

Impact of Covid-19 on Education System in Dehradun

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ABSTRACT

The COVID-19 pandemic, declared by the World Health Organization in March 2020, disrupted education systems worldwide, including in Dehradun, India. This study investigates the impact of the pandemic on students, teachers, and parents, focusing on challenges posed by lockdowns, school closures, and the transition to online learning. Using primary data from 36 young respondents and secondary sources, the research highlights key issues such as reduced access to education, declining quality of instruction, technical barriers, lack of motivation, and adverse effects on mental health. Findings reveal that while online platforms provided continuity, they also exposed inequalities linked to the digital divide and socioeconomic factors. Respondents emphasized the need for improved online learning resources, teacher training, investment in technology infrastructure, and contingency planning to better prepare for future disruptions. The study concludes that although virtual education offered opportunities, it could not fully replace traditional classroom learning, particularly in fostering social skills and physical development. Recommendations include government policies to provide free internet and digital devices, alongside training initiatives for teachers and students to strengthen resilience in the education sector.

Keywords: *COVID-19 pandemic, Education system in Dehradun, Online learning, Digital divide, Academic performance, Mental health of students, Remote teaching challenges, Socioeconomic inequalities, Educational resilience*

On March 11, 2020, (WHO, 2020a) formally declared that the coronavirus (COVID-19) was a pandemic after it had spread to 114 countries in only three months and infected over 118,000 individuals worldwide. On December 31, 2019, the Wuhan Municipal Health Commission announced the first case of COVID-19 in the Hubei Province of China (WHO, 2020b). The coronavirus epidemic is expanding swiftly. And having an impact on 213 nations and territories worldwide. Up to September 17, 2020, there were approximately 30,086,319 cases worldwide, 21,833,645 recoveries, and 945,962 deaths reported (World Meter, 2020). Researchers fear that the coronavirus is growing exponentially, and several nations are locking down their educational systems and imposing stringent quarantines on their citizens to stop the spread of this extremely dangerous disease, according to Medical News Today (2020). The governments prioritize providing equipment, setting up labs and medical facilities, identifying viruses, educating the public, and training healthcare personnel. Since education has always been the cornerstone of national development, it is essential to the advancement and expansion of all nations. Numerous

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obstacles have impacted the education system, ranging from curriculum modifications to system closures brought on by pandemic infections. The COVID-19 pandemic has caused school closures affecting over 1.5 billion pupils across 195 countries, according to UNESCO. According to research COVID-19 had no effect on The disruption of cultural and festive celebrations, stress among the populace, closures of hotels, restaurants, places of worship, and entertainment venues are just a few of the issues affecting not only the general economy and our day-to-day lives, but also our emotional, mental, and physical health, losses in domestic and international business, poor cash flow in the market, and restricted domestic and international travel. Since governments have shut down their businesses to slow the spread of infection, the economic shock has struck many underdeveloped nations first. Because of this, emerging nations are experiencing their worst economic downturn and are closing their transportation and educational institutions. Platforms, teaching tools, and resources for instructors, parents, and students are all included in distance learning solutions.

The education systems of many nations with varying income levels are impacted by the pandemic illness known as COVID-19, or the coronavirus. The global education system has been affected by the coronavirus pandemic epidemic, according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2020b). Throughout human history, there have been several pandemics that have impacted global economic development, education, and human existence. India is also being affected by the disease. To limit the COVID-19 epidemic, the Indian government has announced many measures, the first of which is the implementation of a Janta Curfew on March 22, 2020. The Indian prime minister then announced a 21-day lockdown to oversee the COVID-19 instances. On April 14, 2020, the Indian government agreed to extend the lockdown till May 3, 2020. This choice influences every area of the country. The education sector, which is essential to deciding the future of the country's economy, is also impacted by the lockdown. All colleges, universities, and other organizations are too close, under government decree. The whole school system is disrupted by the epidemic. The researcher has deeply analysed various aspects of how covid-19 pandemic has affected the education system in Dehradun, and how it has affected students mentally, what are its consequences. The researcher also provides some suggestions of how to tackle this pandemic if happens in future. Jindal and Chahal (2018) conducted the Evolution and Impacts of Online Education in India.

Examining the development, motivations, obstacles, prospects, and effects of online learning in India is the goal of this review of the research. Finding revealed that Online education can change the whole future scenario in education if it can be implemented in joint collaboration with industry, universities and government. Pokhrel and Chhetri (2021) examine the Impact of the COVID-19 Pandemic on Teaching and Learning. Finding revealed that there was a fear of losing 2020 academic year or even more in the coming future. The need of the hour was to innovate and implement alternative educational system and assessment strategies. Tarkar (2020) Examining the impact of the COVID-19 Pandemic on the Education System. Findings revealed that education institutions are searching the ways to solve the issues that arose due to the lockdown and putting their efforts to fill the loss of learning.

