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**FEDERATION OF EDUCATION  
LEADERS & ADMINISTRATORS**

Overcoming the barriers in Higher Education

# **REPORT ON COVID IMPACT ASSESSMENT ON HIGHER EDUCATION**

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Prepared by The Federation of Education Leaders  
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# Introduction

The Post-Covid Impact has been profound over humanity all over the globe, and the education sector is one of the systems impacted severely and drastically by the pandemic. It has concocted a definitive test on education. In numerous educational institutions around the world, campuses are closed and teaching-learning has moved online. Internationalization has slowed down considerably. About 32 crore learners stopped moving schools/colleges in India, and all educational activities ended. Despite all these challenges, the Higher Education Institutions (HEIs) have reacted positively and managed to ensure the continuity of teaching-learning, research and service to the society with some tools and techniques during the pandemic. This report highlights on significant impacts of Covid-19 on HEIs in India and a few measures taken by HEIs and educational authorities of India to provide seamless educational services during the crisis.

# 63

**Million  
Teachers  
Affected**

# 1.3

**Billion students  
affected  
worldwide**



# Introduction

Due to the Covid-19 pandemic, many new modes of learning, new perspectives, recent trends have emerged, and the same may continue as we head into a new future. Some post-Covid-19 trends may allow imagining new ways of teaching higher education in India. Prof. Dr Raman Jha, The Vice-Chancellor of Amity University, Jharkhand quoted "I would call this as a tectonic shift especially in the area of education system. it has necessitated a range of extraordinary responses by the state authorities by the equation institutes and there have been lots of ups and downs decision makings campus shutdowns lockdown of the whole country and and these prolonged crisis period now that we see for full two years still is hanging around. and even though we do see some respite from this particular situation but still this will uh continue as it appears and it will lead to so many real changes which is where we are trying to debate and understand". The Indian education system is still not developed in urban and rural areas. Under these circumstances, a government-imposed nation wise lockdown on Mar 25, 2020, to combat COVID-19 has severely impacted the Indian education system. India maintains the world's second-largest school system, after China. According to UNESCO's report, 63 million teachers were affected in 165 countries. 1.3 billion learners worldwide could not attend schools or universities, and approximately 320 million learners are involved in India alone. It has impacted and altered the traditional education system to the educational technologies model teaching and assessments. This report aims to analyze the Impact of COVID-19 on the Indian Education System, focusing on education during online instruction and assessing students who are getting online classes in this pandemic from settings at home.



# Shift towards online learning in India

Following the COVID-19 pandemic lockdown, the government has encouraged online education to accomplish educational continuity. The top private and public institutions have made the switch smoothly using online outlets such as Zoom, Google, Microsoft teams, etc., while many still find it a burdensome task. The challenges of online education are multifaceted, widespread and unique to every state and geography. We have compiled a few positives and negatives based on our assessment report.

Online education is showing exponential growth in India. The online higher education market alone is expected to grow from 90 million individuals in FY20 to 133 million individuals by FY25, according to the Bengaluru-based market research firm RedSeer. The paid users are expected to increase from 1.2 per cent to 8.1 per cent in the next five years.

Dr Parvinder Singh, Vice-Chancellor at Rayat Bhara University, quoted, " This change which took place has undergone a remarkable development of the digital transformation overnight and the training of the human capital and the availability of the infrastructure that has become the prerequisite for the deliverance of the quality education. I think the concept has changed so fast post-COVID 19 considering the long-term virtual learning solution that's the need of our campus communities and that means we are to equip the learners, particularly in the area of the job oriented skills so deliver of a high-quality educational experience to promote the confidence in online learning so I think the first blessing which has come through COVID 19 in the higher education".



**Online education  
in India  
2021- \$ 1.96 Billion  
Online education  
in India  
2016- \$ 0.25 Billion**

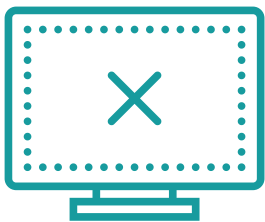
# CHALLENGES IN ONLINE LEARNING



Lacking motivation due to a lack of interpersonal touch between the students and the teacher in the online classes. The need for physical interaction between the students is also a necessity for maintaining engagement which the online learning methodology Institutions need to deliver interactive lessons to students.



