

# A Comprehensive Study of Pre and Post COVID-19 affects in Indian Education System

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## ABSTRACT

Training is more revolutionary today than it was when teaching started centuries ago. There was a time, a time schedule, when education was a luxury which only a few could afford or to which you devoted your whole life. Educational structures worldwide have been affected by the COVID-19 pandemic, contributing to the almost complete closing of schools, universities and colleges. In order to contain the spread of COVID-19, most governments around the world temporarily have closed their education institutions. The eye of the printing press was the real democratization of learning; quickly to 2020! The education sector may have faced the greatest threat of all the status quo, which disturbed Covid-19. Several previous hypotheses had to be dismissed because of the ever-largest change in the existing education system; until now it has never been disrupted globally at the core stage. Everyone was given the enough time, irrespective of age, to understand the educational graph. Via a global learning app, a renowned university, or the simpler MOOC, people with proven careers now seem to be open to learning and are aware that they are taking new training courses, and the skills they have acquired since lockdown, and even posting it. According to UNICEF surveillance, 46 countries have national closures currently enforced and 27 countries are introducing local closures, affecting about 72.9 percent of the student population worldwide. We should recognize the quick change of the strength and leadership of digital character and the future of workplaces, and we need to be on an equal footing. In the lockout era, technology may play an important role such as home and home research. There may be online teaching activities in some private schools in India. Private and public schools with little income may not be able to follow on-line methods of teaching. And as a consequence, the access to e-learning solutions would be shut down entirely. In addition to the learning opportunities, students often skip their meals which may contribute to social and economic stress. This study provides an in-depth look at the changes that have arisen due to the pandemic in the field of education, the problems faced and their respective results, along with our proposed solutions. In the lockdown season technology had played a major role, such as home research and home work. Some private schools in India might follow online methods of teaching. Private and government schools with low income cannot follow methods of online instruction. As a result, e-learning options will not be available and will be completely shut down. Besides learning opportunities, students often skip their meals which can contribute to economic and social stress higher education also disrupts sectors which pave the way for the future of the country.

## Keywords

COVID-19, MOOC, Online Teaching, UGC, UNICEF.

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## Introduction

The aim of education is to provide children with the capacity of flourishing as adults as parents and carers to the next generation of young people, as members of their communities, as active political and economic activists. The challenge of formal education is to complement what parents can give and create the foundations for a long and stable life in a few formative years. If every successive generation of children emerges from infancy, with the skills and abilities they have for the environment they face, is the fundamental measure of success of a basic education system. In this dynamic and rapidly evolving world, we all

know that every child needs schooling. In almost every nation in the world, we have seen major expansions in education. The United Nations has established eight Millennium Development Goals for all nations. In addition, each new cohort of youth has spent more and more time in a building called a school so that the Millennium Development Goals for children's education are nearly met. One of them is that children complete the full course of primary schooling by the target date of 2015. Yet nobody had a schooling purpose at all. For our own and other children, we have educational priorities. Schooling is the way for schooling.

It is well known that the entire planet is in tough times because of the influence of COVID 19. It has hampered practically the whole industry in more than 200+ countries. From March 2020 until today India is also facing a big impact, because the issue of lockdown is facing India as a whole. It also plays an important role in the Indian Education Society and the entire academic work for student and teacher security measures is carried out by the UGC apex. This paper assesses the impact of COVID 19 on Indian job pedagogy and its positive and negative effects on student and teacher perspectives.

### Education Scenario in India

India is a vast nation with a high population density that is demographically diverse. The national lockout was the only pandemic strategy to be undertaken on 25 March 2020 to combat COVID-19. In its fifth phase, relaxation in no infection areas persisted until 30 June 2020. People around the country have opted to stay in their homes according to the Indian government's guidelines. Academic activity in India was quickly stopped in the middle of the year, well before the country's national lockdown began. The educational institutions have to comply with the latest University Grant Commission (UGC) Guidelines, India's highest education agency.

To ensure quality education, uniformity, equality and basic accessibility for all students. If government spider schemes disrupt, parents cope with a breakdown by switching to private alternatives, which is a parallel starfish system which is both effectively unregulated and unorganized. There is clear evidence that the savings to parents from switching to these low-cost alternatives can be massive if public services are inefficient. But the coping with the broken systems alone is no option.

