A Study on the Impact of the Online Education System adopted during the COVID-19 Pandemic with reference to Kyrgyzstan and India

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Abstract: With the sudden outbreak of COVID-19 pandemic, the education system of   the whole world got affected severely. With a deep concern of safeguarding the little ones, the educational institutions were shutdown by the respective locale governments of almost every country. This situation persuaded an inordinate transformation in the teaching learning pattern and led to the massive involvement of ICT based tools with the shift of offline to online mode of teaching. The efforts made to cope up the situation and uphold the learning standards of the little ones. In this paper, the impact of the distance or online teaching learning pedagogy adopted by the schools during the pandemic has been studied. The study has been done in reference to the two countries – Kyrgyzstan and India, and for the session 2020-21. The study has been done with the help of the three prime stakeholders of the school education system, viz. students, teachers and the parents of the school going children. The study included the conduct of a survey using tools like: oral questions, interviews, questionnaires etc. The results of both countries are also compared.

I. INTRODUCTION

The outbreak of COVID -19 pandemic has escorted the entire humanity towards a new normal situation of living. The Pandemic has affected the entire world's economy and every individual unit of humanity. Through out the world, the educational systems have also got affected with it. Though, the pandemic situation distressed traditional schooling and educational approaches, but every stakeholder of the educational institutions took up the responsibility to sustain the level of education through online teaching learning mechanism. Be it a teacher, student or parent, everyone tried to sustain the level of education and manage the academic session activites through online platforms. This whole scenario has opened few new doors, along with few issues and challenges, which are required to be revisited and analyzed critically to fulfill the gaps or issues if any traced during the online education system.

In March 2020, lockdowns or COVID curfews were also implemented in Kyrgyzstan and India, to control the spread of the infectious COVID-19 pandemic. Due to this global pandemic, online mode for teaching was adopted in the entire world including these two Asian countries. Many have accepted this form of learning as the norm - the need of a technological society. The digital transformation has entered education, work, life and society. The use of Internet technology got rapidly intruded into day to day life segments of society. The whole scenario got dependent on the availability and the development of information and Internet technologies, which further influenced the significant changes in all aspects of human life.

Today, many developing countries, including Kyrgyzstan and India, are concerned with building an information society. Programs of transformation to the conditions that it dictates are being developed or are already being implemented. At the same time, in developed countries, the main object of attention in such programs is the adaptation of education to the conditions of the information society, since the country's future is shaped precisely in the education system: what a country is today, it will be like this in five years. In this vein, the reform of educational systems in the world is under way.

Here, in this paper, the aspects related to the impact of the pandemic on the education system of Kyrgyzstan and India is focused. The study has been aimed to infer the impact of COVID-19 on the school education system of the two countries which are different by culture, economy and geographical conditions. Thus, the positive and negative effects of the pandemic, the most serious obstacles and quality indicators marked during the pandemic are studied in both the countries.

Here, an idea about the educational system, opportunities, challenges and the educational reforms related to both the countries, are presented in section II of this paper. Section III of the paper presents the methods and methodology adopted for the study and section IV depicts the survey result and analysis and the related discussion. Section V concludes the study.

The study is aimed to infer the impact of COVID-19 on the school education system of the two countries which are different by culture, economy and geographical conditions.

II. EDUCATIONAL SYSTEM AND REFORMS

Krygyzstan-For Educational reforms in Kyrgyz Republic, 2020 has been declared the "Year of regional development, digitalization of the country and support for children", which sets the education system the task of fully introducing information technology into the educational process and forming ICT competence among pupils / students. The implementation of this Decree coincided with the sudden announcement of the global COVID-19 pandemic in 2020.

In order to implement the Concept of digital transformation ", Digital Kyrgyzstan 2019-2023", the "Roadmap" was approved, with the responsibility stating- "Improving educational educational standards in the system of school and higher education of the Kyrgyz Republic." In addition, the Concept of Information Security of the Kyrgyz Republic for 2019-2023 and the Cybersecurity Strategy of the Kyrgyz Republic for 2019-2023 also had the task of revising and updating educational standards.