In most developed nations, this infrastructure is available to the public through public libraries if they cannot personally afford it. But for developing countries such as India, Pakistan, Bangladesh and many others, this quality of infrastructure is only available to a select few per cent of the population.



A bigger problem is with constant technical issues faced by both teachers and students on these platforms. These problems often require technical support to rectify, causing frequent disruption in the learning flow



Though technology has improved drastically, it is still heavily dependent on the need for an expert or a teacher to be there full-time to guide the student through the tasks. These problems have caused special needs students to fall behind others in their academic pursuits.



Online resources such as YouTube, Goggle, Skillshare, Udemy and others offer better content on these subjects for cheaper or even free. These platforms also let them pick and choose their subjects, making the learning structure highly flexible. This should cause Educational Institutions to rethink their approach to teaching as a whole.

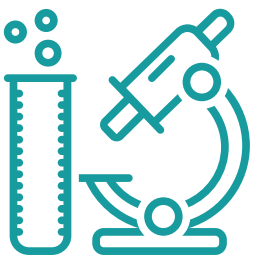
# CHALLENGES IN ONLINE LEARNING



The online courses for degrees are often not accredited and mostly not recognized by the job market or other institutions. Though schools have embraced the online learning system, the higher educational institutions and the governments have yet to recognize them as legitimate methods of obtaining a professional degree.



With the lack of any accountability in the online teaching method, education quality often becomes compromised. Coupled with the free use of laptops and mobile phones during classes, distractions have become countless, often coming at the cost of focusing during class.



The science and technology programs usually include practical laboratory sessions, projects and field trips to complete theoretical studies is severely limited in online education. The dropout rate that increased exponentially during the pandemic led to the financial instability of many education institutions.



The challenge in funding the education institutions and coping with a deficit of funds due to student dropouts and new enrollment was exponential during the pandemic. B and C level universities that cater to most of the population had to deal with this situation.

Handling the registration of new students post-pandemic was also an issue because of the uncertainty that remained in the institutions

## Low-cost initiative

Online skill enhancement courses are more affordable than offline alternatives for many families, especially since most of them are freely available.

## Quality Education

The enrollments for open courses and distance learning in India are expected to increase to around 10 million by 2021 according to Netscribes

## Government Initiatives

Government initiatives such as SWAYAM, E-Basta, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Skill India and Digital India will make way for the infrastructure needed by students to study online.

## Increasing internet penetration

Currently, 409 million Indians have access to the internet but its steady growth, especially in semi-urban and rural areas, provides high potential for the proliferation of online education.

## Increase in disposable income

Growing disposable income is egging the young population to enhance their skills for higher career and salary growth.



**GROWTH  
DRIVERS IN  
ONLINE  
EDUCATION**



# Growing number of smartphone users in India

Today we have 1.18 billion mobile connections, 700 million Internet users, and 600 million smartphones, which are increasing 25 million per quarter

## Employability Quotient

Significant measures must be taken by educational institutions to address the issue of skill gap by carrying out employability assessments in a structured manner.

## Focus on holistic development

Educational institutions need to ensure that they provide their students access to soft skills development which includes skills such as analytical and critical thinking, business insights, presentation pitches, people management, creative thinking, and problem-solving.

## Increasing internet penetration

Currently, 409 million Indians have access to the internet but its steady growth, especially in semi-urban and rural areas, provides high potential for the proliferation of online education.

## The fraction of the young population

Education businesses are focused on how they can attract the current population seeking education and not worried about a shrinking of that base.



**GROWTH  
DRIVERS IN  
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EDUCATION**

# DIGITAL INFRASTRUCTURE IN INDIA AND THE DIGITAL DIVIDE

Teachers, students, and every stakeholder in the education sector encounter challenges creating compelling classes and transforming teaching when shifting to online learning. According to the critical indicators of Household Social Consumption on Education in India report, based on the 2017-18 NSSO, fewer than 15% of rural Indian households have internet access (as opposed to 42% of urban Indian households). This disparity is the digital divide.

Online education is only a dream in families struggling for their livelihood. On top of this disparity, the first ones to acquire an impact are frequently girls. In a survey of 733 students learning in government schools in Bihar, only 28% of the girls had smartphones in their residences, in distinction to 36% of the boys. These smartphones nearly always belonged to male adults, often less available to girls than boys, and many families could not afford internet data packages. Such gender gaps in education could worsen India's already wide gender gap in employment.