First, to ensure continuity of learning in government schools and universities, an immediate step is necessary. In order for teachers to hold online courses, open-source digital learning solutions and learning management solutions should be adopted. In order to ensure accessibility to learning for students, the DIKSHA platform can be further reinforced, with scope across all states in India. Second, equitable strategies should be built for the unique and oppressed. With the rise of smartphone users in India, even in the most remote parts of the country, technology is enabling universal access and personalization of education. The shift in the learning pattern will offer multiple choices for students and teachers to choose from. Innovative, mobile-based learning models for the successful delivery of education, which can be implemented by others, have been introduced by several aspiring districts.

**Table 1.** Showing a difference between starfish and spider model of education system

Feature	Working of	
	Starfish System	Spider System
Flexibly financed	Finance and the performance are followed by students with local allocations power.	Finance fluctuates internally, predominantly to teachers, regardless of results.
Locally operated	Actors should function, explore and discover their own ways of working.	There are attempts to monitor not just the objectives and broad criteria, but also the actual activity, down to the school level.
open	Many diverse groups of schools provide education, enabling and promoting different approaches.	There is only funding for schools under the influence of the spider.
Performance pressured	A combination of common standards and "thin" accountability metrics for above-mentioned performance and "dense" responsibility in schools and school communities from below guides growth.	System management is bureaucratic with "thin" obligations on inputs and procedures, zero pressure on learning success and local control isolation.
Professionally networked	Teachers are incorporated into their classrooms, but are often horizontally linked to educational practices communities.	Teachers are grouped hierarchically by top-down and top-down associations.
Technically	The structure provides schools and teachers with the	The scheme ensures enforcement

supported	opportunity to excel.	monitoring, not encouragement or potential for creativity
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These closures had the first effect on the system of schooling and learning, including methods of teaching and evaluation. Just a few private schools were able to implement methods of teaching online. On the other side, they have absolutely shut down low-income private and government school counterparts for lack of access to e-learning solutions. Students no longer have access to nutritious food and are exposed to economic and social pressures, in addition to the lack of learning opportunities. The higher education sector, which is a key driver for the economy of a nation, was also severely disrupted by this pandemic. Many Indian students — second to China alone participate in universities abroad, particularly in the most affected countries, the U.S., the United Kingdom, Australia and China. Many of these students have already been refused leave. In the long term, the market for foreign

higher education is projected to decrease if the situation continues.

From (COVID-19) evolved as a pandemic, the world faced an unparalleled threat. The closing of schools and colleges has impacted more than 1,2 billion students worldwide. Goal: To explore hurdles, adaptation and potential opportunities to revamp the conventional offline education system using Google Forms to perform an online survey. It is well known that the entire planet is in tough times because of the influence of COVID 19. It has hampered practically the whole industry in more than 200+ countries. From March 2020 until today India is also facing a big impact, because the issue of lockdown is facing India as a whole. It also plays an important role in the Indian Education Society and the entire academic work for student and teacher security measures is carried out by the UGC apex.



Figure 1

**Include students who enrolled in the pre-primary, elementary, lower, and upper secondary levels of schooling. Covid-19's Staggering effect on global learning (Number of learners impacted by national school closures worldwide). Source: UNESCO**

The importance of public schools was at least one good outcome of the COVID 19 pandemic. Public schools were even more important. As school cuts continue to make the parents aware that school's carriers out a vital role in society, they are still working at home with their child. The parents have increased their gratefulness for the teachers, their valuable and skilful role in students' wellbeing in their efforts to learn from home. If society has difficulty caring for its disadvantaged children and youth, decision-makers must come

up with new ways of providing vital food, health services and education.

With upgraded school placed at the heart of community, educational system will be improved. This strategy will, for instance, increase the number of resources, including tools, in order to have allies in the group, from parents to employers to support, support, develop, and develop lessons through the classroom and out of it. It accepts and adapts student training beyond the wall, periodically reviews student skills and

adapts learning occasions to reach students with their level of skill. Those new partners in child education complement teachers and support the mental and physical safe growth of children. It is literally the heart of the group that enables students to develop and learn in every way possible.

