning definitions and instructional approaches that may be applied in these learning environments, numerous institutions and extracurricular activity

programmes have started embracing technology. Many colleges have taken on the responsibility of teaching students through video conferencing utilising platforms like Zoom, especially the engineering and design institutes in Pune. These video conferencing systems are routinely used despite potential security hazards because they have shown to be beneficial and have many advantages. Both the teacher and the student gain when the visuals and sounds are crystal clear since it makes learning and teaching easier. By making digital education a significant part of the learning process for all students in the future, schools and institutions in India may be able to transform this current issue into a blessing in disguise.

The educational institutions in India are aware of the challenges and are working hard to provide students with efficient support services during the pandemic. The opportunity to switch from a traditional to a modern educational system exists in India right now. The advantages stated below could be viewed as outcomes.

CONCLUSION

This report describes the many impacts of COVID-19 on higher education in India. The present epidemic offered an opportunity for pedagogical approaches to change and for virtual education to be introduced at all educational levels. We don't know how long the epidemic situation will persist, so the current predicament demands for a gradual shift towards online/virtual education. The MHRD and UGC have created numerous virtual platforms with online repositories, e-books, and other online teaching and learning materials. Combining conventional media (radio, TV, landlines) with mobile and web technologies on a single platform with all depositories will improve accessibility and flexibility for education.

To handle the level of educational demands imposed on students, the service platform would need to be improved. All service providers must be mobilised to adequately provide access to educational service platforms for the population's underprivileged segments. The most common kind of education at the moment is virtual schooling, which is caused by the COVID-19 pandemic.

After COVID-19, schooling appears to be a widely accepted online or virtual education, which may represent a parallel educational system. In spite of the fact that the effect of COVID-19 on higher education has not been statistically studied in this paper, further extensive investigation utilising statistical research may still be done.

Although change is inevitable, COVID-19 has forced it onto society. The opportunities created by the pandemic. The way will be cleared for a better future by COVID-19. The next morning will be a brand-new beginning that is fully within our power. The paradigms of traditional classroom lectures, learning modalities, and evaluation methods will be challenged by new technology. Because of COVID-19, the human community is now required to maintain social distancing.

It has becoming harder to maintain social distance while teaching and learning. To address these challenges, ODL and online learning are becoming more and more necessary, and this trend might continue in the future. Even if the COVID-19 scenario persists, it is critical to make an effort to maximise online learning opportunities so that students can complete their degrees this academic year and get ready for a more digitally focused future. India should devise creative strategies to ensure that all children would continue to have access to education throughout the COVID-19 pandemic.

Indian policy must incorporate a variety of people from varied backgrounds, including remote places, marginalised populations, and minority groups, in order to effectively deliver education. Since online practise is so useful to the students, it should continue beyond the lockdown. Training on how to use the technology-enhanced online teaching and learning process should be provided to both instructors and students. To encourage online learning, which will keep people interested and safe during pandemics, the government and educational institutions should create a policy requiring the free distribution of digital devices and the internet to all students. The same subjects are provided on several online learning platforms in a variety of programmes with varied degrees of accreditation, methodology, and assessment criteria. Program quality may therefore differ between different online learning systems.

Due to the rapid growth of online learning platforms, HEIs in India must create quality assurance methods and quality criteria for their online learning programmes. Government ought to help HEIs develop their capacity to carry out online educational activities. As most students cannot afford the amenities, better internet and technology access for students is also required. During this pandemic, the HEIs should focus more on online and broadcast media, including television and radio. According to the WHO, COVID-19 may never be eliminated, and people will have to adapt to living with it.

It's critical to accept the potential that this virus will always exist in our societies as an endemic problem. Even if HIV is still around, we have developed ways to cope. Promises and deadlines, in my opinion, are not part of this. Mike Ryan, a WHO expert on emergencies, said that this illness may or may not last for a time. This claim states that several countries are getting ready to continue their education through remote learning or virtual methods, and India should follow suit.

In conclusion, this epidemic has demonstrated to us that the world is smaller than we realise and that collaboration among academics is beneficial. Despite the fact that there is a worldwide healthcare problem, all disciplines must work together to find solutions rather than keeping their work in their traditional silos in order to combat this virus. Universities should work together globally to exchange ideas on how to modify and reshape educational systems in light of these extraordinary conditions. Universities must more importantly draw lessons from the current pandemic by creating management plans for prompt reactions to next ecological, biological, or economic crises.

MANAGERIAL IMPLICATIONS

Due to the COVID-19 epidemic, face-to-face instruction has been discontinued in favor of online learning. Due to the significantly higher number of students studying business at the undergraduate and graduate levels than in other fields as well as the perceived value of business degrees, which frequently come with higher tuition than other fields, this has been a significant problem for

academics in the field of business. Therefore, there is increased pressure on staff to excel at interactive online learning if there is a perceived decline in the quality of the student experience. Financial instability, recruitment freezes, and perhaps mergers and takeovers in the industry have all been brought on by a projected decline in the number of students. The STEM (Science, Technology, Engineering, and Math) and health fields, which are seen as directly relevant to the epidemic and its aftermath, are also seeing an increase in funding for study. While research income at universities has generally increased nominally over the past ten years across all disciplines, funding for business and management research has decreased in real terms by 18% over that same period, falling by 33% specifically for business research. These structural problems effect declining job security, limited career growth opportunities, and potential imbalances in the order of importance given to business and other disciplines.

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