Students with disabilities dependent entirely on offline education and rarely benefit from distance learning. A survey by Swabhiman in association with the National Centre for Promotion of Employment for Disabled People showed that 73% of the learners with disabilities had problems concerning the availability of study material in proper formats. Also, 79% of their instructors were worried about teaching effectively without touching students with learning disorders, autism and low vision. The Lack of proper education may also worsen the increased dropout rates of these children from schools in developing countries. Dr Chattar Sing, Vice-Chancellor of Rai Technology University, quoted "There was a rural-urban divide which is called digital divide, while people those who were in cities enjoyed zoom and google meet education there were others who were climbing on the trees to have connectivity on their mobile phone but they were not are not getting education through e-learning because of the technology they were not provided or they were not having at their disposal".

Availability of electricity is a substantial challenge to taking benefit of education online. In a 2017-18 survey, the Ministry of Rural Development found that only 47% of Indian households acquire more than 12 hours of electricity, and more than 36% of schools in India function without electricity. It indicates that while students from families with better living standards can effortlessly bridge the shift to remote learning, students from disadvantaged environments can consent to inefficiency. Because of the inaccessibility of technology, there is a deficiency of transformation lower education of their parents to steer them through tech-savvy applications. Non-availability of technological infrastructure and irregular interrupted internet connectivity across India is the biggest challenge for students and teachers.



# CHALLENGES IN IMPARTING EDUCATION IN INDIA POST-PANDEMIC

- Technological Challenges: Students facing technical difficulty in using e-learning system
- Lack of technical support: The Unavailability of technical staff and lack facilities to perform various activities like installation, operation, maintenance, network administration and security. There is also the problem of slow internet speed and high internet traffic during the e-learning experience.
- Lack of Awareness: Students lack awareness of internet skills and the reluctance of students in taking responsibility for their respective e-learning.
- Quality Course Content: The course content has less quality in terms of interactivity.
- Localization of content: There is a Shortage of Customization, Adaptability and flexibility of lesson content according to students needs.
- Course content: Course content lacks relevance, the accuracy of course content, and the misalignment of course content with learners needs.
- IT skills of Faculty members: The Weak IT skills of faculty members and Lack of readiness to adapt has affected e-learning. And some Instructors lacked grip on course content while delivering an e-learning session and couldn't keep up the efficiency.
- Faculty member action: Lack of motion and support put faculty members in e-learning.
- Security and privacy concerns: The Openness of e-learning systems challenging the protection of personal information of students/staff/faculty.
- Lack of technological infrastructure: Refers to the university's hardware, software, facilities, and network capabilities.
- Body language and eye contact, which are critical cues for the teacher, are challenging to sense in an online class.
- Lack of practical learning: The science and technology programs usually include practical laboratory sessions, projects and field trips to complete theoretical studies is severely limited in online education.
- Holistic development of students: The science and technology programs usually include practical laboratory sessions, projects and field trips to complete theoretical studies is severely limited in online education.

# FACTORS AFFECTING QUALITY OF HIGHER EDUCATION IN DIGITAL LEARNING

Digital learning has led to teaching and learning loss during the pandemic period for both teachers and students, but implementing a planned and structured online learning system is essential to have successful e-learning. While almost 70 % of the universities already made have a significant transition to e-learning in the pandemic, there are still some quality factors to consider. Prof. Dr Sayalee Gankar, VC at DY Patil University Pune, quoted, "Higher education institutions in India have shown that flexibility adjustability to cope with the challenges posed by COVID 19. However, if we look at it that any country's economy focuses on three essential areas: one science and technology, then we talk about innovation, productivity, and growth. So if we would like to contribute in these areas, our students' teachers must be geared up to work in this kind of situation. When we are talking about this, we have to take note that it's not only education that plays a role, but the policymakers, business leaders, and individuals need to focus on these fronts. Such as, first how we can take care of sustaining and expanding the gains achieved post-COVID. Economic productivity, business dynamics, investment, and innovation must be taken care of to focus on job growth and opportunity creation, so I'm talking about a complete environment in which educational institutions are working. These are governed by or supported by policymakers and business leaders. The second essential thing that we need to understand is that various individuals have faced enormous challenges, and those are required to be taken care of, so how will we do that? We need to focus on then we can talk about having the growth and prosperity in this country."

