EFFECTS OF COVID-19 ON SOCIAL INCLUSION: A STUDY ON EDUCAITONAL ASPECTS IN TELANGANA STATE

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INTRODUCTION:

Most of the developing countries and the advanced countries realized that the education promotes comprehensive development of the human beings. Education has a great instrumental value in the process of economic development. It improves the quality of life, enhances the well being of the educated and provides them ample opportunities to be a basic part of productive assets in the society. Education has its own relevance in the formation of Human Development Index (HDI). Access to quality education is the foundation for development of any economy and society. The ultimate goal for the Government is to ensure inclusive and equitable quality education and promote life long learning opportunities. As India is the world' s second largest school system after China framing many educational policies since its independence. Among many policies the **National Education Policy 2020** is the first and best policy in the 21st century and it is built on the foundational pillars of Access, equality, quality, affordability and Accountability to achieve sustainable development and transforming India into a vibrant knowledge society to meet the global competition. It also stressed to need for the bringing out the unique capabilities of each student.

The NEP – 2020 explained in detail about the importance of online education and digital education. A comprehensive set of recommendations made for promoting online education consequent to the recent rise in epidemics and pandemics in order to ensure preparedness with

alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible, has been covered.

Indian Government has great expectation to reach the fruits of National Education Policy 2020 to all the sections of the students to explore their capabilities in a favorable environment. But unfortunately, the educational institutions are suffering a lot with prevailing COVID-19 all over the world. Many sectors of the economies badly effected with this shocking incident. Since March 2020, schools, colleges and universities are shut down and the students are unable to attend the final examinations as a result, they were promoted to the next class without attending the school final examinations.

According to UNESCO, 63 million teachers were affected in 165 countries. A total of 1.3 billion learners around the world were not able to attend schools or universities, and approximately 320 million learners are affected in India alone. It has changed the traditional education system to the educational technologies model in which teaching and assessments are conducted online.

Indian Government has declared on par with critical situation prevailed in many countries of the world, the lockdown and closure of educational institutions as a immediate solution to enforce social distancing within communities. The nation wide lockdown has created many hurdles on the functioning of the educational institutions.

All education activities like school admissions, entrance tests of various universities, examinations and competitive examinations, others, are being held during this period. As the days are passing by with no immediate solution to stop this out break, the closure of schools and universities is hugely affecting the learning across the country. The structure of the Indian education system i.e. learning methodology, teaching techniques and assessment methodologies, is quite affected, resulting in a shift to online education with most focus on virtual education to accomplish the set aims and objectives. But only a handful of schools and universities could adopt such methods and the low-income private and government schools are quite inefficient to adopt the same, thus resulting in a shutdown.

COVID-19 pandemic has forced the department of school education in Telangana state to close all schools since March 2020. While this measure addresses health concerns, it has greatly affected the learning abilities of students and the cost of these closures are likely to cause a ripple effect for years to come. To mitigate the adverse impacts of school closure and ensure children continue to learn, the Government of Telangana implemented several measures.

At this pandemic situation, providing quality education to the students is a challenging task for the state governments inspite of taking certain measures and also to the private management schools. Even though many sectors of the economy badly effected and crores of rupees incurred losses to private management schools, this COVID-19 impact on Indian education system witnessed favourable and unfavourable conditions with the online classes.

On this pretext, the present research study focused on learning abilities of the students and teaching methodology of the teachers and the emerging challenges of effective teaching and learning practices of the online education system.

Many educational experts over the world discussed on various issues relating to learning abilities of the students through on line system. More than 1 billion children are at risk of falling behind due to school closures aimed at containing the spread of COVID-19. To keep the world' s children learning, countries have been implementing remote education programmes. Yet many of the world' s children – particularly those in poorer households – do not have internet access, personal computers. TVs or even radio at home, amplifying the effects of existing learning inequalities. Students lacking access to the technologies needed for home-based learning have limited means to continue their education. As a result, many face the risk of never returning to school, undoing years of progress made in education around the world.

With school closures across 188 countries (as of April 2020), many of them are exploring alternative ways to provide continuous education using technologies such as Internet, TV, and radio. However, access to these technologies is limited in many low-and middle-income countries, especially among poor households.

- While more than 90 per cent of the countries adopted digital and / or broadcast remote learning policies, only 60 per cent did so for pre-primary education.

- Policy measures taken by the governments to ensure learning continuity through broadcast or digital media allowed for potentially reaching 69 per cent of school children (at maximum) in pre-primary to secondary education globally.

- 31 per cent of school children world wide (463 million) cannot be reached by the broadcast – and internet based remote learning policies either due to the lack of necessary technological assets at home, or because they were not targeted by the adopted policies.

- Online platforms were the most used means by the governments to deliver education while schools remain closed, with 83 per cent of countries using this method. However, this allowed for potentially reaching only about a quarter of school children worldwide.