### COVID-19 made the Emergence of Four Educational Trends Globally

Education plays a prominent part in life and is a fundamental right of every person. Due to global lock-downs that impact individuals, families and societies, the spread of COVID 19 has stopped life. Many countries outside Asia have announced that education has shut down the life of about 60 billion students worldwide. All the sectors, including the education sector, have the greatest degree of disruption to more than 300 million learners across the worldwide pandemic as schools are not equipped to face the challenges of maintaining and providing healthy educational facilities for students.

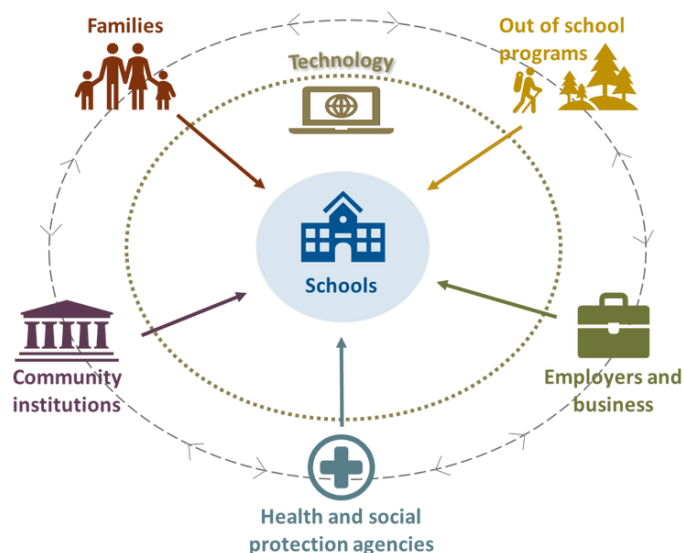


Figure 2. Powered up schools

Table 2. Showing trends in education and the effective outcomes

Trend in education	Explanation	Outcome
Accelerating education inequality	In the early days of 2019, it was widely known even before COVID-19 had abandoned schools for up to 1.5 billion students whose education systems trendy so many countries remained not able to provide the education quality sufficient to make sure that everybody had prosperity. Pre-pandemic research reports that 50% in mid-income countries and countries with high income are 30% do not have the most basic secondary skills to succeed in working and living, countries with low income are nearly 90%. The most extreme burden lies on the world's poorest children. The most distant behind are children in the poorest countries. As Lant Pritchett in his 2013 book described "Education re-born," [2] although the developed world's countries successfully managed to get nearly all primary school children, many students are not aware of even the basic information and computer skills required for further education. "The World Bank"[3] The global community organized for more finance to fund education systems worldwide to call it a "learning crisis." the 2018 World Development Report" [4] Report 2016 of the Education Committee, "The generation of learning: Capitalizing in education in a changing world," Stressed that technology changes job existence and growing capability in middle- and low-income countries would stifle economic development.	Unprecedented educational disparities are accelerating, especially where they are already high before the pandemic.
A leapfrog moment	This unparalleled increase in the disparity of education demands new reactions. In our ongoing works on innovation in education it's time for the right implementation of new approaches or strategies or take off quickly if they are expanded. Two years ago, we released a map to use educational technologies to faster combat educational inequity, "Leapfrogging inequality: Restoring education in order to assist younger people to prosper. [5] Here the goal aimed to be to make all children as	Innovation has unexpectedly shifted from the periphery to the core of many education systems, and new methods are being identified to allow young people to