- Administrative support is an essential element in executing an ingenious e-learning system in Higher education. Administrators who manage the schools, including higher education systems, policies, teachers, teachers drive, and students learning environment, are involved intricately in e-learning. Administrators had to be involved actively in the preparation and administration of the online program to ensure the quality of e-learning. Hence, a lack of administrative support can significantly impact the quality of learning.
- A well-structured and appealing e-learning course design with visual information facilitates students learning through online classes is necessary. The course should be designed according to students' competence and understanding level. A well-designed e-learning system is better than traditional face-to-face classroom learning regarding time, space, and self-learning.

- Empowering teachers in developing, designing, and integrating different ideas and practices in developing online course content helps to achieve successful e-learning in higher education. The instructor should give proper feedback on time to the students. In turn, this approach improves the e-learning quality in higher education.
- As the instructor is an essential element in education, observing instructor performance and gratification through peer evaluation to check the proficiency of instructors and conducting a survey for their gratification is necessary to improve the quality of e-learning.
- Guidelines appropriately to establish a working team that includes experts from the curriculum committee, instructional material committee, faculty development committee, and continuous quality improvement committee to design, implement, monitor, and assess the transition of e-learning is the need of the hour.
- Assessment evaluation techniques play a vital role in the teaching-learning methodology. And Social support has a considerable impact on the quality of e-learning. Family, peers, and instructors should provide a favourable and encouraging atmosphere in e-learning classes.



# CHALLENGES IN ASSESSMENT AND EXAMINATION:

- Students and some teachers following exams through an assignment-based mode are not satisfied because they believe this mode of exams could not evaluate the real potential.
- Conducting examinations online has led to several malpractices, making student assessment challenging and troublesome.
- On the other hand, students passing exams through the open-book method were not in favour because they thought Open Book Examination was not imparting knowledge and promoting academic dishonesty.
- Improving the standard of e-examination and e-assessment needs efforts from the institutes of higher education's and the government to invest and develop the required e-infrastructure.
- The majority of the students belong to lower socioeconomic backgrounds; thus, the situation related to e-resources accessibility will not be over soon.



# THE LOSS OF LEARNING DUE TO PANDEMIC

ACCORDING TO UNESCO'S REPORT, THE CURRENT GENERATION OF STUDENTS RISKS LOSING

**17 trillion dollars**  
**OF LIFETIME EARNINGS IN PRESENT VALUE**



According to UNESCO's report, the current generation of students risks losing 17 trillion dollars of lifetime earnings in present value, or about 14 per cent of today's global GDP, due to COVID-19 pandemic-related university closures. The latest forecast reveals that the effect is more extreme than formerly thought and far surpasses the \$10 trillion assessments released in 2020. Students from low-income households, children with disabilities, and girls were less likely to access remote learning. Data shows that technologies and the availability of electricity, connectivity, and intelligent devices are unavailable due to gender discrimination. The destructive impact on education has disproportionately affected the most marginalized or vulnerable. Learning failures were more significant for students of lower socioeconomic status in nations.

Initial evidence points to more significant losses among girls, as they quickly lose the protection that schools and learning offer to their well-being and life chances.

Dr Raghur Singh, Vice-Chancellor at TMU, Moradabad, said, I like to come to the college to gain the network you know, fellow networks develop my network. I want to go to college to develop the ability to deal with uncertainties or you know situations that are not I'm used to in different conditions or solve new problems and above all, I want to come to the college for engagement, to apply my knowledge now out of these four or five things, during this period, none of could be possible, so, in a nutshell, when I say it's developing not only your IQ, it's all about Social Quotient, Professional Quotient, Emotional Quotient and CQ, that is, confidence and emotional and social costs, adaptability and physical costs all suffered during this particular period.

Dr Meena Rajesh, Vice-Chancellor, GH Rasoni University, Madhya Pradesh, said, "Two years back, we were not prepared in any sense; for example, as a typical university, we focused on the entire thing on the physical infrastructure. We forgot about the digital address of the university, which gave us a lot of pain. We had to have an excellent digital platform and an ERP system to connect with all the students and continue our classes, which was an eye-opener. If I would start, the impact on the various stakeholders has been the worst. The mindset of the students and the median average students over here who are not self-driven, so basically making them self-driven and attending an online class itself was a big challenge. for a university uh like us

The purpose of this report is should identify the areas where we need to focus and bring change about so that the entire model of the whole system of running in university would have a different face over some time. The purpose of this conference would be to deliberate the changing phases of this university system pattern, mainly focusing on the small and medium level universities. Let's talk about the bottom 500 universities because most of the population is being catered by the 500 universities below. We need to think and develop a model that suits these universities' purposes."