For the implementation of the above tasks, there were recommendations for use when revising the content of school and university education standards in order to include elements of digital and media information literacy in their content. All recommendations are a requirement of digital time and are aimed at increasing the digital and media and information literacy (MIL) of the population. So, when analyzing the standards of school, secondary and higher education in Kyrgyzstan, the problem of a wider inclusion of ICT and MIL components was revealed, namely the active purposeful use of computer technologies not only in the educational process, but also in everyday life[1][2][3]. Despite the country's various steps towards digital education, Kyrgyzstan's education system has faced significant challenges during the pandemic. The pandemic in Kyrgyzstan, which began in March, did not end with an analysis of the above standards for digital education; instead still it is in the motion.

India - Indian Education system possesses an established quality parmaeters and standards for the academic, co-curricualr and extra-curricular progressions from decades back. The first education policy in India was introduced in 1813 which was recognized as '1813 & the Education' for the purpose of spreading education in the country. After gaining political independence, the government of India framed its first National Policy on Education in 1986 for the upliftment of the education scenario. After that, the policy was modified with the Programme of Action (POA) in 1992 [4][5][6]. Since then a complete paradigm shift has taken place and to meet out the demands of the globalized changes and techonological shifts, the Indian government was consistently working for the structural and instructional formats of the Educational System. With lot of research and analysis done by the team of high intellects, a path breaking and visionary New Ecuation Policy (NEP 2020) has been released in the year 2020, by the Ministry of Human Resource Development (MHRD), Government of India [7][8]. The NEP, while continuing to focus on a traditional learning model, emphasizes for Online, Open and Distance Learning (ODL) as well. The development of digital infrastructure in the system has also been emphasized. The NEP has emphasized on the incorporation of digital literacy, coding and computational thinking in school education system. The Ministry of Human Resource Development, Government of India, has also launched various, Information and Communication Technology (ICT) based intitatives and missions to upgrade the level of education [8][9]. Despite of the India's well structured plans and steps towards digital education, Indian education system too faced significant challenges during the pandemic.

III. METHODS AND METHODOLOGY

To find out the issues related to the online teaching learning mode during the pandemic and the impact of pandemic on the quality of education, a survey was conducted in both the countries. For this, students, teachers and parents were interviewed and asked numerous questions through questionnaire distributed online.

In Krygystan, a total of 287 respondents, 93 teachers, 59 parents, 130 students and 5 heads of institutions took part in the survey. In India, a total of 231 respondents, 54 teachers, 117 students and 60 parents participated in the survey. The impact of the pandemic on the education system of both the countries was determined on the basis of Analysis of survey results and Monitor the attitude of teachers, students and parents to the online learning. The main tools of the survey were oral questions, interviews, questionnaires, assignments, testing methods to check the knowledge of students, online training courses. The survey was conducted in the year 2020, after the six months of the adoption of the online education system, i.e., from October 2020 to February 2021.

The student questionnaire included the following 10 questions. Students were mostly students in grades 3-4, and students in grades 9-10-11 were included in the mixed survey. The Surveys of students, teachers and parents were conducted in writing, electronically, and orally.

IV. RESULTS AND DISCUSSION

The response analysis w.r.t. students, teachers and parents are presented in the Table 1, Table 2 and Table 3 respectively.

