

Challenges for Quality Education in the Times of Covid on Higher Education in India

Priyanka Kumari

Asstt. Prof., Maa Vindhavashini College of Education, Padma

ABSTRACT

In order to resume teaching and learning after being forced to close due to the COVID-19 epidemic, higher education institutions and universities developed a digital style of instruction. Every element of human life, including education, has been severely impacted by the spread of the Covid-19 epidemic. It has produced an educational test that is unusual. Campuses are now closed in many educational institutions across the globe, and teaching and learning are now conducted online. Internationalization has significantly slowed down. Over 32 crore students in India ceased attending their current schools or universities and all educational activities were suspended. Despite all of these difficulties, the higher education institutions (HEIs) responded favorably and were able to continue their services to the community through research, teaching-learning, and other strategies throughout the pandemic. The main effects of COVID-19 on HEIs in India are highlighted in this article. There is discussion of certain steps done by Indian HEIs and educational authorities to maintain seamless educational services amid the crisis. The Covid-19 pandemic has given rise to numerous new learning strategies, viewpoints, and fashions, and these developments may continue as we move forward into the future. Therefore, some of the post-Covid-19 tendencies that would make it possible to envision alternative approaches to higher education teaching and learning in India are described. There are also some insightful recommendations for how to conduct educational activities throughout the pandemic.

KEYWORD: *Covid 19, Quality Education, Higher Education, Epidemic*

INTRODUCTION

The World Health Organization (WHO) classified Covid-19 as a pandemic on March 11, 2020. Globally, Covid-19 has impacted more than 4.5 million people (WHO). The first Covid-19 afflicted case in India was discovered on January 30, 2020 in the state of Kerala, and the affected individual had a history of travel from Wuhan, China (Wikipedia). The first death was reported in India on March 12, 2020, and on March 22, 2020, the country observed a day of Janta Curfew. On March 24, India observed the 14-hour Janta Curfew once more in an effort to combat the Coronavirus pandemic and evaluate the nation's capacity to do so. Then, on March 25, 2020, the Prime Minister declared the start of a 21-day lockdown. The Indian government has been extending the lockdown time in stages as it monitors the virus's impacts, and on April 30 it proclaimed lockdown 5.0, which will be in force from June 1 through June 30, 2020. In all the phases of lockdown commencing from lockdown 1.0 to lockdown 5.0, the educational institutions around the nation have never got any relaxation to start their educational operations. As a result, the education industry was profoundly affected by the Covid-19 epidemic. According to data collected during the first week of June 2020, Covid-19 has impacted almost to 68% of all students worldwide, according to the UNESCO report. Almost 1.2 billion kids and young people worldwide have been affected by the Covid-19 outbreak due to school and university closures. Localized closures in a number of other nations have likewise affected millions of additional students. The many limitations and the nationwide lockdown for COVID-19 have had an impact on more than 32 crore kids in India (Wikipedia).

In an effort to slow the spread of the Covid-19 epidemic, the majority of governments throughout the world have temporarily closed educational institutions. The student population around the world has been significantly impacted by this global closure. Governments all throughout the world are attempting to reduce the immediate effects of closing educational facilities, especially for more vulnerable and underprivileged areas, and work to ensure that everyone has access to a continuous education using various digital learning modes. According to a survey on higher education performed by the Ministry of Human Resource Development (MHRD), Government of India, it was found that there are 10725 stand-alone institutions, 39931 colleges, and 993 universities registered on their portal that contribute to education (DNS Kumar, 2020). Even though the nation has been adjusting to newer forms of education, there is still a barrier to full achievement because only 45 crore of the nation's total population

have access to the internet or e-learning. Rural residents still lack access to technology severely, which is detrimental to the purpose of online education. The Covid-19 pandemic, which allowed educational institutions to adopt online learning and establish a culture of virtual learning, educated the entire population that necessity is the mother of ingenuity. The epidemic has driven technological innovation and breakthroughs in the schooling sector. The higher education industry has been severely impacted by the pandemic. Many Indian students, who are enrolled in numerous universities overseas, particularly in the worst-affected nations, are currently relocating, and if the scenario continues, the demand for foreign higher education will also fall significantly over time.

Impact on teachers and students

When learning online, there are several challenges that teachers and students must overcome. Major challenges at home included a lack of basic amenities, outside distractions, and family interruptions during lessons. The budget for purchasing cutting-edge technologies, a lack of training, a lack of technical assistance, as well as a lack of clarity and direction, were among the impediments to educational institution support. Technical issues were also experienced by teachers. The challenges were categorized under a lack of technical support; they included security issues, a lack of technical infrastructure, and a lack of knowledge of online teaching platforms. Instructors' personal issues, such as a lack of technical understanding and difficulty integrating technology into their courses, limit their willingness to teach online.

