



INDIAN HIGHER EDUCATION: THROUGHOUT AND AFTER PANDEMIC

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KEYWORDS

Higher Education in India, Covid-19, Digital-learning, Post pandemic effects, UGC guidelines, Problems of students.

ABSTRACT

In today's context, the most of countries are very seriously affected due to COVID-19 Nationwide lockdown. A horrible date of deaths and infected cases received throughout the world including India. No sector remained untouched from pandemic including higher education. All the schools, colleges and universities closed down by postponing their entrance tests and other examinations while shifting to online mode of learning from traditional classroom. The electronic means have been utilized for learning. But, the motive has not been achieved due to poor internet connectivity, network issues lack of sufficient training to teachers and bad economic condition of the students. The Education mechanism suffered during the period. This research article emphasizes the consequences of the pandemic on the higher education mechanism of India and others as required.

Introduction

Indian higher education system considered world's third largest education system with more than 20,000 colleges and 800 universities and other institutions having about 8 million students. Generally, traditional mode of education i.e., classroom method has been adopted by all the educational institutions. But, in today's time, the entire world including India faced the problem of pandemic "Covid-19" demanding social distancing as a remedy thereto. Therefore, nationwide lockdown was imposed throughout the country by shifting from traditional classroom to e-classes. However, while adopting the online mode, difficulties have been faced by the students and teacher for low economic status, poor internet connection and lack of sufficient training to teachers. Moreover, some of the states like Maharashtra solved the problem of poor internet connectivity by telecasting lectures on Television and Radio.

Apart from this, active role has been played by the UGC by issuing time to time guidelines. The pandemic has not only affected the higher education during the period but after effects may be traced out with the possibilities like shifting to digital mode of education, reduction in demand for study in foreign countries by Indian students, reduction in international studies in India, minimizing the paying capacity of population, lack of hostel admissions, demand for new courses and transformation of curriculum of the institutes. This paper to trace effects of the pandemic on higher education in India during the pandemic and post pandemic by utilizing analytical method of research.

II. HIGHER EDUCATION IN INDIA

Higher education system of India is considered world's third largest education mechanisms. There are more than 20,000 colleges and more than 800 universities with about 8 million students.

Autonomous and Non-Autonomous Colleges have also been imparting education in the country. Apart from this, the urge of education also been satisfied by distance learning and open education which is looked after by Distance Education Council, IGNOU with approximate 3.5 million students considered world's largest university along with Jawaharal Nehru University and University of Mumbai for higher standard universities globally. Moreover, the University Grant Commission is regulating body to the higher education in India.

III. IMPACT OF COVID-19 ON HIGHER EDUCATION

Recently, the entire world comes under the garb of pandemic. India

joined the battle in January, 2020 as first case came in Kerala in the month of January. As a result thereto, a nationwide lockdown was imposed on March 25, 2020 for 21 days extended to May 3 and further till May 31 and so on with some relaxations to combat the threat of the pandemic in the country. During the period, numerous people lost their life throughout the World including India with no sign of combating the virus.

During the period, all the sectors, including agriculture, automobiles, oil and gas, aviation, railways, retail and higher education has been adversely affected by the virus. The impact remained more or less. All schools, colleges and universities across the country were temporarily closed down for combating the spreading of the virus by adopting online mode of study. All the entrance tests along with other examinations of various disciplines, including agriculture, law, medical, fashion designing, engineering and many more were reschedule or postponed during the period.

A. Digital Learning

At the time of pandemic, digital learning proved a blessing to education sector. Traditional methods of study have been shifted to online/e-learning mode. For the purpose, platform like e-classes have been utilized by the educational institutes.

B. Obstacles to e-learning

No doubt, digital learning has proved blessing to higher education during the period of lockdown. But, the desired purpose has not been fully satisfied for certain obstacles which include as follows:

- Economic Status of Students:** Online classes required certain devices like desktop/ laptop, smart phone and tablets. But, accessibility of devices depends upon the economic status of the students. Therefore, most of the students with lower economic background remained away from the benefit of e-learning or online classes.
- Poor Connectivity in Remote Areas:** In most of the remote areas, the e-learning mode of education remained unsuccessful for poor connectivity of internet.
- Lack of Adequate Training to Teachers:** Special training to teachers has been required for conducting efficient e-learning. But, the desired purpose of shifting to online teaching remained unsuccessful in the absence of sufficient training to teachers.