RESEARCH METHODOLOGY

Aim

The purpose of this study is to examine how COVID-19 has affected educational institutions and associated parties in the wake of early government actions to stop the virus's spread across the population. The material for the descriptive and analytical study came from a

variety of government websites, newspapers, e-news, articles, and conversations with instructors.

Objectives of the study

1. Analyse the COVID-19 pandemic's impact on international educational systems.
2. Examine how the epidemic has affected different groups of people, such as adults, kids, teachers, and parents.
3. Examine the potential and difficulties that came with switching to online instruction during the pandemic.
4. Determine which educational inequalities have been made worse by the COVID-19 pandemic, paying particular attention to the digital divide and socioeconomic variables.
5. Analyse the tactics and measures used to keep the educational process going during the epidemic.

Sample

Most of respondents belongs to the age group of 20-25 years, while only few are from 15-20 years of age group. 36 young respondents make up the study's sample size. Using a standardized questionnaire, the researcher gathered primary data from young people. Numerous papers, journals, and magazines have provided secondary data.

Sources of Data

Using a standardized questionnaire, the researcher gathered primary data from young people. Numerous papers, journals, and magazines have provided secondary data. For the purposes of this study, the youths are sample units. 36 young respondents make up the study's sample size.

Data Analysis and Interpretation

With the help of gathered data, each question is analyzed by tables and graphs:

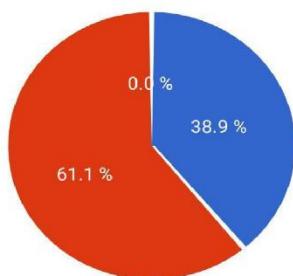
The table shows the age details of the Respondents

Age group	No of respondents
15-20 years	7
21-25 years	29

Interpretations –the above table shows that most of respondents belongs to the age group of 20-25 years, while only few are from 15-20 years of age group.

Chart 1 shows the gender details of the respondents.

Source: Author

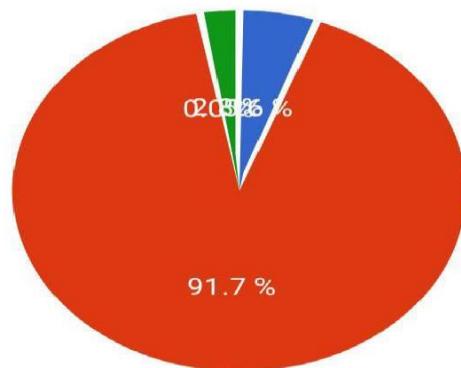


Legend:
Male [14]
Female [22]
Others [0]

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Interpretation -this chart represents that out of 36 respondents, 22 are female, while 14 are male and no one prefer 'other' option.

Chart 2 shows the education status of the respondents.



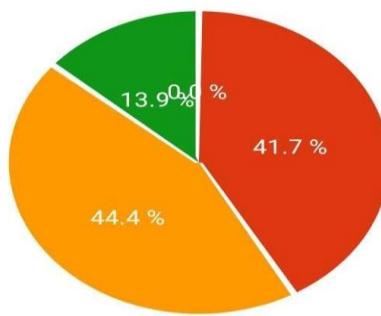
- Student (K-12) [2]
- College/University Student [33]
- Teacher/Educator [0]
- Parent/Guardian [1]

Interpretation – above chart represents that most of the respondents are college/University students, 2 are students are of school while one respondent is parent/guardian.

Q-1 How has COVID-19 affected your access to education?

Interpretation- above chart reflects that out of 36 respondents, 22 chooses transition to learning has affected their access to education during covid-19, 12 feels interruption of classes/school closure was a major problem, while one thinks that it causes no impact and 1 think that due to limited access to resources it affected education during covid –19

Q-2 How do you feel about the quality of education during the pandemic?



