Changes in the service sector in India post Covid 19 with special focus on teaching and learning processes in management education - A review based study

Nidhi Verma
Research Scholar, Department of Management Studies, BPSMV, Khanpur Kalan, Sonipat, Haryana.
Email : nidhi.ggn1911@gmail.com

Dr. Kapil Kumar
Assistant Professor, Department of Management Studies, BPSMV, Khanpur Kalan, Sonipat, Haryana.
Email : kapiljangra25@gmail.com

Abstract:- This paper studies the service sector and the changes this sector has gone through post Covid-19 special focused is on the education sector and specifically on higher education in management departments. It has been seen there has been a tremendous change in the service sector post Covid-19 and specifically on the education sector. This paper takes into account the various studies done across the academics and review of such literature is reflected in this paper.

Key Words:- Service Sector, Covid-19, Education Sector, Management Department, Review based.

1. INTRODUCTION:

The services industry not only makes up the majority of India's GDP, but it has also drawn substantial foreign investment, made a big contribution to exports, and created a considerable amount of jobs. The services industry in India encompasses a broad range of activities including commerce, lodging and dining, transportation, storage and communication, financing, insurance, real estate, commercial services, community, social and personal services, as well as services related to construction. Following COVID, the Indian educational system was completely new to online learning. The COVID situation forced the system to close all schools and colleges, forcing millions of people who relied on this industry to switch to online learning. This change presented a difficult challenge for many teachers to accept and a difficult adjustment for the students. Prior to this circumstance, the majority of instructors had lost their employment as a result of schools and colleges closing, only to be summoned back once courses resumed online. This mostly affected professors at private colleges and universities across the nation. (Bharathi, & Dinesh, 2021).

Critical information concerning practical business conditions is delivered via management education, hence giving the trustworthy information required in the competitive business world of today. Due to the requirement that information be presented in a new manner, the COVID-19 epidemic put management educators under pressure. Management instructors have responded to students' shifting expectations in a variety of ways, with both advantageous and disadvantageous results. Although there has been an improvement in digital literacy, the COVID-19 pandemic's swift and unexpected growth has hampered management instructors' capacity to give students timely access to real-world problems. This is because management educators quickly modified their methods of service delivery to accommodate the shift. This encouraged the use of digital technology and led to a revamping of the curriculum. Student-teacher dialogues were held on digital platforms to meet the information demands of the pupils. Despite these modifications, it is still unclear what is required to improve management educators' efficacy in the post-COVID-19 context. They may need to adjust the way they provide their services in order to adapt. (Ratten, 2023)

In the gig economy, people who work many jobs throughout their careers are referred as.It is a reflection of the growing casualization of the workforce, when workers are hired on a temporary basis. There has been an increase in temporary ad-hoc work as people seek to bypass employment limitations including holiday and sick leave.This has led to worker instability while also encouraging employees to be more entrepreneurial in their hunt for employment possibilities. Depending on the situation, the gig economy may also be referred to as the platform, on-demand, or digitally enabled economy. (Ratten, 2023)

Because it places a strong focus on virtual technology, the word "metaverse" has received a lot of media attention. "A three-dimensional virtual world inhabited by avatars of real people" is the definition of the metaverse. Due to the scope of its applications, it has drawn criticism for being overly general and without a clear technical emphasis. Despite this negative aspect, its influence on management education is increasingly being acknowledged. The metaverse is a component of the web's next development that will reimagine technology and transform how people interact in both real-world and virtual settings. Through digital technology, humans may create new situations in the metaverse. allowing interaction between humans or their avatars. Because it offers an immersive experience through digital involvement, the metaverse differs from other forms of digital technology. The metaverse represents more advanced and complicated online learning techniques for management educators. This implies that involvement and interaction in class can be represented by avatars rather than actual humans. Researchers in management education need additional knowledge about the metaverse's relevance in practise because it is so new. This is a result of a shift in the dynamics between students and teachers in the classroom.

Opportunity: In response to the loud clamour from business, Indian higher education has undergone a significant transformation in the teaching and learning processes. Many companies and sectors assert that Indian people lack the skills needed for employment. Too strict classroom teaching approaches hinder students' ability to learn. To develop the skills required in the profession, one must be able to learn outside of the classroom. The Skill India Mission, a competency-based framework that organises all degrees according to a continuum of levels of competence, competencies, and abilities, includes the acquisition of specified skill sets as one of its objectives. Personalised Education:- One's education does not have to be constrained by a classroom or a set of rules. In the future, a single educator may be in charge of a sizable class. When learning modules are customised to meet different learning styles and learning materials originate from a range of sources, students' aims and requirements are taken into account. If they choose, students can carry on with their studies under the new paradigm. (Mete, Das, & Chowdhury, 2022)

