



Effect and Consequences Covid 19 Pandemic situation on Education System in India.

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Abstract

The present study made an attempt to realise the present scenario of the child education during the pandemic situation in West Bengal. Education is the only way to sustain achieves the society. Education is as old as life. It is a process of continuation from birth to rebirth. Its main objective is to make citizen of a country to be self independent. If a person has a basic education he or she can conquer the world in any circumstances. Especially the tiny tots of the nation that is our beloved children whose education is a big and notable topic of discussion in the pandemic era. Before Covid 19 the children were free bird as they can breathe in a free air. So therefore education was also running smooth, children went to school without fear. But in the third month of the year of 2020 the noble corona virus attacked the world. Due to the spread of the virus the entire world has got affected. The affection has so huge that it affect to the education of the children. As the entire world got lockdown, due to which no one understands thought about the children and their dreams of aspirations. The children even do not know what going around the world. The children are mostly busy in their own world. The objective of the study is to know the actual condition of the sufferer and how they are continue their education. The method of the study is depending on secondary source of data and existing literature survey. The study revealed that most of the children are detached from their regular studies, no curricular activities. Most of the primary school children spending times with drawing and TV watching and upper level student are involve with mobile games and television. So, they are got irritation with a small thing. This situation is affecting their brains and their knowledge power. So it is high time to think for the children education system. The private school took initiative regarding the E-learning studies and examination. The study suggested that Government school should take initiative to start the on-line classes and examination process. To improve the better education system both private and government school should be given online assessment as project form to the student. They will prepared it at home and send it to the respective teachers through mail. This process is introducing the teaching learning method in the school level.

Keywords: – Education, Pandemic, Government, Children, Covid19, E-learning,

1. Introduction

In today's world of globalization period, education has become one of the most important things for a human being. So therefore it has considered as one of the most essential basic needs to lead a life. Education has become an important topic of discussion across the globe. The literacy rate of a country plays a great role in the development of a country. With the advancement of technology, education has changed in a different way. Children in the tender should be made understand about the importance of education. In earlier days there was no school, a traditional Pathsala or Gurukul was a medium of imparting knowledge to the upper class people, with the passage of time it has changed into school. Nowadays after the birth of a child the first thing which comes to a parents mind is about education as the son or daughter will become or holds high profile degree or designation. It is quite true that at the 18 month a child has been sent to a pre-school, though at the age it is a fun learning period. Many of the pre-school have groomed the child in a different very way. The importance of schools has a huge role in the development of a child into a youth. Schools are considered as the second home of a child where they not only imparts education but also manners and discipline to lead a healthy and systematic life. Often teachers are regarded as the second parents of a child whose lovable nature and at times strictness take the child in a long way. The main education of a child growth depends on the quality of education he or she has been imparted in the schools. As ones the child grows up he or she only follows the footsteps of the school's education. As the plant is being planted properly and nourished in a right way, den only it will bare good fruits. But it is very hard to believe that in the year 2020 with the spread of noble corona virus in the entire country. With the virus spread almost the entire country has been gone in a complete lockdown. With this lockdown it has mostly hampered the young children for whom the life has just stopped as a full stop. Neither they could go to school; outdoor games just as been lock down in their homes. Without the continuation of lockdown quite often it has been seen the children are being irritated with a small little things. It has imbalance their mental growth. They are more connected to video an online games and even cartoons in televisions which is affecting their eyes. Moreover it has just entirely changed their lifestyles. Gradually with the passage of lock down time it has become a problem and a tension for the parents too, when the parents try to make the children understand about the corona virus, their little heads not even understand about the virus. As their age is of fun learning and care free life. When it comes to education of the tiny tots it been matter of serious problem, as the Covid19 spread in the India at the third month of the year, which is mostly the time of completion of the annual year of an academic calendar. With these the students has not got their books of the class which they have been promote, so the question arise with how to starting of the studies. In the modernization period the internet has great role. The concept of online teaching is very common in everyone's mind in the lock down period. It is been urge that in the pandemic era of Covid19 the education system should be focused in an online genre. Not even private schools also the Government school should take the initiative of online courses such as online classes of different subject matters, online assignments, and online assessment with regular updates of each and every student. Therefore the government school should enrich online infrastructure for education.

The pandemic Covid-19 has spread over whole world and compelled the human society to maintain social distancing. It has significantly disrupted the education sector which is a critical determinant of a country's

economic future. After observing the corona virus pandemic situation the WHO advised to maintain social distancing as the first prevention step. So, every country started the action of lockdown to separate the contaminated people. The education sector including schools, colleges and universities became closed. Classes suspended and all examinations of schools, colleges and universities including entrance tests were postponed indefinitely. Thus, the lockdown destroyed the schedules of every student.