# IMPROVING EDUCATORS READINESS TO ENDOW DIGITAL LEARNING:

COVID-19 pandemic has significantly accelerated the changes in the education system for the better or for, the worse. To attain success, institutions must prioritize faculty development, engagement, and involvement to stay relevant in online teaching. The Lack of technology investment, instructional design support, insufficient technology planning, and a generally weak understanding of technology's role came clearly into focus during the pandemic.

There is a pertinent need for institutions to invest as much in faculty development as in technology and course development for long-term enrollment growth and high retention and graduation rates. Once we renew focus on the fundamental cornerstones of teaching and education, our learners will benefit the most.

- Faculty development plays a vital role in helping them become good online teachers.
- Without systematically engaging faculty in the online education planning process, any online course or class cannot be successful.
- Without faculty engagement, there will be significant variations in the quality of online lessons. That will significantly affect enrollments, retention, and student success in the long term.
- Engaging faculty members in creating an online teaching strategy will help leaders understand how it needs to be supported, conducted and executed.
- Governments and teacher organizations may also need to revise policies to accommodate health-related absences and support remote and hybrid learning combining online and on-site teaching.
- Institutions must have a valid assessment method not only for the students but also for the faculties. The outcomes will help identify areas in which faculty need support to improve the quality of online courses.
- Student assessment should focus not just on the extent to which students gained the knowledge and skills intended in the curriculum but also on what skills and competencies they demonstrated or failed to present during the period of remote learning.
- While training teachers and faculty members for online classes, Ideas should be exchanged, problems solved, and skills strengthened. Feedback can be used to inform the next iteration of faculty development.

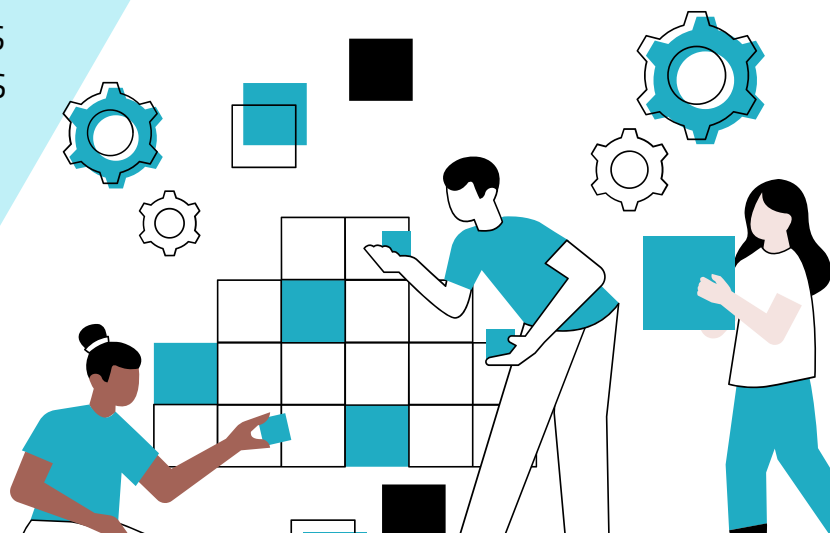
# MEASURES TO CONTINUE STUDENT LEARNING DURING THE CLOSURE OF EDUCATION INSTITUTES

As the pandemic continues, many public and private education institutions have constructed alternative methods for students and teachers to continue learning. But, for the learning process to be efficient. The resources are grouped into three comprehensive sections, according to their objective:

CURRICULUM RESOURCES: THESE CONTAIN STUDIES, VIDEOS, INTERACTIVE EDUCATION MODULES, AND OTHER AIDS THAT DIRECTLY SUSTAIN STUDENTS GAINING UNDERSTANDING AND SKILLFULNESS.

PROFESSIONAL DEVELOPMENT RESOURCES: PROFESSIONAL DEVELOPMENT RESOURCES CAN HELP TEACHERS OR PARENTS SUSTAIN STUDENTS, DIRECT THEM TO CONTENT, GROW THEIR SKILLS TO TEACH REMOTELY, OR MORE TYPICALLY EXPAND THEIR CAPACITY TO SUPPORT LEARNERS NOW LEARNING MORE UNASSISTED AND FLEXIBLE.