2. Review of Literature :

When considering online distance learning, we should focus on the changing requirements of learners, learning environments, and the availability and accessibility of the resources rather than just offering basic tools, tips, and tricks. Should we put more emphasis on teaching educational material during times of crisis when individuals are experiencing trauma, stress, and psychological strain, or should we put more emphasis on teaching how to share, collaborate, and support? When things return to normal, people won't remember the educational material that was presented, but they will remember how we made them feel, how we looked out for them, and how we helped them. (Bozkurt, & Sharma, 2020)

The absence of proper access to technological devices and infrastructure causes the digital divide. The divide between students from various socioeconomic origins is widened as a result. Because of the sudden switchover from offline to online learning caused by the coronavirus, the digital gap has become a societal ill. Artificial Intelligence can also help in creating highly personalized learning content. (Bansal, Shuklaa, & Pruthi, 2021).

Due to the shutdown of schools during the COVID-19 epidemic, both instructors and children had difficulty learning. Thus, the teaching-learning process is being hindered. Neither teachers nor students have access to enough technology to continue the teaching-learning process online. Some professors lack the expertise to teach online. Our institution lacks the necessary infrastructure to organise online classes effectively. The abrupt onset of this epidemic is also having a negative impact on students' mental health. (Mondal, Sahoo, Paria, Chakraborty, & Alamri, 2021)

The International Labour Organisation (ILO) claims that the effects of COVID-19 vary on the particular social and economic sectors. The sectoral effects and captured industries were evaluated by the ILO as the foundation for this study. This study will prove that economies collapse as a result of the inadequate IT infrastructures of numerous

enterprises. Companies are being forced to operate from home due to public health concerns, which represents a significant loss of potential. (Xiang, Rasool, Hang, Javid, Javed, & Artene, 2021)

According to studies, there is a significant impact of the pandemic on the service sector. Companies that offer services starting with technology, airlines, education, travel, and commerce were the first to be impacted when government took actions for the pandemic lockdown. The government must also take numerous initiatives, such as tax breaks, incentives, and economic stimulation for the growth of the service sector, in order to ensure jobs and a means of subsistence for the nation's citizens. Policymakers and business strategists must develop policies to restore the decline in the growth of the service sector. (Bhateja, Tyagi, & Tyagi, 2022)

The public policy debate over the protection of the labour force in this industry is changing as a result of the necessity for these services to function at scale. As more and more people are compelled to use the 'gig-economy' as a substitute for full-time employment options in a difficult labour market where quality jobs with livable wages and benefits are difficult to find, numerous battles are being fought to regulate it. A legislation that was approved in California forbids businesses from categorising ridesharing and food delivery workers as independent contractors. It mandates that businesses pay overtime, unemployment insurance, workers' compensation, and other benefits, as well as the required minimum wage. (Karniouchina, Theokary, Sarangee, Morgan, & Uslay, 2022)

Furthermore, it is obvious that traditional work routes and lifelong careers will not exist in the same manner they did for previous generations given the speed at which change is occurring in our world today. The way we work and do business will change, and it will change quickly. Since the demands of the future are unknown, unpredictable, and continually changing, there are thus very little knowledge or skills that can be guaranteed to satisfy those needs. Because of this, schools are no longer able to impart to pupils what they will need for the future before they graduate and leave the classroom. While it is still important to assist students in acquiring fundamental practical skills, education should also focus on the human development of its pupils as members of local, national, and international society. The fundamental duty of the teacher no longer only entails providing teaching, necessitating a change in teacher preparation. Instead of educating teachers to be teaching robots, teacher education has to put more emphasis on preparing teachers to be human educators who care more about the unique needs of their pupils. (Zhao, & Watterston, 2021)

Even if the issue of the post-COVID19 state is receiving more attention, there are still numerous unresolved issues and critical gaps that have an impact on the effectiveness of research and our comprehension of COVID-19 aftereffects. (Munblit, Nicholson, Needham, Seylanova, Parr, Chen, ... & Williamson, 2022)

The COVID-19 pandemic-mandated shutdown caused a substantial setback for India's services industry. The industry had an almost 16% decline during the first half of the fiscal year 2020–21 due to its contact-intensive nature. As soon as the first shutdown was announced in March 2020, air passenger travel, train freight traffic, port traffic, international tourist arrivals, and foreign exchange all saw a dramatic decline. But there are already indications of a gradual comeback. (Bharathi, & Dinesh, 2021).

3. Objectives :

- To examine the changes in Indian Service sector post Covid-19
- To examine the changes in Indian education sector post Covid-19
- To examine the prevailing situation in Indian service sector with special focus on Indian education sector post Covid-19.