The lockdown has compelled many educational institutions to cancel their classes, examinations, internships etc. and to choose the online modes. Initially, the educators and the students were quite confused and didn't understand how to cope up with the situation of this sudden crisis that compelled closure of the educational activities. But later on all realized that the lockdown has taught so many lessons to manage with the emergence of such pandemics. Thus, COVID created many challenges and opportunities for the educational institutes to strengthen their infrastructure (Pravat, 2020a). The lockdown has given them a ray of hope for teachers and students to continue their educational activities through online. The teachers assigned work to students via internet, delivered lectures video conferencing using different Apps like Zoom, Google meet, Facebook, Youtube, and Skype etc. There are WhatsApp groups of guardians, teachers, students and parents for affective communication through which they are always in touch to share their difficulties through this e-medium. In a nation like China that practices a considerably more centralization system, a change to digital learning may be simpler.

1.1. Online and Offline - Argument

Online education is conducted in two ways. The first is through the use of recorded classes, which, when opened out to public, are referred to as Massive Open Online Course (MOOCs). The second one is via live online classes conducted as webinars, or zoom sessions. Universities require high-speed internet and education delivery platforms or learning management systems, besides stable IT infrastructure and faculty members who are comfortable teaching online. Students also need high-speed internet and computers/mobiles to attend these sessions or watch pre-recorded classes.

In India has many platforms created to enable online education. These are supported by the Ministry of Human Resource Development (MHRD), the National Council of Educational Research and Training (NCERT), and the department of technical education. There also are initiatives like e-PG Pathshala (e-content), SWAYAM (online courses for teachers), and NEAT (enhancing employability). Other online platforms aim to increase connectivity with institutions, and accessibility to content. These are utilised for course materials and classes, and running of online modules. They include the National Project on Technology Enhanced Learning (NPTEL), National Knowledge Network, (NKN), and National Academic Depository (NAD), among others.

The National Programme on Technology Enhanced Learning (NPTEL), a project of MHRD initiated by seven Indian Institutes of Technology (IIT), along with the Indian Institute of Science Bangalore, was created

in 2003 to provide online education. The aim was to have web and video courses in engineering, sciences, and management.

The National Law University of Delhi was among the first to have an open MOOC among the law schools in India, and in March, after the Covid-19 crisis broke out, it opened the course out to the public.

Most educators across institutions agree that there is a need to invest in creating standardised online education platforms, and not using apps and Google hangouts only; and to train both students and teachers. Others highlight the necessity to introspect on the nature of these platforms and how students are taught using different online tools and methods, while keeping accessibility and equity challenges in mind. There is also the need to understand all this across academic disciplines and institutions.

There is a wide array of concepts in existing literature on online teaching and learning. These concepts encompass different meanings but they are, sometimes, used interchangeably (e.g., distance education, online teaching, emergency online education, remote teaching). A detailed analysis of such concepts is beyond the scope of this paper. Bozkurt and Sharma (2020, ii), for instance, refer to distance education as a process characterised by ‘distance in time and/or space’ and to remote education as a context of ‘spatial distance’. For the purpose of this review, we focus on online environments that enable teachers to teach and interact with their students providing a variety of learning possibilities in a remote scenario. In such context, issues of agency, responsibility, flexibility and choice are key elements as are ‘careful planning, designing and determination of aims to create an effective learning ecology’ (Bozkurt and Sharma 2020, ii). As such, teaching and learning online entails a specific process which is visible in the roles, competencies and professional development approaches (Ní Shé et al. 2019) as well as in the curriculum, pedagogy, assessment and the nature of interaction among participants. It is, therefore, important to find out how online teaching and learning in teacher education occur and why, and to explore its implications, particularly in the current emergency remote scenario.

From the perspective of the teacher we learn that the influence of the COVID-19 pandemic on a global scale has shocked teachers at all levels and at the same time inspired them to find solutions to problems they have not encountered before. help to understand the major task student teachers, teachers and teacher educators have encountered since the pandemic started and will have to face in the near and not so near future. The research studies include a wide range of subjects and methodologies that also inform us about the ways in which the ‘new normal’ in (teacher) education can be studied and how these studies can support innovation and improvements of traditional and online teaching and teacher education. If one thing becomes clear it is that more and more organised research is needed to contribute to a body of knowledge, theoretical and practical, for teacher education to use in the changing educational landscape

2. Objective of the Study

The present study was carried out the educational scenario in the school education in West Bengal. The major objectives of the study as follows.