(a) Students' response analysis:

Table1: Students response analysis

S.No.	Question	Kyrgyzstan	India
1.	How did you react to the announcement of the pandemic? What did you do during quarantine or lockdown?	Students and pupils wrote that at first, they thought it was a holiday, but when they saw that people were getting sick, they were scared. During quarantine or lockdown, many said they were more involved in social media.	54% of the respondents thought that it was a holiday, but 46% of the respondents did not take it as holidays. 75% of the respondents got scared when they saw people were getting sick, whereas 25% of the respondents took it casual. Also, 46% of the respondents got involved in Social media, whereas 54% of the respondents got involved in other activities during the lockdown situation.
2.	*How did you organize distance learning (what were the difficulties, how did you study)?*	95% of students started reading WhatsApp on their phones, 66% of students started reading on WhatsApp on their parents' phones. Many wrote that they interrupted classes and attended classes only occasionally.	74.5% of the respondents used their parent's mobile phone or computer systems, 20.5% used their own mobile phone/computer system, whereas 5% of the respondents used some other way to manage their online classes. 59% met interruptions in online classes, whereas 49% respondents were able to attend classes without interruptions. 92% of the respondents attended classes regularly, whereas, 8% got irregular.
3.	*What is the most difficult part of distance learning? Did the teacher help you to organize distance learning, or did your parents help you to organize distance learning?*	Students received more help from teachers and students from their parents. The problem was that remote reading was not common, so reading on WhatsApp was difficult.	69% of the respondents felt difficult to read through mobile/computer system, whereas 31% were comfortable. 49% said that their teachers supported during online study, whereas 39% got support from their parents and siblings, 9% managed at their own and 3% got support from both parents and teachers.
4.	*Are you comfortable with distance learning at home?*	75% of students and 98% of students did not have any conditions when they first started distance learning, and only in September, when the new school year began, 71% of students and 59% of students had conditions at home.	59% of the respondents are not comfortable with online classes at home, whereas 41% are comfortable with online classes at home.
5.	*What do you think is the difference between your achievements in distance learning and distance learning in normal conditions?*	They made it clear that there was a big difference and that academic achievement was declining.	51% say that their learning has got improved in online classes, whereas 49% denied for it.
6.	*How did you interact with teachers in distance learning? How was your relationship with your parents?*	Interesting answers were received from students and pupils. They noted that teachers have different personalities (speaking politely, explaining material slowly, being polite even to incorrect answers, changing their diction, speaking artificially, etc.). They wrote that they did not notice such traits in teachers in normal learning conditions. 81% of	55% said that teachers taught them in a more polite manner, 52 % said that they explained slowly as compared to offline classes, 50 % said that teachers responded politely, even on giving wrong answer. 16% said that 16% of the teachers spoke artificially. Concluding it, 67% of the respondents say that their teachers generally behaves in the same manner, whereas,

		students reported that their relationship with their parents had not changed because they were used to studying on their own, while 69% of students reported that they had conflicts with their parents.	33% said that their teachers behave differently in offline classes. 28% of the respondents admit that their relationship with their parents changed during online classes, whereas 72% said about no difference. During these online classes, 39% of the respondents had conflicts with their Parents, whereas 61% had no variations.
7.	*How did you use your time for distance learning? How would you use your time to study under normal circumstances?*	Almost all students and pupils said that they spent a lot of time in distance learning.	64% said that they spent a lot of time in online classes, whereas 36% didn't spent.
8.	*If you had to choose distance learning under normal conditions, which one would you choose? State reasons.*	86% of students and 94% of students answered that they would choose traditional education. There were various reasons for this (some said that the conditions at home were not suitable, some said that the Internet connection was poor, some said that they wanted to study with friends, etc.).	Under Normal conditions, 30% of the respondents would like to choose online classes, whereas 70% of the respondents would like to prefer offline classes. The reasons for not liking the online classes included poor internet connection during online (as told by 68% of the respondents), improper study environment (45%), Like to study with friends in offline mode (58%) and few other reasons (8%).
9.	*Has the pandemic affected your personal life (study, work, attitudes, thinking, etc.)? Has the pandemic had a positive effect (if any)? What were the negative effects of the pandemic?*	63% of respondents said that they were affected by the pandemic, and on the positive side, they learned to read online, while on the negative side, 6% of respondents lost loved ones.	72% are agreed on the fact that pandemic has affected the personal life (study, work, attitudes, thinking, etc.), whereas 28% don't think so. 74% of the respondents said that Online classes have improved their online reading ability, whereas 12% of the respondents have lost their loved ones.
10.	*How were you before the pandemic, how did you change after the pandemic?*	Perhaps because the respondents are students and graduates, many responded that "I should try to acquire knowledge that will be useful in the future"	To make the career in the field of societal importance.