- Television had the potential to reach the most students (62 per cent) globally.

- Only 16 per cent of school children could be reached by radio-based learning world wide.

- Globally, 3 out o4 students who cannot be reached by the remote learning policies come from rural areas and/or belong to the poorest households.

Considering these data, it is important that countries do not rely on any single remote learning channel to reach all children. Additionally, expanding access to internet and other digital solutions for all children would be one key long-term priority to reduce learning vulnerabilities.

Inspite of taking many policy measures to overcome the miserable conditions of Covid-19. The students are unable to access the online services due to many hurdles in the rural areas. There is a need to study on the issues like whether the print and electronic media foster equitable learning amid the Covid-19 pandemic. Is it possible that the rural parents able to help their children learn at home with their poor family conditions. What are the major issues which should prepare the global education system for future crises. In what way the physical educational activities for their mental and physical development keeping children healthy during Covid-19. How the state governments provide basic needs of the teachers working in the budget schools and they become unemployed during covid-19 period. Is it possible rules poor parents can incure additional expenditure on online education system. Private management schools incurring huge losses due to Covid-19 and most of the schools closed forever in rural areas. Will the government provide any financial support / subsidies to the budget schools. These gaps should be analysed with the research activities.

OBJECTIVES:

The proposed research work intends to explore the various aspects relating to the performance of educational institutions to cater the needs of students in post-covid and during covid-19 period. Therefore, there is a need to study the emerging implications of educational services during covid-19 period with the following objectives. The results of the study may be useful to the researches and policy makes to identify the gaps and pay the way for further research on uncovered and issues for the strengthening of Education System in Telangana State.

This study has been undertaken with the following objectives.

1. To study the impact of covid-19 on Indian education system particularly on students and teachers through on line education system.

2. To examine the exploring capabilities of students in rural and urban areas of the study areas. Particularly social inclusion sections of the society.

3. To discuss the private schools management and emerging issues in providing favourable environment in the schools.

4. To suggest same policy measures to restore the quality education in all the schools so as to attain the goals of sustainable economic development with a view to inclusion of excluded sections of the society.

METHODOLOGY:

Data and information presented in the study are collected from various reports and articles published by national and international agencies on impact of COVID-19 pandemic. Information is also collected from various authentic websites. Some journals are also referred relating to impact of COVID-19 on educational system are referred.

Preparing the students and parents to meet the future crises is a big challenging task for the society. The present education system should be modified as per the global needs with local perspectives. Covid-19 posed many questions and it should be solved with the formulation of appropriate hypotheses. They are:

- What are students saying about the Coronavirus outbreak?

- What are students planning to do?

- What can universities do to reassure students?

- When are student plan to enroll?

- How are they coping with the crisis?

- What are they worried about?

- What can universities do to respond to the crisis?

- Students planning to start their studies in the short-term are more concerned about COVID-19 disruptions to their study plans.

- The main worries of prospective students are related to travel restrictions and financial issues (e.g. decrease of their study budget or the increasing cost of studying abroad).

- Students expect universities to improve hygiene measures on campus, as well as offer a 24/7 helpline, online counseling and support and extend their application periods.

- Likelihood of impact on their studies.

- Students' change of plans

- Expectations of university responses.

- Students currently in their home countries are more concerned about travel restrictions, study budgets, and challenges to completing their current studies.

- Students already studying abroad are more pessimistic in their expectations of how COVID-19 will impact their future study plans and more likely to consider online learning, or postpone their studies.

Education is the main tool for the development of human resource. If the education field improves in a better way its reflection could be seen in human resource development.

The literacy rate of 66.46% in Telangana shows there is need for greater concentration of government n education sector. Even there is need of re-thinking the slogan given by TRS government pre-election regarding " Free KG to PG" education which will change the fate of many downtrodden communities if they really work on it sincerely. The discussion in Assembly in last three years on education clearly shows how sincere the government is…!

The present study world like to explore student learning abilities through online system in a backward district of Telangana state where the literacy rate is very lowest. Jogulamba Gadwal is the lowest performing district with 49.87 literacy rate. In-depth analysis of the district is required to understand actual location of the low literacy rate at the desegregated levels of mandal and village. Therefore an in depth analysis to be taken up at mandal and village levels based on the latest data available. Also laid out certain insights / observations / recommendations and proposed a study to identify the ' why-factor' i.e., reasons for the low literacy rates in the district. Lastly, factors to be taken into consideration for the proposed study is also described.

Factors to be taken into consideration for the study suggested poverty. Institutional support systems SSA, Residential Schools, Bridge Schools, Infrastructure, Migratory issues, imbalances in the social structure. Teachers Vs. Vidya Volunteers, variation of literacy rates in different age groups at mandal & village level.