- I. To know the actual situation of the school education in Bengal.
- II. To know the annual routine of food security of tribal groups in the study area.
- III. To know the cooperation of tribal group between their own group and other tribal group of families at the time of food crisis.

3. Methodology

In this study we are applied non-participant observation method that employs vision as its main means of data. It implies the use of ears and reading. The search focused on the literature on online teaching and learning in the context of teacher & student education published between January, 2020 to December, 2020. It is accurate watching and noting of phenomena as they occur with regard to the cause and effect or mutual relations. Observation is also defined as 'a planned methodological watching that involves constructions to improve accuracy'. Mainly the study is based on various literatures written by the scholars and reporters in the various magazines.

4. Discussion

4.1. Technology allows; it can limit, too

According to few academic persons, technology can enable different teaching methodologies, and also allow teaching a large number of people across the country. "In a country like India, we don't have enough teachers or easy access to good institutions — we should, therefore, adopt a focused, systematic programme of using the power of technology to enable learning,".

They are says there may be some merits to face-to-face teaching, but maintains it is not necessary, given the number of online tools and innovative methods of teaching available to enable learning. "Using bare-bone technology can make a huge difference. The less of face-to-face teaching you do, the better — you must have some of it, but it doesn't do much. We need teachers to make students think. They must be mentors and gurus, not someone standing in a classroom and lecturing as students take notes."

They are also says: "The main issue with online teaching is that some of our students come from remote villages with slow and patchy internet access. Exams would need to be conducted at commercial exam centres. Students would need to travel to the nearest centre."

Mira (*name changed*), a final year BSc student at Vidyasagar University, explains how adapting suddenly to online classes, has been difficult for her. "We have to be online every hour, for every class, because attendance is marked accordingly. At times, we are unable to listen to the teacher, as the network is slow, and there is a lag. It is also stressful to look at the phone or computer screen all day long."

Sk. Jahir, (Name changed), a under graduate student of Geography at Vidayasagar University, highlights the issue of connectivity and internet as a key challenge for most students. "Many students survive on 1GB or

2GB daily data plans on their phones — not everyone has WiFi at home (rural area)— and they have to manage their entire course work on that.”

In the beginning of 2020, COVID-19 hit the capital of our State, people in the rest of the world could not suspect that the virus would travel all over the world and change the way we live, interact, work, teach and learn. The inferences and effects of the pandemic on education are yet to be known, but they will surely be more challenging for educators and learners in more delicate and unstable contexts. Most countries in the world experienced an unprecedented total or partial lockdown which led to the immediate closure of universities and school. As such, teachers and students had to learn instantly how to adapt to remote teaching. This is also true for teacher education.

The COVID-19 pandemic has affected education, and teacher education in particular, in various ways. As a result of the closure of universities and schools, teachers and students had to rapidly adapt to remote teaching. Teacher education is no exception. The need to create learning environments for student teachers doing their teacher education preparation implied decisions, choices and adaptations in order to meet not only the expectations of students but also the requirements of teacher education as well as the conditions in which both universities and schools had to operate.

The lockdown has compelled many educational institutions to cancel their classes, examinations, internships etc. and to choose the online modes. Initially, the educators and the students were quite confused and didn't understand how to cope up with the situation of this sudden crisis that compelled closure of the educational activities.

4.2. Initiatives of Govt. of India on education during Covid-19

To prevent spread of COVID-19 pandemic virus, the Government of India has taken various preventive measures. The union government declared a countrywide lock-down of all educational institutions on 16 March 2020. Central Board of Secondary Education (CBSE) postponed all examinations of secondary and higher secondary schools on March 18, 2020 throughout India. CBSE released revised guidelines for examination centres to conduct examinations by maintaining a distance of at least 1 meter between the students taking the exam with a class not having more than 24 students. If the rooms of the examination centres are small then the students should be divided into different rooms accordingly. The Union Public Service Commission (UPSC) postponed the interview for the Civil Services Examination 2019 (Wikipedia). India Government has observed one day nationwide Janta-curfew on March 22 and implement lockdown from March 25, 2020 onwards in different phases. Govt. of India has been extending lockdown periods from time to time adopting different strategies to fight with the pandemic but educational institutions remained closed continuously. The following impact has been found among the education system...