Teachers' response analysis:
The questionnaire consisted of 10 questions and the respondents were of age group above 31. But major were from age group 41-50.

Table2: Teachers response analysis

S.No.	Question	Kyrgyzstan	India
1.	How did you organize distance learning, what were the difficulties? What was the most difficult part of starting distance learning?	Teachers wrote that they first started distance learning through WhatsApp, and then learned programs such as Zoom, Meet and passed trainings with those programs. The main problem was that more than 80% of teachers said that they did not have ICT skills.	Most of the teachers (66% of the respondents) initiated the classes through Whatsapp app, 12% with Google Meet, 11% with Zoom and 11% with Microsoft Team, but later teachers preferred Microsoft Team (44%) and Whatsapp App (44%) and Google Meet (12%) for teaching-learning Platform. 78% of the teachers

			had no ICT skills for teaching learning purpose, whereas 22% had the idea of using those tools. 44% said that they were prepared for online teaching in normal conditions, whereas, 56% of them were not prepared.
2.	Who helped to organize distance learning the most? Do you think that you are well prepared for distance learning in normal conditions?	44% of teachers learned how to organize trainings from their colleagues, 26% from IT specialists, 12% from self-study of Internet resources, 7% from online courses, and 2% of teachers from their children. 81% of teachers noted the need to further deepen their knowledge. They wrote that it is not up to date, there is a need for renewal, and the needs of today's students are changing.	56% of them got training for Teaching-learning tools, whereas rest of the teachers learnt themselves. To use the ICT tools, teachers took support from their colleagues, learnt from the online course, content available on Internet, their children and made efforts at their own to understand the use of different components of the tools. There was the mix of the support from different persons, like 55% took support from Colleagues, whereas, 22% took support from IT specialist and children, and remaining learnt through internet resources along with the efforts made at their own.
3.	What conditions did you create for yourself to organize distance learning? How did you use your time in distance learning and normal learning?	61% of teachers have a computer or laptop, have gadgets and are connected to the Internet. Other teachers were limited to telephones. It was found that 54% of teachers use electronic materials from websites. Almost all teachers noted that distance learning takes more time to organize than offline teaching.	66% of the teachers used their mobile phones for the online teaching. 12% used Laptops and 22 % used both mobile and Laptops. 100% teachers agreed that they had to spend more time to prepare for online classes as compared to offline classes.
4.	How did you interact with students in distance learning? How was your relationship with their parents?	It became clear that the teachers were very careful in this matter. They wrote that they were afraid to take students away from school by being rude or rude, and that parents were also careful to help teachers.	67% agreed that they were more polite and careful while taking online classes, whereas, 33% behaved in the same manner as in offline classes. 45% said that the Parents were helping and understanding, whereas 11% were found unconcerned.
5.	If you had to choose distance learning under normal conditions, which one would you choose? What for?	Almost all teachers chose to study in normal conditions, and wrote differently about why (some to save time, some because they do not have conditions, etc.).	Under normal conditions, 11% said to prefer online teaching, 44% would never prefer, 45% may be sometime. The reasons for not preferring the online classes were noted as - internet connection during online classes, improper teaching environment during online classes and teachers like to teach offline in front of students while gaining their attention and reading their faces.
6.	How were you before the pandemic, how did you change after the pandemic?	There are various interesting answers to this question. They wrote that they are interested in learning IT, to direct their children to the professions needed by society, to be more independent, to work on self-development, to get out of the comfort zone.	Majority of teachers is feeling good after learning IT skills and work for self-development. Many feel that they have become more independent and have come out from their comfort zone. Many of them now started guiding children to choose career for societal benefits.
7.	What was the quality of students'	A decline in the quality of education of students was noted.	78 % of the teachers agreed that students' knowledge level has got