TOOLS: TOOLS THAT HELP MANAGE TEACHING AND LEARNING, SUCH AS COMMUNICATION TOOLS, LEARNING MANAGEMENT SYSTEMS OR OTHER DEVICES THAT TEACHERS, PARENTS OR STUDENTS CAN USE TO CREATE OR ACCESS EDUCATIONAL CONTENT.



# INTERNATIONAL STUDENT MOBILITY DURING PANDEMIC:

The recent higher education report states that the number of Indian students opting for international higher education will increase further to 1.8 million by 2024. Along with this, around 56,000 students received their study visas for the U., K. between April 2020 and March 2021. Data shows a 13% increase over the previous year despite the pandemic.

As per data released by the Universities and Colleges Admissions Service (UCAS), there has been a 30% increase in undergraduate applications and a 4% increase in student applications from India overall, as of June 2021, compared to the previous year.

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MARCH 2021



# INTERNATIONAL STUDENT MOBILITY DURING PANDEMIC:



The pandemic was a reversal in some aspects; it had its upsides also when it came to international mobility.

1. Digital learning and blended classroom have become a part of universities, permitting students to pursue any number of courses at their own pace of learning.
2. Universities have increased their online teaching facilities and made technical classroom improvements while facilitating in-person lectures to help students acquire online learning.
3. Blended learning or hybrid learning and the comparative comfort of accessing lessons on smartphones have increased education bandwidth and made the possibility of international classrooms and shared international faculty real.
4. There has also been an attitudinal shift in the way students approach. Students now concentrate on employability while selecting the study or destination of preference.
5. The positive change in the approach to part-time job opportunities also must be noted— they now have more access online.
6. Globally, universities have changed their approach to prioritize the safety of their staff and student community as the focus of all initiatives.
7. International students faced stress with uncertainty over essential decisions; now they are returning to campuses, universities are working to help them acclimatize to the new environment for a smooth transition. Mental health support services and other commonly used support services such as housing, financial, and employment services will continue to be a vital resource.
8. Countries have eased policies about international students to encourage inflow, acknowledging this and recognizing the importance of skilled cross-cultural talent.
9. The air-bubble flight arrangements, removing India from the red list of countries, acknowledging vaccine certificates from India and relaxing the quarantine restrictions for vaccinated individuals have boosted the confidence in the international cooperation agreements and further encouraged concerned students and their parents to proceed with their International Employment goals.

The disruption of International student mobility caused by the pandemic has not entirely collapsed student aspirations, so institutions must keep pace with the changing student sentiments and pursue the path of global success.

# OPPORTUNITIES & POSITIVES

## EFFECTS ON HIGHER EDUCATION

The Indian education system has been transformed from the conventional approach to the post-pandemic era. While there were the negative impacts, the positives need to be also considered:

### **Blended Learning:**

Higher education institutions have moved steadily towards a blended or hybrid education model. It has motivated both teachers and students to become more tech-savvy. New ways of implementing and measuring learning have opened up tremendous opportunities for significant curriculum development and pedagogy improvement.

### **Learning Management System:**

Schools and universities' use of learning management systems became a great demand. It opened up an excellent opportunity for various industries to develop and improve e-learning systems in academic institutions (Misra,2020). Online course and service providers like YouTube, Unacademy, Eduncle.com., India Education, Aglasem.com, Byjus, Virtual classrooms, etc., increased demands in the current market.

### **Flexible Schedule:**

Students and teacher can schedule the classes on Google Meet, Zoom, YouTube, etc., according to free time available to them, which make comfortable conditions for both learner and teacher. During the lockdown, teachers have to perform various tasks and training, so through e-learning software, they were efficiently doing time management. Students and teachers can agree flexibly on the specific teaching times and meet online. This saves precious time that one can better invest in learning and money, which can be much better spent on other things than commuting.

### **Collaborative teaching and Learning:**

The COVID 19 expanded collaborative teaching and learning for pupils, teachers, and institutions to a large extent. The student community has the opportunity to learn from any institution in any part of the world. The teacher group has a chance to learn and teach from and to everyone from any part of the globe, with the cooperation of teachers from any part of the globe. Besides, institutions benefit from organizing online academic conferences, Webinars, meetings, intellectual talks, workshops, induction services, faculty development projects, etc., with the help of other institutions from the country or abroad (Misra,2020).