Covid-19 created miserable conditions on the part of the rural students. They are unable to access to on-line system and it is a burden on parents to incur additional expenditure on purchase of digital devices, internet charges, and also there is a problem of power cut, internet disturbances. So there is a need to study the impact of Covid-19 on student learning methods and various other aspect with a well designed research and methodologies in this contemporary world is justified to meet the emerging challenges of knowledge society.

The ongoing Covid-19 crises has been, and will continue to be, both a massive challenge and a learning experience for the global education community. Practically no one saw (or wanted to believe) something like this coming. As a result, every country in the world, all the schools, teachers and especially parents have been extremely unprepared, creating tools on the go. At Hundred we have been following the situation all around the world. What have been our key insights so far? Practically the same things we knew already, but this time experiencing them on

practice and at big scale. The world is full of great resources and tools, but they struggle to spread at scale and high quality implementation is the main struggle.As we expected, some schools and teachers are flourishing in a situation like this, others less so – challenging the equity of education globally. In some families, parents are copping well, being active and proving good technical tools where others are a lot more unfortunate. Their ability to cope is in turn reflected onto their children and can have far-reaching consequences on their children's lives. A few words about global cooperation. Since we started, we have stated countless times that global education is still way too local as much of it is happening in soils.

Taking into consideration of the above facts. Every country able to frame an innovative education policy to prepare the learners and teachers for the well being of the society.

The proposed research work is based on certain objectives to explore the Covid-19 disruptions.

Before the Covid-19 lockdown in India, no one estimated that the face of the Indian educational institutions could change so drastically. Schools that never allowed students to carry an electronic gadget turned into learning centers for online classes. Both teachers and students are getting familiar to this new normal, which is definitely more challenging for the teachers to handle with this situation. The teachers also face challenges in designing effective lessons and changing of teaching when shifting to online learning, this can also be resolved through workshops and training. The field study findings on various issues relating to teaching and learning abilities of the teachers and students definitely useful to the policy makers to look into the positive aspects of the education system and also to think about how to ever come the nesative and untavourable aspects of the system for well being of the society.

The following analysis shows the post-Covid-19 situation and its impact on transforming the education system. The results of 853 prospective students around the world and focuses on the perception change over time.

The issue covers the following findings:
- A rising share of students says that they changed their plans due to Covid-19.
- The measures taken by prospective students changing their plans.

- The effect of the country of destination on study plans.

In specific, some countries appear to edge the effects of Covid-19 on student plans. Prospective students who mentioned Germany among the countries they are considering are less likely to change their plans.

The discussion education in a post-Covid-19 world analyses some implications of the ideas proposed in the seminal UNESCO document " Education in a post-COVID world: Nine ideas for public action" (2020). Based on the work of the International Commission on the Futures of Education, the documents' contributors included prominent figures with a wide range of professional and policy experience who hail from various regions of the world. The set of nine interconnected ideas illuminates the way forward toward the transformation of education and education systems and a reimagined future seen through a progressive lens. On one hand, it reaffirms basic principles, understandings, and commitments with regard to education as a global common good and universal human right; it also articulates the need to both reinvent multilateralism for a new global order and, crucially, to mobilize ideas and funding for transforming education. On the other hand, the document advocates for a comprehensive educational agenda, including the following critical issues; (i) Visualizing educators as decision-makers in educational systems; (ii) appreciating students as active actors with rights; (iii) recognizing the value and specificity of the school space; (iv) addressing the dilemmas around technology' s ability to serve as an equalizer of opportunities; and (v) revisting educational content for the sustainability of younger generations. We look at each of these interrelated nine ideas in turn.

Most of the studies on education stated that there is a need to have quality education. Even the policies framed with noble objectives could not reached the equitable distribution of quality education to all sections of the society. Still there is a digital divide in rural and urban students, poor and rich family students, literate parents and illiterates and accessibility of internet and electronic devices to all the students have becoming challenging tasks of the society. Therefore this study definitely useful for the policy makers, administrators and planners to evolve a new education policy which will take care in providing quality education to the excluded sections of the society particularly SC, ST, BC minorities and women in rural and tribal areas. They should be included in getting the fruitful advantages of the Educational Policies.

The present study indented to have a scientific look into the emerging issues of education policies during Covid-19. The parents of the students in rural areas are unable income the additional expenditure an electronic devices and also facing internet disruptions, irregular supply of power, short circuits in rural areas causing for the inaccessibility of online education to these students. The studies on Educational system during Covid-19 period shows the significance features to have an effective policy to overcome all the issues. If we solve the problems of the learning and teaching practices in rural areas its impact on social development will become a remarkable one. Therefore, this study giving much scope for further studies for the well being of the society. Therefore the neglected sections of the society will become included in the inclusive policies of policy makers.

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