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S.No.		Kyrgyzstan	India
	knowledge? What was it like before the pandemic and what happened after the pandemic?		degraded due to online teaching.
8.	Reasons of degradation	Lack of regular teacher supervision, lack of independence, insufficient development of electronic materials, lack of ICT skills, poor Internet connection (especially in remote areas), etc. are the main reasons for the high or low quality of students' knowledge	The reason of degradation stated were - poor Internet connection, lack of regular teacher supervision, lack of independence, non-availability of sufficient electronic devices and lack of ICT skills.
9.	Did the pandemic affect the independence of students? What qualities have changed in the quality of students?	Most teachers wrote that students showed some independence and began to take responsibility for learning.	56% noted that the students have become more independent in handling their classes. 11% said that the students became more responsible for their online classes, whereas, 67% stated that the students became irresponsible for their classes.
10.	Were there any psychological changes in students?	It was difficult to summarize the answers to this question. Because there were different answers. Some said that students began to take reading seriously; others wrote that children became indifferent, aggression became more intense, and some noticed active children.	45% said that the children became indifferent and some active children got noticed, few of the teachers noted that some of the students took online learning very serious and became more intense learner.

Parents' response analysis:

Table3: Parents response analysis

S.No.	Question	Kyrgyzstan	India
1.	How has the pandemic affected your family?	Only 8 out of 59 parents reported a positive effect. They often said that they valued peace, that they valued friends and relatives, and that they respected their teachers. 9% of them said they had lost loved ones.	90% of the respondents realized the importance of family, relatives and friends, 10 % of them has lost their loved ones. 100% of the respondent got affected due to the Pandemic.
2.	How did you organize your child's distance learning, what were the difficulties? What was the most important thing for you when you started distance learning? Who helped to organize distance learning the most?	At first, they said that the teacher's difficulties in organizing the lesson were a problem for the parents, there were conflicts with their children, and it was difficult for them to monitor their children on a regular basis. More help was written with significant relief after the development of TV lessons.	40% of the respondents said that teachers had difficulties in handling and managing online classes initially. 30% of the Parents had conflicts with their children. 80% said that it was difficult to monitor their children's online learning on a regular basis at home. 20% had few other issues like managing resources for attending online classes.
3.	What conditions did you create for your child to study at a distance? How did your child use distance learning?	There were different answers to this question from parents. In general, when the pandemic was declared in the country, no conditions were created for children. Only when there was a need for distance learning (over time, public concerns, frequent contact with teachers, measures taken by	100% of the respondents made available all arrangements for their children to attend online classes. 90% had concern with their child's health due to prolonged exposure to computer or mobile phones, whereas, only 10% are not worried for this.

