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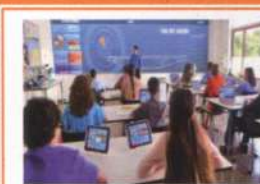
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Impact of Covid-19 Pandemic on Higher Education

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Abstract

This paper enlightens the impact of the Covid-19 pandemic on higher education. Educational sector has been affected due to the Covid-19. On 24 March 2020, the Government of India declared 21 days national lockdown. Universities and colleges were not prepared for such accidental situation which had been arising due to pandemic situation. Restrictions were imposed on the residence in the university and college campuses. All the hostels were closed. Students went to their native places. Restrictions were imposed on the means of transportation which affected the movement of students. Students were under pressure of examinations. In the country, the examinations of the students of the higher education were postponed. All the Indian Universities conducted examinations in offline method. Students appeared physically in the examination hall for offline method of examination. But pandemic situation created a challenge for conducting examinations. Physical appearance of examination reduces the malpractices in the examinations as compared to online examinations. In India majority of the universities preferred to conduct the online examinations. Questions are formulated in the form of multiple-choice questions. Data for the students were not sufficiently available before the examinations. There was no supervision system while solving the questions papers in online examination.

Key Words: *E-learning, Higher education, COVID-19 and Pandemic*

1. Introduction

Every country attempted to create awareness about the COVID-19 disease. Quick and rapid action to fight novel coronavirus is the first step to depress it. For this, better coordination between different departments of the government is required. The role of central coordination system is remarkable to win the war against the novel coronavirus disease. The role of social media in creation of awareness is also remarkable. News channels collected information by taking risk related to novel coronavirus. Every update of news regarding the disease are provided to the public. Public response must be positive for better administration of the coronavirus in the country. Completion of syllabus during Covid-19 pandemic became a challenging job to the college teachers. Classroom teaching has greater advantages as compared to online education to the students. Classroom environment create collaborative learning. Teacher understands the need of the students and prepare according to it. Personal attention to each student is possible in the classroom teaching. Classroom teaching promote social awareness among the students. It is possible to give more attention to weaker students. It provides face to face interaction opportunities. But students missed these advantages of classroom teaching due to pandemic. The satisfaction level of students and teacher is not optimum in online teaching. Syllabus of the subjects were not fully completed, so the teachers adopted the online teaching method. Online teaching requires new technical skills. Teachers are not suddenly familiar with online teaching. Online teaching provides time flexibility to the students if teacher applied self-placed study material. It assists to improve virtual communication skills. It has broader view and students get global perspective. During the first nationwide lockdown universities and college teachers were not equipped with online teaching environment. In the rural area internet network was not properly available. Poor students were not available with android mobile to equip online classes.

2. Review of Literature

Olga Astafeva et.al¹ (2020), concluded that online learning has become one of the effective tools of education in the pandemic situation. They conducted survey and result that student are satisfied with the online learning format. online learning has become a real test for the entire education system in 2020. University and teachers are required to quickly adopt online learning format and adopt new working conditions.

Khalid Salim Al-Jardani² (2020), noticing that governments are intending to be limiting schools, E-learning is still not alternate to traditional classroom teaching learning. E-learning not suitable to every student. He added that a right mix of both models can help to develop a good learning teaching mix.

Pravat Kumar Jena (2020), enlighten that educational sector of India has adverse impact due to pandemic situation. The government and different stakeholders of education have necessary to give priority to open and distance learning by adopting different digital technologies to cope up with the present crisis of COVID-19.

3. Methodology

3.1 Aims and Objectives

1. To analyse the effect of Covid-19 on the higher education.
2. To study problems in online teaching in higher education.
3. To evaluate the examination performance of the examinations conducted through online.
4. To enlighten the methods of teaching which is best in the pandemic situation.
5. To suggest the appropriate way to manage effective teaching in pandemic period.
6. To study the government initiatives to promote online teaching learning process.
7. To draw the conclusion concerned to the over all performance of the higher education in the pandemic.

2.2 Research Design

The researcher used explanatory research design to explain the effect of Covid-19 on higher education during the lockdown period. The collected data have been analysed to draw the conclusion.

2.2.1 Scope of the Study

The present study concerned to the effect of Covid-19 on the education sector. In the study attempt were made to understand the difficulties in online teaching. It also attempted to evaluate the examination system applied in the pandemic situation. The study enlightens the effectiveness of the online teaching method. The scope of the study confined with only to the effect of Covid-19 on the higher education and whether the teachers are equipped with uncertain situation created by the Covid-19. The period of the study confined to lockdown in the pandemic situation. It also attempted to understand the role of the government in effective administrative of the higher education in the pandemic. The research was carried during the nationwide lockdown in five stages.

2.2.2 Limitations of the Study

The study confined to only to the effects of Covid-19 pandemic on higher education. The research was carried during the nationwide lockdown in five stages.