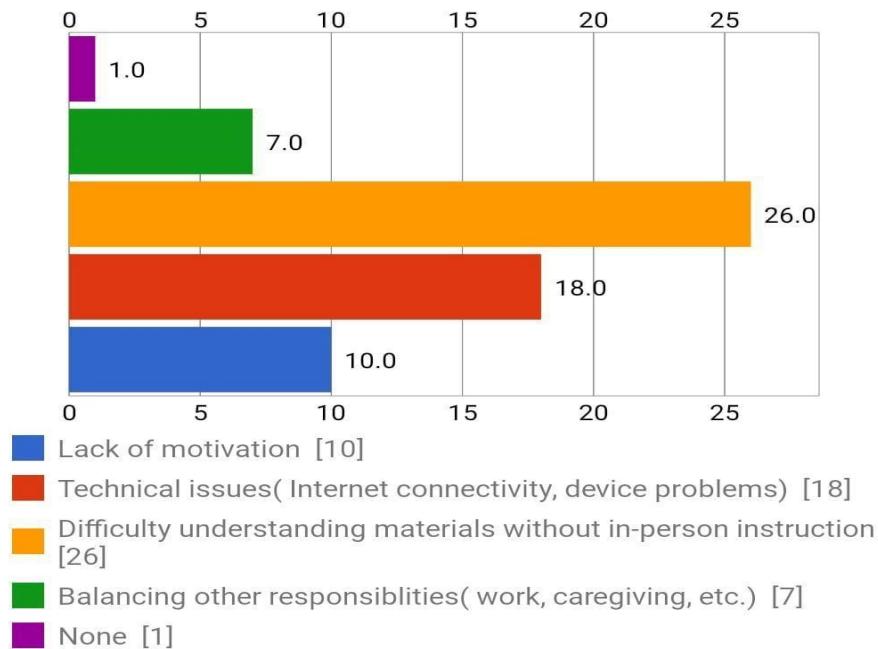
- Improved [0]
- Maintained [15]
- Declined [16]
- Not applicable [5]

Interpretation – this chart shows the responses of the above question, 16 respondents feels that the quality of education has declined during pandemic, 15 thinks that it remains maintained, while 5 responded that this question is not applicable to them and no one

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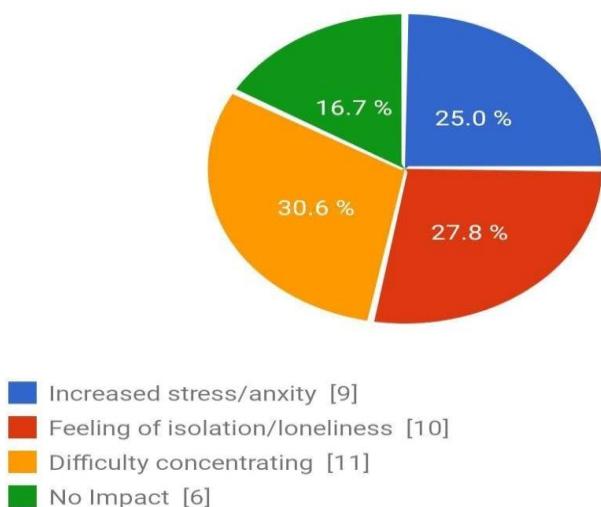
chooses the ‘improved’ which indicates that during covid-19 pandemic the quality of education has either declined or have remain maintained , but it doesn’t improve in any way.

Q-3 What challenges have you faced with remote learning?



Interpretation – this chart shows responses of the above question, 26 respondents feels that the major challenge during covid-19 pandemic was difficulty in understanding without in-person instructions, to 18 respondents the major concern was technical issues, while 10 feels that lack of motivation was a big problem and one respondent thinks that there was no challenge faced in remote learning.

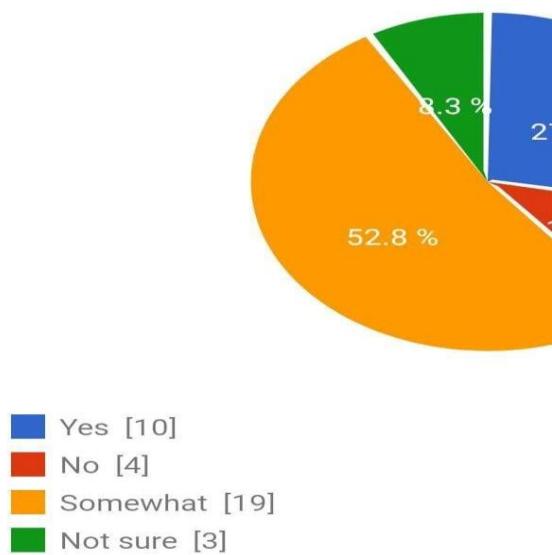
Q-4 How has COVID-19 impacted your mental health related to education?



Interpretation – this chart shows responses of the above asked question, out of 36 respondents, 11 feels that covid-19 pandemic affected their mental health due to which they faced difficulty in concentrating during studies, 10 responded that it leads to feeling of isolation/loneliness, 9 respondents faced increased in stress/ anxiety, while 6 of them feels that it hasn’t affected them in any way.