	<p>lifelong students and learn the full range of skills and skills from schooling for problem solving by cooperation so as to have access to an evolving world of work for making a responsible constructive citizen of society within two decades of the 21st century. The survey conducted over three thousand developments in education in more than 160 countries, has showed out that certain innovations were capable of helping to advance our four-dimensional growth. Furthermore, it was also found that many of the promising advances were on the periphery and not in sight of education systems. It was found that to drive change and close gaps in education equities quickly, the wide variety of players who provide education for young people will have to use more resources to document, learn from, assess, and escalate those creative methods with the greatest potential for leapfrog.</p>	<p>access education to prepare for changing times if it is maintained.</p>
<p>Rising public support</p>	<p>March 2020 will still be commemorated when the world schools lock their doors. Families and parents around the globe who bank on schools to organize their daily lives have witnessed the shock of living without education, school leaders and with teachers all over the world trying to spindle to some procedure of distant learning. An admiration for parents' teachers who decide raise money and taking care for their children was quickly expressed in social media. To highlight this sense of gratitude, "Companies realize that schools and teaching are heroes ... schools are not only a place to learn, to advance, to fulfil our dreams and hopes; where we can acquire knowledge to for community living," said Gabriel Zinny of the administration of Buenos Aires. Only recently families went to their balconies in Buenos Aires applauding not only nurses and doctors but also teachers."</p>	<p>The public has newly recognized the value of schools in the business and has a chance to use this funding to improve them.</p>
<p>New education allies</p>	<p>While the pandemic has also galvanized areas of communities historically not actively interested in education to youth, it has become increasingly aware of the important role played by public schools. The closure of school buildings has brought teachers into unparalleled collaborations with parents, new alliances have been established between schools and community health [6] and social service agencies, media corporations have partnered with education officials, technology companies have partnerships and non-profits and local businesses have helped to promote children's learning in new ways. Educators don't have any new concept that education for children is enabled by a learning opportunities ecosystem both in and outside of the classroom. ELE The community movement of schools considers schools to be the centre of education and growth for children, with strong collaborations between healthcare and social welfare sectors. As all the days Schools are opened long and are hubs for community participation, programs and the resolution of problems. "life-wide" learning advocates point to children from the age of 18 invests only up to and including children. The fabric of the society provides many enhancements of learning opportunities alongside school 20 per cent of its waking hours at school. The definition of local education ecosystems has recently been introduced to define network through learning opportunities of collaboration between schools, neighbourhood's, companies and government agencies, often combined with direct education and creative experiments.</p>	<p>The pandemic has encouraged the world to help children's learning from parents to social care organisations.</p>

**Education System Transformation Leads to give Notable Actions**

COVID-19 has given appreciation to the important role played by schools in society and the gratitude of parents for their teachers, their abilities and their inestimable role in the welfare

of students. The main part in social environment is carried out by education, economic, stability for nation and political growth is so evident and recognized by the general public, and it is hard to believe that another moment will be in history. It is precisely because schools encourage parents to operate outside of the home that millions of



families live in the shadow of the global closure of schools. Now is the time to outline how education will benefit from this global crisis and help to minimize the gap between education and education.

An efficient, education-friendly school for children and youth places a good public school at the heart of the community and uses the furthestmost effective collaborations to help students learn and develop a wide variety of

abilities and skills. It will understand and adjust to study outside its walls, evaluate the abilities of students on a regular basis and adapt training opportunities to match students for their own level of ability. New children's learning allies will complement and assist teachers and support the balanced psychological and physical growth of children. It will be basically the school at the heart of the group that allows students to learn and grow in all possible paths.

**Table 3.** Listing some proposed actions for transformation of education system during pandemic situations

Proposed Action	Description	Outcome
<b>Leverage public schools</b>	We claim that, from our own experience in education, a diversification of education staff and places in which children learn complements and improves classroom learning through innovative pedagogy. Private low-cost schools have developed in many of the low-income countries in recent years to help solve the problem of expanded access to education that governments with fiscal or ability constraints have long encountered. Many family members have chosen to send their children in developing countries, from Nigéria to [7] India to [8] Chile to [9] Kenya, at these low-cost, mostly for profit private schools. [10] In reality in low-income countries the growth of private schools has been instrumental in promoting universal access to primary education in some areas.	Owing to its critical position in equalizing opportunities across social dimensions, public schools are placed in the forefront of education systems.
<b>A laser focus on the instructional core</b>	To build powerful schools, it will be important to recognize the tactics that should be assisted in order to power a school as the epidemic subsides among the many populations that are deployed in the pandemic. Here decision-makers should base their decisions on rigorous proof of what works for students to better their education and how school improvements occur and, eventually, rely heavily on what is also considered the heart of education and pedagogy. Indeed, in view of the clear evidence that educators are the key driver on the school side of student learning[11], educators communicate with in the students and educational resources, including education technologies, is essential for learning. Higher quality education content, for example, whether online or modified, will not alone increase student learning. Only because they use them to increase their education will students have improved awareness. In view of their predominant position in children's lives, the authors draw on this model of an education center for the integration of parents, as well as new ways of helping children in the pandemic (as shown in figure).	Emphasize the essence of schooling, the core of education and learning.
<b>Harness education technology</b>	Using technology to promote consistency of education is a subject and a hub in schools worldwide. Countries use everything they have available—from radio, TVs, computers and cell phones. Entry to educational material is not easy for many families through technology. For example, around three weeks after schools have closed down, in Senegal, a representative national survey showed that children are much more likely than any other technology to pursue their education through the work of the parents. Less than 11% of respondents said that pupils could use radio, TV, or Web-based tools to access teaching material [12].	Using educational technology to improve schools in a way that addresses the needs of students and educators in the area of education and learning.
<b>Parent engagement</b>	Parental involvement is rarely included in the list of things to do for educators and educators who have multiple days to determine how to offer education to children, from bell schedules through to the safety and lessons programmes. Latest patterns. Three quarters of the interviewees suggested that the reopening programmes, along with teachers in 59 countries, only 25% said parenting was involved. OECD Harvard survey [13] on school reopening methods by educational managers in 59 countries.	Forge deeper, more trustworthy parent-teacher partnerships.
<b>An iterative approach</b>	There is a long journey in most countries around the world until we completely understand what technologies can be used or how the involvement of parents can be turned into a powerful school for each community. The rapidity and profundity of change means that an iterative approach would be necessary to learn what	Using the principles of science for change to assess, correctly train, log, and scale