		relatives and neighbors), they began to take measures to create conditions for the child. In terms of time management, 96% of parents were concerned that their children would not be able to use the phone or the Internet, and that they would be staring at their phones and computers all day long, which could harm their health.	
4.	Has your child's quality of education increased or decreased in distance learning? Because what do you think?	At the same time, 77% of parents said that the quality of their children's education has not improved. The reason is that the student, who is habitual of studying under the teacher's guidance, cannot get a full education at home in their absence.	80% of the respondents concluded that children's knowledge level has got degraded due to online teaching. As stated by the 60% of the respondent, one of the reason of degrade was the absence of direct supervision of teachers, 50% stated it happened due to disturbances at home, 60% said it happened due to bad internet connection.
5.	When asked if they think that the teacher was able to teach their child enough distance learning.	Most parents said that the teacher was mainly trying, because of the situation in the country, parents could not be too demanding of the teacher, and many teachers were aware of their mistakes	100% of the respondents appreciated the efforts of the teachers and said that they were trying their best to teach the students.
6.	Were you able to help your child with distance learning? How come?	At the same time, 82% of parents said that they helped their children. Such assistance included writing that the teacher had sent the teacher to sit with the child and monitor his or her performance, and that he or she was trying to explain to the children as much as possible the topics that the teacher could not explain.	Parents helped their children during online classes, as 50% of the respondents said that they supported in printing/writing their ward's assignments, and 60% had to monitor the performance of their ward the online class, 90% of the respondents had to explain the topic again for better understanding.
7.	How was your relationship with their teachers?	They did not hide the fact that they had a conflict with their children. They wrote that most of the teachers were understanding.	There was an impact of the online classes on the relationship of the parents with their children, as 40% of the respondents say that they had conflicts with their children, whereas 30% of them had no such conflicts, and 30% of the parents had other issues like extra care and monitoring during online classes. Regarding the relation with the teachers of their ward, 90% of the respondents stated that the teachers were very understanding and shown their concern with each and every issue.
8.	What changes did you notice in your child during distance learning?	27% of children noted independence, aggression - 63%, laziness - 8%.	50% of the parents saw the Independence of their wards, no aggression was seen – 0%, laziness – 80%.
9.	If you had to choose distance learning under normal conditions, which one would you choose?	58 out of 59 parents chose to study offline under normal conditions.	Under normal conditions, 10% are in favor of online classes, whereas 30% said never, and 60% said – may be sometime.
10.	What is your	94% of parents surveyed wrote that	70% said that Education system needs

	assessment of pre-pandemic education, post-pandemic education?	education in Kyrgyzstan needs to be modernized.	improvement, 10% said that no change is required, 10% said that few minor changes can be done in the system.

All levels of the country's education system have shown that they are not morally or materially ready for online education system.

Thus, *first* of all, it became clear that the content of training materials has a number of shortcomings: adaptation of curriculum content to distance learning; electronic content of textbooks; learning new forms of teaching, teaching others; learning computer programs for distance learning, teaching others; development of distance learning materials; training of teachers for distance learning, training of students for distance learning, etc. problems arose.

Second, there are a number of problems with the use of teaching aids: obsolescence of material and technical resources; lack of knowledge in the use of computer programs; lack of knowledge of teachers, pupils, students (except for parents) on the use of computer technology, lack of application skills; poor Internet connection in the regions of the country, etc. There were problems.

Third, the public was morally unprepared: the lack of clear guidelines by the administration, the lack of rapid development of standards to regulate the education system during the pandemic, the increased workload of teachers; weak communication between teachers and parents; passivity of pupils and students; conflicts between children and parents; misuse of time; misuse of computer technology, telephones, various gadgets, etc. problems arose.

Prior to the pandemic in both the countries, it was important to raise the issue of quality of education, e-learning and work to address them. This is due to the fact that the knowledge we provide for the day-to-day development of the intellectual resources of citizens in the age of globalization is not absorbed by the child and is not used in life, the need to take into account the requirements of UNESCO documents.

Paying attention to the quality of education is tantamount to relying on the values and characteristics of the individual, society and the state, focusing on targeted achievements. In order to achieve the quality of education, relevant, concrete, theoretically based, regularly monitored, and proven by visible facts, positive results are reflected. This, in turn, corresponds to the need for e-learning, which is characteristic of quality education and is consistent with the state policy on sustainable development of education.

E-learning is an abbreviated system of information and electronic technology. According to UNESCO, e-learning is defined as "e-Learning through the Internet and multimedia". Therefore, computer technology in the classroom is the use of computer resources at a certain stage of the lesson, multimedia technology in the classroom is the organization of the learning process with the help of computer tools and ready-made programs, and e-learning requires a systematic approach. At the same time, a system is created for the purpose of the lesson, from the form of teaching to the choice of assessment tools. At the same time, the existing textbooks will be developed in a comprehensive electronic form. This is the essence of e-learning.