### **Improvement of Resources:**

There is ample opportunity for higher learning institutions to refine the standard of instruction and supporting materials used in learning and teaching methods. It will equip the institution to incorporate a blended learning model in the future, which will add progress and accountability to the training process. This lockdown has given enough opportunity and time for the development of e-content.

# OPPORTUNITIES & POSITIVES

## EFFECTS ON HIGHER EDUCATION

Prof. Dr Sunil Rai, VC at the University of Petroleum and Energy Research, Dehradun, said, "education had become student-centric because when we were in the class, we were thinking about the subject and thinking about the issues that we have to be dealt with. When we were not with the students, we were always thinking about the students; whether that person would understand whether that fellow will be engaged and whether they have understood or not and as a result, this has become student-centric. This has paved the way for the national education policy, bringing that kind of freedom to students to learn the courses they want to know; they can learn from the place they want to learn. With the academic credit bank becoming a reality uh the instructions now soon coming from the government, we see the real intent the online education getting a different kind of support from the government, the UGC. Online and distance learning components are being enhanced. Therefore, there is a promise that education will become more affordable, become more and more inclusive, and become very, very highly student-centric. Finally, this is also paving the way for that ultimate mobility to students for their learning.

### **Government Recognised Programs**

Many recognized programs online also promise you an authentic degree that has credence outside the homeschooling environment. But students must be sure that the Distance Education Council of India accredits these degrees.

### **Recognition Of Online Degrees**

Online degrees are being accepted by many companies and employers in India as long as it is approved by the Distance Education Council (DEC) of India. Many of them are encouraging their employees to get online education as well.

### **NEP Implementation:**

The NEP 2020 enacts numerous changes in India's education policy, emphasizing technology-assisted learning to bring many positive aspects of online learning in higher education, particularly technical teaching. With NEP 2020 implementation plans, many universities started promoting online engineering education for the post-pandemic era.

# CONCLUSION

COVID-19 pandemic and the following consecutive lockdowns have caused a lot of threats and setbacks in the education system of India. The closure of education institutes has led owners, trustees and other stakeholders to lean towards learning digital platforms. The Indian Government, in 2020, has brought in a new set of rules, and we can say that digital ways of teaching and learning will be the new normal. But this will come with lots of challenges, as we have discussed in this report.

Almost 50% of the Indian population lives in rural areas where basic needs like electricity, water, the shelter itself is a challenge. To educate society, we must first satisfy everyone's fundamental needs. The Government must provide everyone 24 hours availability of electricity and internet connectivity countrywide. Only then the new guidelines of NEP on that sector of our society will come into effect. Else only upper-class people will be benefited, while the rest of the population will still live in darkness and illiteracy.

Online education will be a part of every person's life in the future, and we need to be ready for the changes. Digital transformation of education is no longer an option, and it has become a fundamental need. With the help of the latest technologies, the Government needs to step into every rural area to provide them with education. COVID has made the digital infrastructure a part of its fundamental right to support learning.

Making education truly democratic demands political responsibility, a robust policy framework and practical execution methods. Policymakers should regard the subsequent foremost steps towards this objective:

- Government must prioritize creating a regulatory framework that encourages investment, competition and lower access costs, including special internet access rates for schools and colleges with the required bandwidth according to institution size.
- The Government should examine universal access and service programmes to allow more adaptable and creative funding approaches and Create a sustainable policy on the way forward to online education delivery.
- Schools and colleges and National Research and Education Networks (NRENs) must be included in national public broadband strategies and universal internet access programmes.
- Government should promote and sustain community-based access endeavours, educational networks, and local research and development enterprises that encourage diverse models for internet access and benefit.
- Identify the potential for online education to overcome gender inequalities in education and improve prospects and developments for girl students.
- Government policies must encourage greater equality in access to education resources for underprivileged groups within communities, such as people in rural areas or below the poverty line, minorities, minority language speakers, and citizens with special needs.
- Government should ensure that teachers have the necessary skills to use Internet resources effectively. Teacher Training and Faculty Development program should focus on upskilling the educators and making them tech-savvy.
- With the betterment of technology, many educational organizations have developed legislation, restrictions, procedures, and regulation of conduct to safeguard the data and avoid privacy breaches of a student. The apex body managing the schools and the institutions must establish penalties and legal measures for the academic facilities that fail to guard students' data and integrity.