Purpose of the Study

Each system has its advantages and disadvantages. The objective should be to maximize strengths and minimize weaknesses in order to avoid missing the chance to advance. The study's primary goal is to evaluate COVID-19's effects on the Indian educational system. It talks about how COVID-19 has affected higher education institutions and students.

Significance of The Study

As online learning is more efficient and increases information retention, it is possible that the alterations brought on by the coronavirus will persist. The COVID-19 epidemic has generated a number of chances for the unprepared and the distant goals of establishing an e-learning system, despite the significant problems that have been faced by educators, schools, institutes, and the government about online education from various angles.

More so than ever before, it has strengthened the bond between parents and teachers. Parents must assist their children's intellectual and financial learning while homeschooling. During this continuing disaster, children with disabilities require additional and particular support.

For the first time ever, teaching and learning are being experimented with using online platforms like Google Classroom, Google Meet, Zoom, virtual learning environments, social media, and numerous group forums like Telegram, Messenger, WhatsApp, and WeChat. Even if face-to-face instruction resumes, this can still be investigated further, and these platforms can offer the students more resources and coaching.

Instructors must come up with innovative ideas to help get around the drawbacks of online learning. Locally, teachers are actively working together to enhance online teaching techniques. If instructors, parents, and children share similar experiences, there are unparalleled chances for collaboration, innovative solutions, and a readiness to learn from others and try new methods. To promote teaching and learning in a more interactive and engaging environment, several educational institutions give up their tools and solutions. Unlike traditional classroom settings, online learning has given teachers and students the chance to teach and learn in novel ways.

Justification of The problem

The advantages and disadvantages of switching from e-learning to traditional learning during the COVID-19 epidemic have been covered in a number of publications. The research relating to e-learning experiences, difficulties, and acceptability are presented in the part that follows along with some studies that were done in the past during the COVID-19 crisis.

In order to determine whether students are ready to pursue online learning in the wake of the COVID-19 epidemic, a study that looks at students' challenges with it is presented (Aboagye et al. 2020). The study came to the conclusion that learners must have access to a hybrid strategy that blends traditional and online instruction. According to the study's findings, e-learning has grown in popularity among students across all educational settings during the COVID-19 pandemic lockdown.

A study titled "Curriculum delivery in Medical Education during an emergency: A guide based on the responses to the COVID-19 pandemic" was published in April 2020. The study describes the challenges that faculty members and students encounter when switching from on-campus learning to distance learning, as well as the planning that was required to make this transition happen quickly. Teamwork, assessment, instilling in students a sense of

seriousness and urgency comparable to that on campus, curriculum and content delivery, stress, a lack of student engagement and motivation, anticipating challenges, supervision, and evaluation are some of the challenges that faculty members and students have had to deal with

REVIEW OF LITERATURE

Khadke, Mansi & Sangvikar, Balkrishan & Jadhav, Dhanaji & Bhusare, Shital. (2022). A public health emergency has been proclaimed because to the COVID-19 pandemic. It has not only had a significant negative influence on people's health, but it has also severely damaged the economies of all nations, large and small. The education sector, which is particularly susceptible to viral outbreaks, has been significantly impacted. Regular academic activities at HEIs are in danger since they are not completed on schedule. But, they represent the future and must be safeguarded at all costs. This study aims to examine the challenges associated with HEIs' required and regular activities, evaluate how well e-learning reaches students, and analyze how well it develops both technical and interpersonal abilities. Primary data for this study is gathered from academics, students, and business professionals. The results of the analysis show that, while not totally successful in our nation due to the lack of digital infrastructure, e-learning is an effective means to reach students.

Sourabh, Mr & Samdole, Sourabh & Kolge, Pritam & Kolge, P & Satish, Mr & Chile, B & Namrata, J & Kanse,. (2021). A well-planned, effective, successful, and productive educational practice is what is required in this time of crisis to engage the minds of young people. They will be able to acquire knowledge that will aid in their productivity, employment, and overall health and well-being in the years to come.

Maria, Luca (2020)with lockout procedures and social seclusion, COVID-19 problems to maintain a worthwhile educational offer are reviewed. Scientific Societies were forced to consider new options for holding meetings after switching to a virtual format and creating easily accessible online materials. Telemedicine has replaced other in-person activities including in-person clinics, and given the suspension of most procedures, it also replaced surgical training in the operating room. Last but not least, the necessity to share and communicate in a constantly changing environment has badly influenced the integrity of the peer review process by omitting to follow the customary steps to guarantee scientific integrity and reproducibility in the early stages of the epidemic.