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Paper Higher Education

Mary Harris Rollins



Paper Higher Education:

White Paper on Higher Education, Research, Science and Technology Papua New Guinea. Office of Higher Education, 2000

Higher Education, 1953

Reforming Higher Education Maurice Kogan, Stephen Hanney, 2000

Examining the relationship between higher education policy and the state this book focuses on the ways in which the changing concepts of the nature of the state and its role have had an impact on the development of higher education policy in the last thirty years

Equity Policies in Global Higher Education Orlanda Tavares, Carla Sá, Cristina Sin, Alberto Amaral, 2022-02-24

This book discusses and analyses global policies and practices aimed at promoting equity in higher education participation and attainment Although the massification of higher education systems has facilitated the participation of students from deprived backgrounds socioeconomic inequalities persist in access to the most prestigious institutions and programmes Privileged students benefit from a number of advantages in the competition for selective and scarce places access to information lower aversion to debt higher expectations better previous schooling and higher academic achievement The chapters present a critical analysis of equity policies in different countries with or without affirmative action policies within a context of neoliberal policies or within a social democratic model and the reasons why they have failed to promote equity and fairness preventing students from achieving their full educational potential This is an open access book

Response to the Higher Education Green Paper Higher Education Policy Institute (Great Britain), Gary Attle, Bahram Bekhradnia, Graham Gibbs, Emma Sims, Roxanne Stockwell, 2015

EBOOK: Quality And Power In Higher Education Louise Morley, 2003-04-16

This book examines the power relationships that organize and facilitate quality assurance in higher education It investigates power in terms of macro systems of accountability surveillance and regulation and uncovers the ways in which quality is experienced by academics and managers in higher education Louise Morley reveals some of the hidden transcripts behind quality assurance and poses significant questions What signs of quality in higher education are being performed and valued What losses gains fears and anxieties are activated by the procedures Is the culture of excellence resulting in mediocrity Quality and Power in Higher Education covers a wide range of issues including the policy contexts new managerialism the costs of quality assurance collegiality peer review gender and equity implications occupational stress commodification and consumer values in higher education performance league tables benchmarking increasing workloads and the long term effects on the academy It draws upon Morley's empirical work in the UK on international studies and on literature from sociology higher education studies organization studies and feminist theory It is important reading for students and scholars of higher education policy and practice and for university managers and policy makers

Everything for Sale? The Marketisation of UK Higher Education Roger Brown, Helen Carasso, 2013-02-11

The marketisation of higher education is a growing worldwide trend Increasingly market steering is replacing or supplementing government steering Tuition fees are being introduced or increased usually at the expense of

state grants to institutions Grants for student support are being replaced or supplemented by loans Commercial rankings and league tables to guide student choice are proliferating with institutions devoting increasing resources to marketing branding and customer service The UK is a particularly good example of this not only because it is a country where marketisation has arguably proceeded furthest but also because of the variations that exist as Scotland Wales and Northern Ireland increasingly diverge from England In *Everything for Sale* Roger Brown argues that the competitive regime that is now applicable to our Higher Education system was the logical and possibly inevitable outcome of a process that began with the introduction of full cost fees for overseas students in 1980 Through chapters including Markets and Non Markets The Institutional Pattern of Provision The Funding of Research The Funding of Student Education Quality Assurance The Impact of Marketisation Efficiency diversity and equity He shows how the evaluation and funding of research the funding of student education quality assurance and the structure of the system have increasingly been organised on market or quasi market lines As well as helping to explain the evolution of British higher education over the past thirty years the book contains some important messages about the consequences of introducing or extending market competition in universities core activities of teaching and research This timely and comprehensive book is essential reading for all academics at University level and anyone involved in Higher Education policy