# CONCLUSION

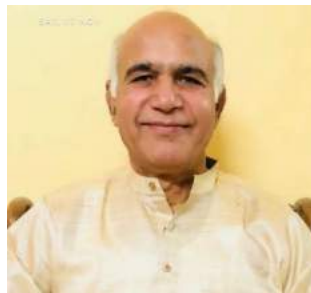
- Online degrees are being accepted by many companies and employers in India as long as it is approved by the Distance Education Council (DEC) of India is a welcome sign. Many institutions are encouraging their employees to get online education as well.
- The Indian Government must launch endeavours to enhance inbound international mobility to continue on the ascendant course of growing the global value chains. The country must establish that the policies related to human resource development are "internationalization-informed" and aligned with the exposure of the institutions and procedures that represent the global higher education landscape.
- LMS technology has individualized and customized content and provides access to education through virtual or distance learning. Public awareness regarding such tools must be increased and available to all institutions.

To make 'digital India' a reality and for ensuring the recommendations mentioned above, The FELA foundation also suggests the Government create a Higher Education Council of Quality and assessment to advise UGC and AICTE to ensure the best learning outcomes for higher education in India. The council must constitute Members from industry and academia funded by the Government.

## THE REPORT IS BASED ON INPUTS FROM THE NATIONAL E- CONFERENCE ON THE IMPACT OF COVID ON HIGHER EDUCATION CHAired BY



PROF.DR.PARVINDER SINGH  
VC AT RAYAT BHARA UNIVERSITY



PROF. DR. CHATTAR SINGH  
VC AT RAI TECHNOLOGY UNIVERSITY



PROF.DR. RAMAN JHA  
VC AT RAI TECHNOLOGY UNIVERSITY



Prof. Dr. Sunil Rai  
VC at UPES University,  
Dehradun



Prof. Dr. Meena Rajesh  
VC at G S Rasoni University,  
MP



Prof. Dr. Raghuvir Singh  
VC at TMU, Moradabad



## THE IMPACT OF COVID ASSESSMENT ON HIGHER EDUCATION

### E CONFERENCE PANELISTS



Prof. Dr. Dilip Nandkeolyar  
Co Chancellor at Common  
Wealth University, UK



Prof. Dr. M N Patel  
VC at Parul University  
Gujrat



Prof. Dr. Vikas Dhawan  
Pro-VC at  
SGT University



Prof. Dr. Ramanjeet Singh  
Dean at Om Sterling  
Global University,  
Hisar



Prof. Dr. Gurdip Singh  
Professor - Business  
Management, IES  
University, Bhopal



Prof. Dr. Manjula Jain  
Associate Dean  
Academics at  
Teerthanker Mahaveer  
University



Prof. Dr. Abhay Kumar  
VC Pratap University,  
Jaipur



Prof. Dr. Malhar Pangrikar  
VC at MIT University  
Meghalaya



Prof. Dr. Sher Singh Bhakar  
VC at ITM University,  
Gwalior, MP



Dr. Arun Shripati Patil  
VC at Sanjay Ghodawat  
University, Kohlapur - MH



Prof. Dr. Santosh Rane  
DEAN ACADEMICS, SPCE  
MUMBAI- Event co-  
ordinator

## THE IMPACT OF COVID ASSESSMENT ON HIGHER EDUCATION

### E CONFERENCE PANELISTS



Prof. Dr. Paramjit S. Jaswal  
VC at SRM University,  
Sonipat



Prof. Dr. Nishtha Jaswal  
VC at National Law  
University, Shimla



Prof. Dr. Premendu Mathur  
VC at Birla Global  
University, Orissa



Prof. Dr. Shrihari Honwad  
VC at Sir Padampat  
Singhania University



Prof. Dr. Sayalee Gankar  
VC at DY Patil University,  
Pune



Prof. Dr. Abhay Kumar  
VC at Pratap  
University, Jaipur



Prof. Dr. Tabrez Ahmad  
VC at GD Goenka  
University, HR



Prof. Dr. Ram Karan Singh  
VC at ICAFI University,  
Dehradun



Prof. Dr. Kripa Shanker Gupta  
Director at Center of Quality  
Minds



Prof. Dr. Naresh Rakha  
Sr. Scientific Officer IIT,  
Ropar



Prof. Dr. Santosh Rane  
DEAN ACADEMICS, SPCE  
MUMBAI- Event co-  
ordinator