4. Research Methodology :

Mission statements, annual reports, policy manuals, student handbooks, strategic plans, yearly budget, syllabi, and other publications that are available on public platforms, such as websites, newspapers, repositories, etc.

Personal Documents/Archives: Information about a person's deeds, experiences, and beliefs. E-mails, blogs, Facebook posts, and incident reports are all examples. Document, policy, and archive analysis is a social and important research tool.

This study is descriptive in nature. The required secondary data was gathered from a number of websites, including those run by the Indian government, magazines, journals, and other publications. To draw inferences and draw conclusions, this data was then evaluated and analysed.

5. Conclusion and Findings :

The planned and well-designed course materials, the instructor's participation in the online setting, and interactions between the instructor and students all contribute to the efficacy of online learning. Additionally, while learning remotely from home, students must have the chance to ask questions and anticipate receiving prompt responses. Students were therefore questioned about the responsiveness of their lecturers and whether or not assignments had been made available online in the context of their academic work.

Supplies have almost completely disappeared due to the worldwide lockdown, and even the mobility of needs has decreased by more than 25%. Manufacturing, retail, public services, entertainment, media, the transport sector, and tourism are among the primary businesses that are more severely impacted by lockdown than the healthcare system. For comprehensive, accurate, and trustworthy communication, information technology is essential.

Information technology provides financial and medical benefits of the right to information access; also, it appears to be the sole escape amid social isolation and lockdown, making up for lost revenue and profits. Its economic advantages in this circumstance are extensive and include quick communication and creative compensatory techniques.

References :

1. Lee, J., & Han, S. H. (2021). Preparing for Accelerated Third Order Impacts of Digital Technology in Post Pandemic Service Industry: Steep Transformation and Metamorphosis. *The Future of Service Post-COVID-19 Pandemic, Volume 1: Rapid Adoption of Digital Service Technology, 1-13.*
2. Ratten, V. (2023). The post COVID-19 pandemic era: Changes in teaching and learning methods for management educators. *The International Journal of Management Education,* 21(2), 100777.
3. Mete, J. K., Das, R., & Chowdhury, A. (2022). Post-covid challenges and opportunities for higher education. Journal of Higher Education Theory and Practice, 22(9), 144-155.
4. Bozkurt, A., & Sharma, R. C. (2020). Emergency remote teaching in a time of global crisis due to CoronaVirus pandemic. *Asian journal of distance education*, 15(1), i-vi.
5. Bansal, R., Shuklaa, G., & Pruthi, N. (2021). Higher education sector in India: Disruptions by COVID-19 and post covid trends.
6. Xiang, S., Rasool, S., Hang, Y., Javid, K., Javed, T., & Artene, A. E. (2021). The effect of COVID-19 pandemic on service sector sustainability and growth. *Frontiers in psychology*, 12, 1178.
7. Mondal, B. K., Sahoo, S., Paria, P., Chakraborty, S., & Alamri, A. M. (2021). Multi-sectoral impact assessment during the 1st wave of COVID-19 pandemic in West Bengal (India) for sustainable planning and management. *Arabian Journal of Geosciences*, 14, 1-26.
8. Bhateja, R., Tyagi, M., & Tyagi, A. (2022). POST EFFECT COVID AND SERVICE SECTOR IN INDIA: A STUDY. *Journal of Positive School Psychology*, 6(2), 4759-4765.
9. Karniouchina, E., Theokary, C., Sarangee, K., Morgan, J., & Uslay, C. (2022). Service Sector in the Era of Covid-19: Emerging Consumer Trends and Service Design Adaptations. *Rutgers Business Review, 7*(1), 30-44.
10. Zhao, Y., & Watterston, J. (2021). The changes we need: Education post COVID-19. *Journal of Educational Change*, 22(1), 3-12.
11. Munblit, D., Nicholson, T. R., Needham, D. M., Seylanova, N., Parr, C., Chen, J., ... & Williamson, P. R. (2022). Studying the post-COVID-19 condition: research challenges, strategies, and importance of Core Outcome Set development. *BMC medicine*, 20(1), 1-13.
12. Bharathi, D., & Dinesh, G. P. (2021). Impact of COVID-19 pandemic on Indian services sector. *Available at SSRN 3885430*.
13. Sundararasan, T., & Kalaiyarasan, G. (2022). IMPACT OF PANDEMIC PERIOD OF COVID-19 ON ONLINE LEARNING AND TEACHING IN TEACHER EDUCATION. Revista Prâksis, 2, 211–224. https://doi.org/10.25112/rpr.v2.2745
14. Xiang, S., Rasool, S., Hang, Y., Javid, K., Javed, T., & Artene, A. E. (2021). The effect of COVID-19 pandemic on service sector sustainability and growth. *Frontiers in psychology,* 12, 1178.