EBOOK: Higher Education And Social Justice Andy Furlong, Fred Cartmel, 2009-06-16 Is access to higher education really open to all How does the experience of higher education vary between social groups Are graduate jobs harder to find for some than for others The transformation of higher education from an elite experience to a mass system delivering advanced education to a socially mixed clientele has often been conflated with a process of equalization through wider access But is this really the case Andy Furlong and Fred Cartmel fear not arguing that young people from social and economically disadvantaged families suffer from unfair access arrangements have a poorer student experience and have limited contact with their middle class peers Moreover students from less advantaged families who successfully complete their courses tend to face greater difficulty securing graduate jobs and may be left with higher levels of debt Taking a holistic approach that focuses on access to higher education experiences in higher education and gains derived from participation the book explores the barriers that impede the progress of young people from less advantaged families and outlines the various forms of stratification that help limit the possibilities for social mobility through education Higher Education and Social Justice provides essential reading for anyone who has an interest in higher education or a concern for social justice including lecturers administrators and policy makers in higher education

Learning Standards and the Assessment of Quality in Higher Education: Contested Policy Trajectories Jon Yorke, Lesley Vidovich, 2016-07-13 This book analyses accountability and quality policies relating to learning standards and examines their implications for assessment in higher education Whilst primarily focusing on the Australian setting this analysis is located within a broader frame of reference that includes the United Kingdom UK the United States of America US and the

Organisation for Economic Cooperation and Development OECD Across these settings comparative measures of learning have been seen as a policy solution to the problem of proving quality in a globalised and increasingly competitive higher education market Comparative measures of learning depend on the specification of learning standards Learning standards attempt to articulate the capabilities expected of graduates and students achievement of these is determined through the practices of assessment carried out within institutions Quality policy learning standards and assessment practices all intersect within the broader umbrella of accountability with relevance to governments higher education providers employers parents and students The findings reported in this book highlight a number of policy influences including the rising demands for national and international comparative data on learning standards to compare quality and inform student choice in a globally competitive market **Resources in Education** ,2001-04 University education Richard Cowper,1884

Education, Poverty and the World Bank Philip W. Jones,2006-01-01 The book tells the story of the World Bank s involvement in education for which lending began in 1963 The study considers how the nature of the Bank as a financial institution has shaped its view of development and globalisation and how education relates to these The book examines the reasons why the Bank is involved in education its education policy stances the nature and impact of its projects and lending programs and the Bank as an agent of globalisation Bank work in education is hugely controversial All around the world in industrial countries in transition economies and in the poorest countries the Bank continues to be under fire for its policy prescriptions and its modes of operation From both left and right the Bank is a major target of discontent In the popular imagination the impact of globalisation and the Bank s shaping of such fields as education in accordance with neo liberal and market prescriptions are prime sources of unease At the same time the Bank is frequently misunderstood and misrepresented This book is based on the author s unique access to the Bank its files staff and working documents over nearly 20 years The work is based on access to thousands of classified Bank documents and on a large number of interviews with past and present Bank officials Therefore while critical of many features the Bank the book will be recognised as an authoritative guide to Bank policy formation in education **Response to the Green Paper on Higher Education** Capricornia Institute of Advanced Education,1988 *Conversations, Choices and Chances* Anthony Bradney,2003-04-07 Most academics in university law schools would claim to offer a liberal education Few have thought very much about what a liberal education in law means Basing itself on a detailed examination of the theory of liberal education this book looks at what the liberal university law school should be doing in terms of its teaching research and administration **Contributions Towards a Bibliography of the Higher Education of Women** Mary Harris Rollins,1897 **Australian National Bibliography: 1992** National Library of Australia,1988 Education in India Shubha Tewari,2005 Education In India Tries To Grasp And Define The Scenario Of Education In India Debate And Discussion Are The Prerequisite For Improvement Ruthless Self Examination Can Lead To Many Fruitful Conclusions Efforts Have Been Made To Include Very Vast Areas Pertaining To

Education In India Articles Have Been Chosen Mainly On The Basis Of Their Ability To Present Effective Ideas And Also Pave Some Path For Future So That Some Sort Of Action Plan May Be Worked Out Authors Have Been Very Objective In Their Approach Their Non Partisan Apolitical Approach Is The Biggest Strength Of This Venture Educational Research and Innovation Higher Education to 2030, Volume 1, Demography OECD,2008-11-18 Drawing on trend data and projections this book takes an in depth look at how demographic changes will affect higher education to 2030 **Australian National Bibliography** ,1978 *Research in Education* ,1971

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