4.3. Secondary education

Diksha portal contains e-Learning content for students, teachers, and parents aligned to the curriculum, including video lessons, worksheets, textbooks and assessments. Under the guidance of its national boards of education (CBSE) and NCERT, the content has been created by more than 250 teachers who teach in multiple languages. The app is available to use offline. It has more than 80,000 e-Books for classes 1 to 12 created by CBSE, NCERT in multiple languages. The contents can also be viewed through QR codes on

textbooks. The app can be downloaded from IOS and Google Play Store. Website: <https://diksha.gov.in> or <https://seshaqun.qov.in/shaqun>

e-Pathshala is an e-Learning app by NCERT for classes 1 to 12 in multiple languages. The app houses books, videos, audio, etc. aimed at students, educators and parents in multiple languages including Hindi, Urdu, and English. In this web portal NCERT has deployed 1886 audios, 2000 videos, 696 e-Books and 504 Flip Books for classes 1 to 12 in different languages. Mobile Apps is available. Website: <http://epathshala.nic.in>

National Repository of Open Educational Resources (NROER) portal provides a host of resources for students and teachers in multiple languages including books, interactive modules and videos including a host of STEM-based games. Content is mapped to the curriculum for classes 1-12, including aligned resources for teachers. It has a total of 14527 files including 401 collections, 2779 documents, 1345 interactive, 1664 audios, 2586 images and 6153 videos on different languages. Website: <http://nroer.gov.in/welcome>

4.4. Higher Education

Swayam is the national online education platform hosting 1900 courses covering both school (classes 9 to 12) and higher education (under graduate, post graduate programs) in all subjects including engineering, humanities and social sciences, law and management courses. The unique feature is that, it is integrated with 12583 Pravat Kumar Jena, Impact of pandemic covid-19 on education in India the conventional education. Credit transfers are possible for SWAYAM courses (max. 20%). Website: <https://swayam.gov.in/>

Swayam Prabha has 32 DTH TV channels transmitting educational contents on 24 x 7 basis. These channels are available for viewing all across the country using DD Free Dish Set Top Box and Antenna. The channel schedule and other details are available in the portal. The channels cover both school education (classes 9 to 12) and higher education (undergraduate, postgraduate, engineering Out-of-school children, vocational courses and teacher training) in arts, science, commerce, performing arts, social sciences and humanities subjects, engineering, technology, law, medicine, agriculture. Website: <https://swayamprabha.gov.in>

e-PG Pathshala is for postgraduate students. Postgraduate students can access this platform for e-books, online courses and study materials during this lockdown period. The importance of this platform is that students can access these facilities without having internet for the whole day. Website: <https://epgp.inflibnet.ac.in>

4.5. Positive impact of COVID-19 on education

During the eruption of COVID-19 has created many negative impacts on education, educational institutions of India have accepted the challenges and trying their best to provide faultless support services to the students during the pandemic. Indian education system got the opportunity for transformation from traditional system to a new era. Few points may be considered as the positive impacts.

Move towards Blended Learning: COVID-19 has accelerated adoption of digital technologies to deliver education. Educational institutions moved towards blended mode of learning. It encouraged all teachers and students to become more technology savvy. New ways of delivery and assessments of learning opened

immense opportunities for a major transformation in the area of curriculum development and pedagogy. It also gives access to large pools of learners at a time.

Rise in use of Learning Management Systems: Use of learning management systems by educational institutions became a great demand. It opened a great opportunity for the companies those have been developing and strengthening learning management systems for use educational institutions (Misra, 2020).

Enhance the use of soft copy of learning material: In lockdown situation students were not able to collect the hard copies of study materials and hence most of the students used of soft copies materials for reference.

Improvement in collaborative work: There is a new opportunity where collaborative teaching and learning can take on new forms. Collaborations can also happen among faculty/teachers across the world to benefit from each other (Misra, 2020).

Rise in online meetings: The pandemic has created a massive rise in teleconferencing, virtual meetings, webinars and e-conferencing opportunities

Enhanced Digital Literacy: The pandemic situation induced people to learn and use digital technology and resulted in increasing the digital literacy.

4.6. Negative impact of COVID-19 on education:

During COVID-19, education sector has suffered a lot. It has created many negative impacts on education and some of them are as pointed below:

Educational activity hampered: Classes have been suspended and exams at different levels postponed. Different boards have already postponed the annual examinations and entrance tests. Admission process got delayed. Due to continuity in lockdown, student suffered a loss of nearly 3 months of the full academic year of 2020-21 which is going to further deteriorate the situation of continuity in education and the as students would face much difficulty in resuming schooling again after a huge gap.