Objectives of the Study

1. Emphasize Covid-19's effects on the higher education industry.
2. Describe new strategies India is using for higher education and Identify HEI post-Covid-19 trends.

RESEARCH METHODOLOGY

To determine the effect of COVID-19 on HEIs, the researcher carefully considered a descriptive study approach, in which quantitative data is gathered and processed to reach the result. Researchers have employed a practical sampling technique. With the aid of a questionnaire, primary data is gathered for this study. 204 people made up the sample, including teaching staff from institutes and students. The researchers sought all HEIs' streams, including BA, B.Com., B.Sc., Management, etc. from different parts of Haryana in order to select a sample. In order to understand the opinions of industry experts about the impact, researchers have also gathered primary data from them.

STATISTICAL TECHNIQUES

For quantitative data, descriptive analysis will be done using frequencies and percentages as appropriate. As inferential statistics, the T test will be applied. Data and findings will be presented visually via graphical representation.

RESULTS AND DATA INTERPRETATION

Table 1: Gender group of the respondents

Particulars	No. of respondents	Percentage
Male	84	41.6%
Female	120	58.82%
Total	204	100%

According to the aforementioned data, 58.8% of responders were female. Men make up 41.6% of the responders.

Table 2: Age group of the respondents

Particulars	No. of respondents	Percentage
-------------	--------------------	------------

Below25	100	49.3%
25-40	80	39.4%
41-55	24	11.6%
Total	204	100%

The aforementioned statistics show that 49% of responders are younger than 25. 39.4% of respondents are aged 25 to 40, compared to 11.6% who are between the ages of 41 and 55.

Table3–Effectiveness Ofe-Learning method sin reaching students

	Not Effectiveat all	Slighty Effective	Neutral	Moderately Effective	VeryEffective
E-Lectures	27	30	33	50	64
Recorded Classes MOOC	5	7	33	76	83
E-Learning study material	5	6	30	71	86
E-Workshops	20	30	40	31	84
Virtual internship	31	40	30	37	66
DistanceLearning	25	32	30	53	64

Maximum respondents (41% and 39%) consider e-learning study material and e-lecturesvery effective. Whereas a considerable volume of responses is also in favor ofe-workshop, recorded classes and distance learning. Nowitis theresponsibilityofeducationproviderstoimprovethequalityofE-learningtechnology because initially students may get attracted to it due to its newness, ease ofuse and perceived usefulness button continue its use in longer run will

Table4–Reasonsfor Failure Ofe-Education

	Strongly Disagree	Disagree	Neutral	Agree	StronglyAgree
Many students are less tech-savvy	27	30	33	50	64
No access to internet to rural area students	5	7	33	76	83
Fluctuating internet speed in many regions	5	6	30	71	86
Inability of students to bear the internet cost	20	30	40	31	84
Teachers are not prepared to teach on line	31	40	30	37	66

The primary obstacle to the success of e-learning is uninterrupted Internet connectivity, particularly in rural areas (56% & 53%). Because institutions implemented digital instruction in an abrupt and unplanned manner, neither teachers nor students are prepared for it with high-quality e-material. That might have been successful if both had had systematic training. This failure can also be attributed to the affordability of mobile, laptop, internet, and power supplies. 2007 (Maddux), There is well-established technical progress in many nations that gives teachers and students enough access to voice and video interaction. Failure of early adopters like us can also be attributed to the absence of such contact.

There are specific technical skills for different courses that can only be taught through hands-on instruction and actual work handling. Many pupils have good visual memory, so they can recall what they do and see. Nonetheless, many of the responders claim that using technology can help teach it to some level as well.

T-Test Statistics for Hypothesis1testing
One-Sample statistics

	N	Mean	Std. Deviation	Std. Error Mean
E-Lectures	204	2.99	1.065	.047

Recorded Classes through MOOC	204	2.82	1.137	.051
E-Learning studymaterial	204	2.99	1.089	.049
E-Workshops	204	2.86	1.150	.051
Virtualinternship	204	2.68	1.160	.052
Distance Learning	204	2.78	1.168	.052

One-Sample statistics

	TestValue				
	T	df	Sig.(1-tailed)	95% ConfidenceIntervalOfthe Difference	
				Lower	Upper
E-Lectures	19.86	503	.000	2.9119	3.0683
Recorded Classes through MOOC	15.22	503	.000	2.7380	2.9049
E-Learning study material	19.40	503	.000	2.9101	3.0700
E-Workshops	15.84	503	.000	2.7787	2.9475
Virtual internship	12.10	503	.000	2.5915	2.7617
Distance Learning	13.91	503	.000	2.6901	2.8615

The mean of all the variables under investigation is roughly equal to 3, and the p value is less than 0.05. As a result, the alternative hypothesis is accepted and the null hypothesis is rejected for all variables.