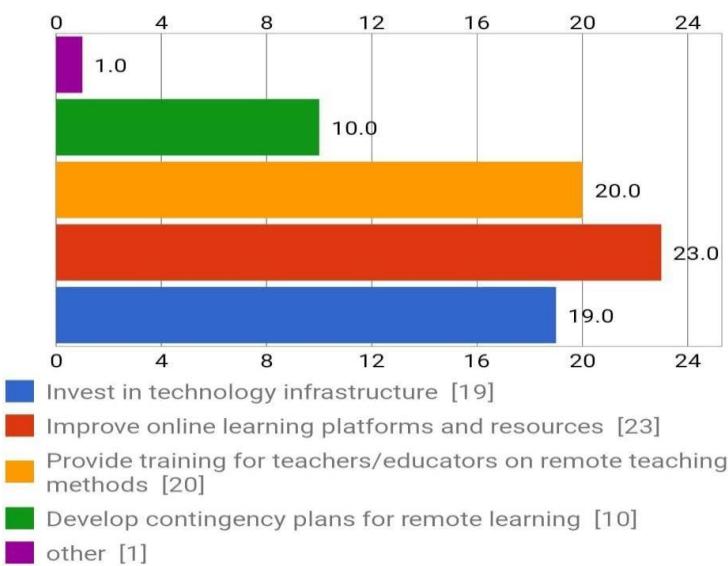
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Q-5 Do you think the education system adequately addressed the challenges posed by COVID-19?



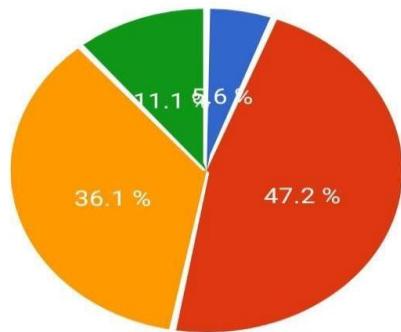
Interpretation – this chart shows responses of 36 respondents of the above question asked to them, 19 of them feels that education system have somewhat address the challenges posed by COVID-19, 10 are sure that challenges have been tackled by education system, 4 feels that education system was unable to address the challenges, 3 are not sure whether education system was able to address challenges or not.

Q-6 How do you think education systems can better prepare for future disruptions like COVID-19?



Interpretation -this chart shows responses of the above question asked, 23 feels that education system can be made better for future disruptions like COVID-19 by improving online learning platforms and resources, 20 feels that educators should be provided training on remote teaching methods, 19 says investment in technology infrastructure is important for such future disruptions, 10 feels that development of contingency plans for remote learning is a good option, and one feels something else should be done to tackle such future problems.

Q-7 How has COVID-19 affected your overall academic performance or the academic performance of those you are responsible (e.g., children, students)?



- Improved [2]
- Maintained [17]
- Declined [13]
- Not applicable [4]

Interpretation – this chart shows responses of the above question asked, out of 36 respondents 17 feels that their academic performance remains maintained during covid-19 pandemic, 13 responded that their academic performance declined during pandemic, 2 says that their academic performance have improved while 4 responded that this question is not applicable to them.

RESULT & CONCLUSION

The researcher has deeply analyzed various aspects of how covid-19 pandemic has affected the education system in Dehradun, and how it has affected students mentally, what are its consequences. The researcher also provides some suggestions of how to tackle this pandemic if happens in the future. The research has delineated the diverse effects of COVID-19 on the Dehradun education system. All educational levels now have the chance to adopt virtual learning and modify their pedagogical techniques thanks to the current epidemic. In addition to e-books and other online teaching and learning resources, UGC and MHRD have launched several virtual platforms. Student learning was disturbed, as were internal and public qualification examinations, by the closure of schools, colleges, and universities. Online education has supplanted the conventional teaching approach. From one perspective, online learning gives pupils the chance to study; from another, the new teaching style is associated with several problems. The children's learning curve for social skills and physical development is among the first things that the quarantine has impacted. Learning new concepts and information is difficult for students to remember. They are just becoming apathetic and passive due to the energy needed to study while straining from gazing at a computer all day. Not getting enough exercise is another thing that makes people passive. Topping off the weariness from isolation is having to spend your days locked up in your home and obeying commands from a face on a monitor or a smartphone. The attention span is shortened and the learning gap between each standard is widened by this type of instruction. Learning in a classroom cannot be replaced, nor can the practice of walking to school every day.

Suggestion

- Teachers and students should be trained to utilise online teaching learning processes using technology.

- Policy should be adopted by Government/educational Institutions to provide free internet and free digital gadgets to all students to encourage online learning because of which people would get engaged and remain safe during pandemic.

Limitations of the study

- The researcher observed that information bias by the respondent may slightly weaken the precision of the findings.

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Conflict of Interest

The author(s) declared no conflict of interest.

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