Impact on employment: Most of the recruitment got postponed due to COVID-19 Placements for students may also be affected with companies delaying the on board of students. Unemployment rate is expected to be increased due to this pandemic. In India, there is no recruitment in Govt. sector and fresh graduates fear withdrawal of their job offers from private sectors because of the current situation. The Centre for Monitoring Indian Economy's estimates on unemployment shot up from 8.4% in mid-March to 23% in early April and the urban unemployment rate to 30.9% (Educationasia.in). When, the unemployment increases then the education gradually decreases as people struggle for food rather than education. *Unprepared teachers/students for online education:*

Not all teachers/students are good at it or at least not all of them were ready for this sudden transition from face to face learning to online learning. Most of the teachers are just conducting lectures on video platforms such as Zoom, Google meet etc. which may not be real online learning without any dedicated online learning platform.

Reduced global employment opportunity: Some may lose their jobs from other countries and the pass out students may not get their job outside India due to restrictions caused by COVID-19. Many Indians might have returned home after losing their jobs overseas due to COVID-19. Hence, the fresh students who are likely to enter the job market shortly may face difficulty in getting suitable employment. Many students who

have already got jobs through campus interviews may not be able to join their jobs due to lockdown. The Indians who have been doing their jobs abroad may lose their jobs. Recent graduates in India are of also fearing for withdrawal of job offers from corporate sectors because of movement restriction in the current pandemic situation.

Loss of nutrition due to school closure: Mid day meals is a school meal programme of the Government of India which is designed to provide better the nutritional food to school-age children nationwide. The closure of schools has serious implications on the daily nutrition of students as the mid-day meal schemes have temporarily been shut. Various studies have pointed out that mid-day meals are also an important contributing factor for increased enrolment in the schools

Access to digital world: As many students have limited or no internet access and many students may not be able to afford computer, laptop or supporting mobile phones in their homes, online teaching-learning may create a digital divide among students. The lockdown has hit the poor students very hard in India as most of them are unable to explore online learning according to various reports. Thus the online teaching-learning method during pandemic COVID-19 may enhance the gap between rich/poor and urban/rural.

Payment of Schools, Colleges fee got delayed: During this lockdown most of the parents will be facing the unemployment situation so they may not be able to pay the fee for that particular time periods which may affect the private institutes.

4.7. Challenges in Teaching and Learning

The online educational tools, the user like both educators and learners face frequent hiccups while using it or referring to these tools. Some of the challenges identified and highlighted by many researchers such as:

Broadly identified challenges with e-learning are accessibility, affordability, flexibility, learning pedagogy, life-long learning and educational policy (Murgatrottd, 2020). Many countries have substantial issues with a reliable Internet connection and access to digital devices. While, in many developing countries, the economically backward children are unable to afford online learning devices, the online education poses a risk of exposure to increased screen time for the learner. Therefore, it has become essential for students to engage in offline activities and self-exploratory learning. Lack of parental guidance, especially for young learners, is another challenge, as both parents are working. There are practical issues around physical workspaces conducive to different ways of learning.

The innately motivated learners are relatively unaffected in their learning as they need minimum supervision and guidance, while the vulnerable group consisting of students who are weak in learning face difficulties. Some academically competent learners from economically disadvantaged background are unable to access and afford online learning.

The level of academic performance of the students is likely to drop for the classes held for both year-end examination and internal examination due to reduced contact hour for learners and lack of consultation with teachers when facing difficulties in learning/understanding (Sintema, 2020).

School time also raises social skills and awareness besides being fun for the children. There are economic, social and psychological repercussions on the life of students while they are away from the normal schedule of schools. Many of these students have now taken online classes, spending additional time on virtual platforms, which have left children vulnerable to online exploitation. Increased and unstructured time spent on online learning has exposed children to potentially harmful and violent content as well as greater risk of cyber bullying. School closures and strict containment measures mean more families have been relying on technology and digital solutions to keep children engaged in learning, entertained and connected to the outside world, but not all children have the necessary knowledge, skills and resources to keep themselves safe online

4.8. Opportunities for Teaching and Learning

Although there have been overwhelming challenges for educators, schools, institutes and the government regarding online education from a different angle, there are several opportunities created by the COVID-19 pandemic for the unprepared and the distant plans of implementing e- learning system.

It has forged a strong connection between teachers and parents than ever before. The homeschooling requires parents to support the students' learning academically and economically. Children with disabilities need additional and special support during this ongoing emergency.