Therefore, the pandemic has led to the need to improve the quality of education, to take e-learning, to regulate it, to improve the quality of e-learning.

Thus, it is obtained that the COVID-19 pandemic has had both positive and negative effects on education in Kyrgyzstan as well as in India.

Adverse effects include:
− Decreased quality of education of pupils and students;
− Conflicts between parents and children;
− The tendency of children to be too "free", the lack of measures to prevent the negative impact of smartphones on children's health;
− The relationship between the child and the teacher is deteriorating;
− Doubling the work of teachers. Because in the past, if you were to leave school, you would have to stay in touch with each other throughout the day;
− The lessons were chaotic due to the inconsistency of the content of the curriculum with the TV lessons;
− Existence of psychological crises in families that have lost loved ones in the community; - Increased suicide among young children;
− moral and material damage to the community.

The positive effects were:
−The Ministry of Education and Science of the Kyrgyz Republic and the Kyrgyz Academy of Education (KAE) have developed standards to regulate education in difficult post-pandemic situations, Similarly, the Indian governments' department of higher education is also actively working for it and planning to enhance the resources and shifts in the system. "Instructions on the organization of the educational process in general education institutions in a pandemic", "Tele-lesson plan" , "Tele-lessons", "Electronic materials", "Series of online webinars", "Online meetings of teachers and CIE staff", "Online courses", "Online trainings", "Online methodical" Recommendations","Electronic developments", electronic NMSs in higher education institutions, etc. work done;

–All segments of the community have switched to modern computer technology. They learned when and how to use computer programs (some). The digitalization of the country was progressing rapidly;

– Teachers strengthened their methodological training. Studied several online courses on the use of information technology. Online trainings, classes, webinars, etc. mastered conducting online meetings;

–During the quarantine period, parents had the opportunity to be closely involved in their children's education, to get to know their children's behavior and independence;

–Parents understand that they need to help organize their children's education;

–Pupils and students have the opportunity to test their abilities. They had the opportunity to be independent. Active, purposeful children were able to demonstrate their efforts in many ways;

–In general, the community recognized the dignity of teachers and doctors, and felt the value of a quiet life.

Though, the opinion of approximately 250 people does not reflect the opinion of all citizens of the country. However, it should be taken into account and taken into account by the public.

V. CONCLUSION

Krygyztan is considered as a lower-middle-income economy with a medium human development country whereas India is the fifth largest Economy in world and is considered as an emerging and developing country. The sudy conducted infers that, despite of the differences in geographical orientation, economy, culture in both the countries, the impact of COVID-19 on the educational systems of both the countries is almost similar. With obvious technical problems and a shortage of resources, it turned out that neither teachers, nor students, nor do parents have sufficient media and information literacy skills to start learning in a new environment with quality and painlessness. Digital and media illiteracy affects the education system as a whole. For the qualitative development of the education system, it is necessary to introduce digital education standards, which include elements of media information literacy in the current education system of the Kyrgyz Republic. They should become the core components of the system. At the same time, there is a need to update the content of education and its teaching methods, to organize the educational process, to optimize learning technologies, to improve the quality of education, to create a new system of assessment. It is necessary to introduce and constantly adapt digital education standards to new educational standards. In the new conditions, digital education should include MIL competencies that go beyond the knowledge of information and communication technologies and include the skills of critical thinking, comprehension, and interpretation of information in various areas of professional, educational and social activities, connecting them, developing students at all levels of the educational system, the skills of teamwork and decision-making, a non-standard and creative approach to solving the assigned tasks, to instill in them an active civic position.

In conclusion, the COVID-19 pandemic has led to the need to change the education system in Kyrgyzstan as well in India, the need to modernize the education system. Distance learning is, as its name suggests, distance learning or incomplete knowledge. At its level, quality and even better education should be lively, dynamic and fun. Hope the value of offline learning is well understood by the entire learning fraternity. May be this is a test for all of us! Let's hope and wish for offline study - quality study - as soon as possible!

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