2.2.3 Source of Data

The researcher used primary and secondary data for the present study. Primary data is collected through discussion and observation. To collect primary information regarding effect of Covid-19 on higher education the researcher used discussion technique. Researcher observes the effects of Covid-19 pandemic on higher education and effectiveness of on teaching, learning and evaluation. Also attempted to observe the role governments in the pandemic situation. Secondary data is collected with the help of Government circulations, newspapers, periodicals and research articles web sites related to COVID-19 and higher education.

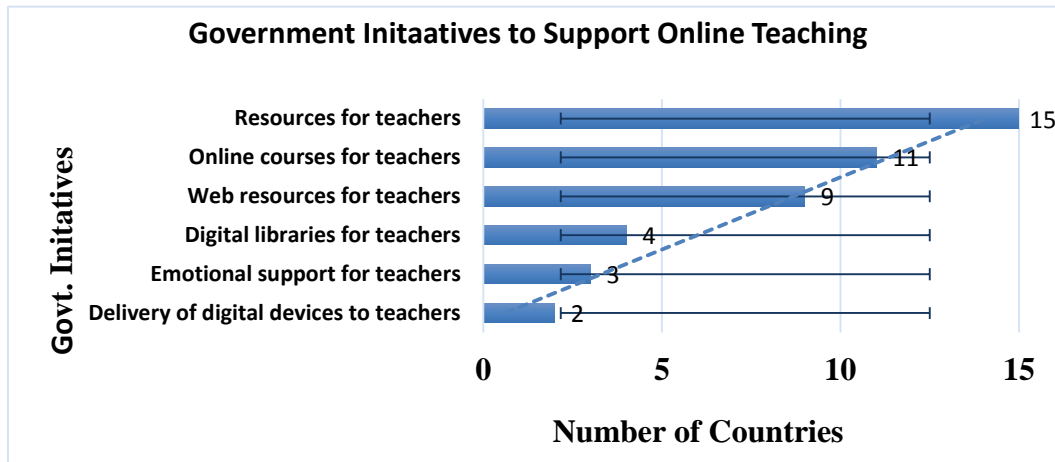
2.2.4 Contribution of the study

The study is useful for the efficient administration of higher education during the pandemic. The study is beneficial for policy formulation during pandemic.

4. Results and Discussion

Universities and colleges are closed in the pandemic situation. During the lockdown period syllabus is not sufficiently covered in the college premises. Teachers are using online teaching method to share the knowledge to the students in lockdown period. Teachers are not fully equipped in the early days of the lockdown period. They were not properly trained for the efficient management of the online classes. There is a fear in the minds of the teacher regarding the online teaching learning process. They are not predicted about the online teaching. Teachers does not have sufficient experience of online teaching. They are suddenly facing the problem of online teaching. They were not having sufficient devices of online teaching. The online course contents were low quality. Teachers are failed and unable to provide assure quality of higher education. Teachers are not maintaining the acceptable standards of online teaching. It is urgent requirement to eliminate teacher centered learning approach. Student centric approach of learning is more beneficial to the students. Students are first time experiencing online learning. Mobile devices were not available to the poor students. They are failed to attend the online lectures. In some part of rural area internet network is very low quality and students are unsatisfactory about the online teaching. In the pandemic situation universities was failed to maintain the standard of the examinations. They are run as activities and failed to assure quality of the examinations. Sufficient data of the students were not available to the universities before the conducting online examinations. Students are not getting examination links. If examination link is got, it does not open due to poor network quality. They are unable to appear online examination and students are in psychological stress. There is no supervision on the students while they are solving the question paper. Questions are arising on quality of the examination conducted through online.

Graph No.:1



Source: Economic Commission for Latin America and the Caribbean (ECLAC), on Educational Trends in Latin America

The above graph enlightens that out of 44 countries 15 countries provide resources for teachers. 11 countries arranged online courses to the teachers. 9 countries arranged web platform to the teachers. 4 countries made available digital libraries, 3 countries given emotional support and only 2 countries provided digital devices to the teachers for online teaching.

5. Suggestions

1. Online training programmes to the teachers should be arranged for development of content.
2. Government should to take initiatives for flipped classroom development. More funds to be allocated to the high-tech classroom development.
3. Extra efforts should be taken for the development of digital environment in the universities and colleges.
4. In the pandemic situation there is a need to optimum utilisation of the available resource.
5. Formulate the policy for examination reforms to face pandemic situation.
6. Maintaining the acceptable standards of online teaching and evaluation of the students.
7. Development of quality e-learning resources and learning management system to fulfil the need of the students.

6. Conclusions

The Central and State Governments are required to take the aggressive steps in the policy formulation and effective implementation to compete global educational system. Online teaching learning method is not the alternative to classroom teaching learning method. Flipped teaching learning method is better for the all-round development of the students. Students are not supervised under online examination. Drawbacks of online examination should be minimised for the maintenance of the standard of higher education. Universities, colleges and teachers were not prepared for sudden changes from classroom to online teaching. Teachers did not have technical knowledge of online teaching during the lockdown period. The perception of teachers and students towards online teaching should be change and necessary to adjust the environment. The Covid-19 created challenges to the educational sector. In the pandemic situation teachers and students are required to adjust online teaching learning environment. To improve the quality in the higher education it is necessary to commit to international co-operation.

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