The outcomes for each hypothesis tested for each variable under research are shown in the table below. E-learning has thus far been shown to be a successful means of reaching students and fostering a culture of cooperation.

CONCLUSION

The varied effects of Covid-19 on higher education in India have been described in this paper. The current pandemic provided a chance for pedagogical techniques to alter and for the introduction of virtual education at all educational levels. The current dilemma calls for a gradual shift towards online/virtual education because we are unsure how long the epidemic situation will last. Many virtual platforms with online repositories, e-books, and other online teaching and learning resources have been launched by MHRD and UGC. More accessibility and flexibility for education would result from combining traditional mediums (radio, TV, landlines) with mobile/web technologies on a single platform with all depositories. To do this, the service platform would need to be upgraded in order to support the level of educational demands placed on students. To properly grant the underprivileged sectors of the population access to the educational service platforms, all service providers must be mobilized. Due to the Covid-19 pandemic, virtual schooling is currently the most popular type of instruction. Education after Covid-19 appears to be a generally acknowledged online/virtual education, which may perhaps constitute a parallel educational system. Although the impact of COVID-19 on higher education has not been statistically analyzed in this report, further thorough investigation using statistical research may still be done.

REFERENCES

- [1]. Aboagye, E., Yawson, J. A., & Appiah, K. N. (2020). COVID-19 and E-learning: The Challenges of Students in Tertiary Institutions. *Social Education Research*, 2(1), 1–8. <https://doi.org/10.37256/ser.212021422>.
- [2]. Ahmed, H., Allaf, M. and Elghazaly, H. (2020) ‘COVID-19 and medical education’, *The Lancet Infectious Diseases*.20, 7, p777-778. [https://doi.org/10.1016/s1473-3099\(20\)30226-7](https://doi.org/10.1016/s1473-3099(20)30226-7)
- [3]. Alajmi, M. (2010) ‘Faculty members’ readiness for e-learning in the college of basic education inKuwait’,*UniversityofNorthTexas*.<https://digital.library.unt.edu/ark:/67531/metadc31523/>(Accessed: 25 April2020).
- [4]. Alenezi, A. (2012) ‘Faculty members perception of e-learning in higher education in the Kingdom of Saudi Arabia (KSA)’.<https://ttu-ir.tdl.org/handle/2346/45399>(Accessed:25April2020).
- [5]. Alharbi, Y. A. (2002) ‘A study of the barriers and attitudes of faculty and administrators towardimplementationofonlinecourses’,*UniversityofNorthernColorado*.<https://www.learntechlib.org/p/12766>

- 6/ (Accessed:20April2020).
- [6]. Khadke, Mansi & Sangvikar, Balkrishan & Jadhav, Dhanaji & Bhusare, Shital. (2022). Impact of COVID-19 on Higher Education in India: Challenges and Way Forward. *The Empirical Economics Letters*. 21. 322-342.
 - [7]. Amit Kumar Arora, R.S.(2020). Impact of Pandemic COVID-19on the Teaching–Learning Process: A Study of Higher Education Teachers. *Prabandhan: Indian Journal of Management*, Volume 13(Issue4).
 - [8]. Lone, Z.A.(2017). Impact of Online Education in Indian. *International Journal of Engineering Science and Computing*, Volume7 (Issue7),13950-13952.
 - [9]. Maddux, C.S. (2007). Online Education: Issues and Research Questions. *Journal of Technology and Teacher Education*,157-166.
 - [10]. Palanati Durga Prasad, K. B. (2019). Factors affecting students continue intention to use MOOCs, benefits & drawbacks. A Research Paper from the UAE Context. *International Journal of Innovative Technology and Exploring Engineering*, Volume-8(Issue-6S4).
 - [11]. Team, I. t. (2020). COVID-19 and higher education: Today and tomorrow. *International Institute for Higher Education in Latin America and the Caribbean*.
 - [12]. Yamini Mookherjee. (2020, May 1). Education in the time of Covid-19: How institutions and students are coping. (S. Farooqui, Interviewer) New Delhi.
 - [13]. Ali, M., Khaled Hossain, S. M., & Ahmed, T. (2018). Effectiveness of E-learning for university students: Evidence from Bangladesh. *Asian Journal of Empirical Research*., 8(10), 352–360. <https://doi.org/10.18488/journal.1007/2018.8.10/1007.10.352.360>.
 - [14]. Sourabh, Mr & Samdole, Sourabh & Kolge, Pritam & Kolge, P & Satish, Mr & Chile, B & Namrata, J & Kanse,. (2021). Challenges Of Covid-19 On Higher Education In India And Worldwide.