The use of online platforms such as Google Classroom, Zoom, virtual learning environment and social media and various group forums like Telegram, Messenger, WhatsApp and We Chat are explored and tried for teaching and learning for the first time ever to continue education. This can be explored further even after face-to-face teaching resumes and these platforms can provide additional resources and coaching to the learners.

Teachers are obliged to develop creative initiatives that assist to overcome the limitations of virtual teaching. Teachers are actively collaborating with one another at a local level to improve online teaching methods. There are incomparable opportunities for cooperation, creative solutions and willingness to learn from others and try new tools as educators, parents and students share similar experiences (Doucet et al., 2020). Many educational organizations are offering their tools and solutions for free to help and support teaching and learning in a more interactive and engaging environment. Online learning has provided the opportunity to teach and learn in innovative ways unlike the teaching and learning experiences in the normal classroom setting.

4.7. Online education for teachers on Societal Impact

Advantages:

- * Allows innovative methods of teaching with the help of technology and online tools
- * Allows reaching out to a large number of students across geographies
- * Especially useful for distance learning

Disadvantages:

- * Online teaching takes time and practice
- * There is little consensus on how students can be evaluated in a fair manner
- * Inability to have a face-to-face connects with students and facilitates free conversations, discussions, and mentoring
- * Inability to reach all students because of technological limitations

Online education for students

Advantages:

- * The ability to learn using different online tools and methods
- * No disruption in learning because of the pandemic
- * Listening to recorded and live conversations and working at their own speed

Disadvantages:

- * Lack of free flowing conversations, debates, and discussions
- * Technological difficulties related to weak devices or access to the internet
- * Getting used to learning and being evaluated online
- * Studying while living at home, with family and other distractions

5. Conclusion

This study has reviewed literature on online teaching and learning in the context of teacher education and has analysed practices leading to impact. The large number of student studies under any examination system and the constraints in terms of word limitation. The study on the impact of the COVID-19 pandemic on teaching and learning across the world concludes that although various studies have been carried out, in the case of developing countries, suitable pedagogy and platform for different class levels of higher secondary, middle and primary education need to be explored further.

The pandemic Covid-19 has spread over whole world and compelled the human society to maintain social distancing. It has significantly disrupted the education sector which is a critical determinant of a country's economic future.

In India COVID-19 has impacted enormously to the education sector. The Indian Govt. and different stakeholders of education have explored the possibility of Open and Distance learning (ODL) by adopting different digital technologies to cope up with the present crisis of COVID-19. India is not fully equipped to make education reach all corners of the nation via digital platforms. The students who aren't privileged like the others will suffer due to the present choice of digital platforms. But universities and the government of India are relentlessly trying to come up with a solution to resolve this problem. The priority should be to utilise digital technology to create an advantageous position for millions of young students in India. It is need of the hour for the educational institutions to strengthen their knowledge and Information Technology infrastructure to be ready for facing COVID-19 like situations.

The Government should develop creative strategies to ensure that all children must have sustainable access to learning during pandemic COVID-19. The Indian policies must include various individuals from diverse backgrounds including remote regions, marginalised and minority groups for effective delivery.

Across the globe, Indian traditional knowledge is well known for its scientific innovations, values and benefits to develop sustainable technologies and medicines and this knowledge systems in different fields should be integrated with a present-day mainstream higher education system.

Recommendation

- ❖ Across the globe, Indian traditional knowledge is well known for its scientific innovations, values and benefits to develop sustainable technologies and medicines and this knowledge systems in different fields should be integrated with a present-day mainstream higher education system.
- ❖ Many online learning platforms offer multiple programmes on the same subjects with different levels of certifications, methodology and assessment parameters. So, the quality of programmes may differ across different online learning platforms. Therefore, establishment of quality assurance mechanisms and quality benchmark for online learning programmes must be developed and offered by Higher Education Institutions (HEIs) in India keeping in view of rapid growth of the online learning platforms
- ❖ Govt and educational institutes should plan to continue the educational activities maintaining social distancing. 30-40% students and teachers may attend schools/colleges in two shifts per day to carry on educational activities by obeying guidelines for COVID-19.
- ❖ At current times, access to technology and internet is an urgent requirement. So, the digital capabilities and the required infrastructure must reach to the remotest and poorest communities to facilitate the students to continue their education during the pandemics. There is a need to deploy public funds to fix the internet gap and ensure that students continue to learn digitally. The state governments/private organisations should come up with ideas to address this issue of digital education.

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