IMPACT FACTOR – 5.61

LangLit

An International Peer-Reviewed Open Access Journal

ISSN 2349-5189

Langlit Latur (MS) India AIPROAJ

THE IMPACT OF COVID 19 ON HIGHER EDUCATION

DR. KARANDIKAR VALLABH SHANKAR
B.D.Kale Mahavidyalaya,
Ghodegaon
Pune

ABSTRACT

The populace of the world is badly affected due to COVID-19 pandemic. The first case of COVID-19 was identified in Wuhan, China, in December 2019. The disease has since spread worldwide, leading to an ongoing pandemic. Almost all the countries and families in the world suffered from irreparable loss. COVID-19 distorted the life of human beings. The adverse effect of pandemic brought the changes in the way of thinking, acting and living. Higher education is supposed to be the backbone of the nation which leads the nations to prosper. Therefore, importance is given to the quality education which empowers the generations. The notable changes in the field of higher education in India have been witnessed during COVID 19.These changes have been taken place for the safety of those who are part of the higher education system and for providing quality education. The extensive use of ICT in the field of higher education is witnessed as the result of COVID 19.

Keywords: Pandemic, COVID-19, Quality Education, ICT

The present paper is an attempt to shed light on the impact of COVID-19 on higher education in India. The COVID pandemic has caused unprecedented human health and economic consequences. Earlier the traditional methods of teaching and learning were in practice. The teachers used to conduct the classes offline. The admission procedures and examinations were conducted mostly offline before the pandemic. The lockdown has compelled to close down schools and colleges. As a result of which, traditional admission and examination procedures and teaching and learning methods were replaced by online modes for the protection and safety of human beings. It replaced the chalk and duster method of teaching. Physical attendance was excused for the students and teachers. The government's decision to protect society from the hazardous effects of COVID-19 changed the higher education scenario in India.

The colleges and universities used the online platforms to meet the needs of higher education. The admission procedures, scholarships, examinations, results, assessment, teaching and learning procedures were made online. It created problems for the students at the initial stages but online platform finally established its foundation in higher education in India. The pandemic fear for survival compelled every human being to use ICT to perform their duties. The government also advocated online educational procedures for learning and teaching. It

changed the mind-set of the students and teachers and made everyone aware about the importance on ICT and online procedures in higher education.

The digital online learning platforms and e-portals provided by the government such as SWAYAM, DIKSHA, E-PG Pathshala, Swayamprabha, and NPTEL etc. empowered the students and teachers in their process of learning and teaching. The changes in higher education through digital platforms transformed the face of higher education in India during pandemic. The compulsion of government, universities and colleges for online teaching and learning opened new avenues of learning and teaching. The online training to the students and teachers enhanced their understanding of ICT and helped to enrich their ICT competence. The necessity of ICT knowledge for the students and teachers provided various platforms and digital resources to them to discharge their duties.

The new learning methods created interest among the students to understand the syllabus in a more interesting way by using ICT tools. The students learned and became well acquainted with zoom, Google meet, and Microsoft teams as these platforms were commonly used by the teachers for online teaching. The students were seen solving different quizzes assigned to them by their teachers using different platforms such as kahoot, quizzlet ,google quiz etc. The online material is also provided by many teachers, colleges and universities to help the students prepare for their examinations. YouTube was mostly referred for providing syllabus and reference material to the students. The students have been seen accessing the online reference material. This change in the learning modes is the impact of COVID-19 on higher education in India.

The colleges and universities have played a crucial role by providing c-content to the students on their websites. The colleges have provided learning management systems for the students and learners. These learning management systems have helped the students by providing study material to the students and helping the teachers to assign project work and homework. Moreover, attendance and marks of the students are also recorded in LMS. The colleges and universities have taken the praiseworthy initiative to provide ICT facilities. The training programmes on ICT were conducted for the teachers to enhance their ICT knowledge. The colleges have conducted many online meetings, conferences, webinars and training programmes for the students and teachers to update their knowledge. The colleges have updated their existed mechanism with the help of ICT. The admission procedures have been finalised online and results are too declared online. The college what's app groups have also helped the students and teachers to communicate effectively during COVID pandemic.

The pandemic has changed the role of the teacher. ICT culture of learning is deeply rooted during a pandemic and it has changed the role of the teacher as the skilled technocrat. The teachers have been seen learning and practicing various digital tools for accessing; extending, transforming and sharing information.ICT has made dynamic changes in the field of higher education. The teacher's limited role in the classroom has been completely replaced by ICT and ICT has become more dynamic and challenging. The teachers have rigorously used ICT in the process of teaching and learning. Many teachers have completed faculty development programmes on E –learning, E- content development and ICT. These programmes and ICT trainings have facilitated the teachers for their own e-content development. Many teachers

have started their own YouTube channels and successfully uploaded the study and reference material to their respective channels.

E-content development is seen as the greatest challenge faced by teacher during pandemic. COVID created many challenges and opportunities for the educational institutes to strengthen their infrastructure (Pravat, 2020a). The lockdown has given a ray of hope for teachers and students to continue their educational activities online. The government initiative, expectation from the management for e-content from the teachers and the need to meet the required necessity of e-content development made the teachers alert to improve their ICT knowledge and performance to meet the challenges of higher education. It has been seen during the pandemic that teachers have taken great efforts to prepare ppts and video by using different techniques of video shooting and recording. The teachers are seen assigning assignments online and extensive use of ICT is witnessed through the use of different apps like Zoom, Google meet, Face book, YouTube, and Skype etc. It shows that ICT has bight future.UGC also has stated in its mandate that very soon artificial intelligence will dominate the education space and content will be freely and readily available in the future.

During COVID some challenges were faced by teachers and students residing in hilly, tribal and remote areas where internet access and electricity is a big obstacle for the students and teachers. Even availability of ICT facilities are also a great challenge for some students and teachers. The government and college management must take initiative to provide ICT infrastructure to the colleges so that online leaning will take place effectively. The visionary government is trying to make the drastic changes in the higher education to cop up with the international standards of education by making amendments in the educational policies. The new Indian educational policy of 2020, aims to make India global knowledge superpower.

REFERENCES:

1. https://www.ugc.ac.in/e-book/Quality%20Mandate%20E-BOOK/mobile/index.html
2. Pravat Ku. Jena 2020a. Challenges and Opportunities created by Covid-19 for ODL: A case study of IGNOU. International Journal for Innovative Research in Multidisciplinary Filed, Volume-6, Issue- 5, Pg. 217-222.
3. Rajesh Bhatia, Indian J Med Res 151, February & March 2020, pp 118-120 DOI: 10.4103/ijmr.IJMR_780_20
4. https://en.wikipedia.org/wiki/COVID-19