	<p>works, who works and under what conditions. This is a time to use the concepts of <i>improvement science</i> [14] in other words science enhancement. In real-time recording, reflections, quick feedback loops and course correction would be necessary to suppliers for conventional testing methods. In the long term, thorough assessments would need to be followed by quickly sharing early feedback and testing of new reform ideas. One potential model to do just that is the work carried out by CUE itself on reforming the structure and escalating change in education. Via our <i>real-time scaling laboratories</i>, [15] teams of realistic researchers aim for fundamental improvements in education systems and to help them. These teams are learning, recording and sharing new insights in short, iterative cycles that allow people across the various components of an education system to be active and document failures alongside achievements, one of the most important insights.</p>	<p>new methods that can better educate schools over time. Using the principles of science for change to assess, correctly train, log, and scale new methods that can better educate schools over time.</p>
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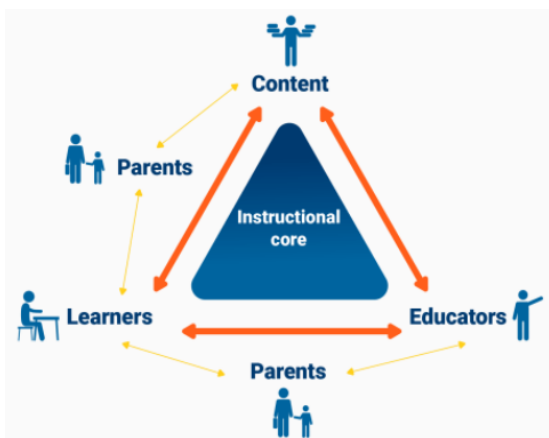


Figure 3. Showing the relationship of content, learners and educators

### Conclusion

Understanding that a stronger public education system emerges from this global pandemic and is an ambitious vision, one which needs both financial and staff resources. However, there is an argue that it is important to express this vision, that it can direct the future with the myriad decision making by the educational leaders every day. It is tempting to return to a global education narrative that gives priority to access to the classroom, with the devastating effect of the pandemic on young people who are most vulnerable. The children of the world deserve to have a good public school in every city, and indeed it is possible when all stakeholders will work together to make the most of the opportunities provided by this crisis.

Even if the COVID-19 crisis lasts longer, attempts to optimize the usage of online platforms must be made urgently to ensure that students not only complete their diplomas this academic year, but prepare themselves for the digital world of the future. In such a pandemic scenario, the idea of

the 'homework' is more important to minimize COVID-19 spread. India should develop innovative solutions to ensure sustainable access to learning for all children during the COVID-19 pandemic. In order to provide education efficiently, Indian policies should include different individuals of varied backgrounds, including remote areas, disadvantaged and minority groups. Since students profit greatly from online practice, it should continue after lockdown. A further statistical analysis can be conducted to examine the effect of COVID-19 on India's educational system.

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