



Challenges Faced by Educational Institutions in India During Covid-19

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Abstract:

Academic institutions around the world were being shifted from traditional learning process to online teaching due to Covid-19 pandemic situation. This situation was very much acute for developing countries like India. The education sector was rampantly devastated and that directly linked to the financial future to the country. The pandemic situation forced to remain isolated in society. The people resided inside the home and led to mental Stress. Due to this reason, challenges appear to the people free from mental stress. Online teaching is the finest way out to face the challenges of education during this pandemic Situation of covid-19. The challenges have also generated the opportunities for the institution to raise their efficient knowledge and vast communication to meet the Covid-19 situation. Our Indian education System is more familiar with face-to-face teaching and this Pandemic situation appears to us as a great obstacle regarding this. This study aims to find out the challenges faced by the educational institution during Covid-19 all over this Indian sub-continent from the perspective of teachers. To obtain the data the teachers were approached and requested to fill in the google form questionnaire. This received data was Calculated, analyzed and discuss to the following manner.

Keywords: Covid19, educational institutions, online teaching, challenges

1. Introduction

The Covid 19 pandemic in India is a segment of worldwide pandemic of corona virus disease 2019 which was revealed by devastating respiratory syndrome corona virus 2 (SARS CoV-2). Three students of Kerela when returning from Wuhan (China), was seen first case of covid19 in India. Government of India announced the lockdown in Kerela from 23rd March and all over India from 25th March. The union government declared lockdown nationwide of all educational institutions on and from 16 March 2020. Later, to control Covid19 situation in India various steps were taken by the authority. All the secondary and higher secondary examinations were postponed including CBSE. While CISCE were assessed the students performance for last six months. The ministry of Human Resource Management had taken various methods to continue the teaching and learning process through online process like Zoom, Google Meet, Telegram, YouTube live, etc.

Indian government and a few educational organisations had been taking different initiatives like the range of digital technologies out of this the vision of Open and Distance Learning. India is under developing country so far, there is no properly progress of digital platforms and for these students would suffer from current digital platform mode. The Government of Indian and the universities have taken different prelusive to update and modify the present online digital platform.

The concept of primary school over the global system was first seen in about 1600 in New Netherland and next in the beginning of the eighteenth century in America where the private school were seen in different cities and town. This academic culture in terms of private schools are the familiar since the British period in India. The oldest private school in India was seen at Chennai name as St George's School. In this school, the medium of language is English and as a compulsory subject Hindi and official language also taught here. Montessori education is also popular due to Maria Montessori's stay in India during World War II. Four of the top ten pre-schools in Chennai were Montessori in 2014.

The term 'public' is affiliated by many private or any managed school like Delhi Public School. These are the model of British public School, which are designated as older, expensive, fee-Paying Private independent School in England. In general, the Private school provide often provide excellent result than other govt. Affiliated school because of high aims and better vision. However, the poorest family is failed to achieve such kind of education. It has been pointed out that the private school's cover entire curriculum activities like general knowledge, sports, music, dance, drama, recitation, science fair etc. However, the statistics reported that in India there are few private schools such as only 7 percent or in private institution, out of this upper primary is 21percent, and secondary is 32 percent.

India is a multi-lingual country but English is a dominant language in case of lowers to higher education and also maximum used in official purpose. This in turn significantly moves the demand to English medium private schools in India. Entire Private education sector, there are two categories of schools in terms of funding sources. One of them is aided private schools and other is unaided private school. Government sanctioned fund for aided private school and also recruited teachers and paid their Salaries (Tilak, 2004). In terms of quality, there is considerable variation in this category of school, as well (kingdon, 2008). In case of unaided private schools, supported their own fund and selfly recruit teacher and provide salary from their self-organising fund. The school census data suggest that private aided and unaided schools enrol 27.50 percent and 5.5 percent of the total student's population respectively, while remaining 17 percent and 5 percent of total school nationally (NUEPA, 2013). These national average marks wide variations among the states of India. For instance,

in northern India, Haryana and Uttar Pradesh enrolled private above 50 percent in the year, 2014. Again, in case of Eastern India, west Bengal enrolled private under 10 percent in the year, 2016 (ASER, 2016).

2. Review of Literature

For the purpose of present research several studies are reviewed and their major findings are discussed in the following sections. Most of these works focus on challenges by the academic institution from Covid19 in developing countries like India. A. Joshi, M. Vinay, and P. Bhaskar (2020) focus about perceptions and experiences of secondary school students on going online learning during Covid-19. Delhi and Uttar Pradesh are the main study area. Findings highlight that, continued interaction extended by the teachers and peers most of the secondary students professed though online learning material, environment, and assessment practices were effective in overall learning. But a significant strength of students also showed the teachers being less helpful due to unproductive co-curricular classes and lack of technical knowledge about the online platforms. Mathematics and Social Science have been the most difficult subjects to understand through online mode of learning by using mobile phone among a huge student. M. M. Hassan, T. Mirza, and M. W. Hussain. (2020) assess the linkage among the strengths, weaknesses, opportunities and threats related with online teaching during lock down. In this paper it is observed that primarily the classes were through zoom app but after that most of the teachers shifted to Google meet. Students expect to choose the blended teaching where they access no bound of place, time as well as extent the sphere of learning and reduces cost of commuting. In this paper some limitations are founded that we have to depend on network connection, the efficiency of teacher's role, substitute classroom teaching, not have clearness in conducting online examination and inadequate assessment. It is more convenient to the respondents that the blended learning method, close to teachers and students in one platform. On the other hand, respondents are threatening by cybercrime while attending online learning. Joshi, A., Vinay, M. and P, Bhaskar. (2020) highlight on impact of coronavirus on the Indian Education Sector from the teachers' perspective. There were various obstacles faced by the teachers during this pandemic period viz. lack of basic facilities, external distraction and family interruption, lack of teachers training, lack of budget for purchasing advanced technologies, lack of technical support. Teachers also faced lack of technical knowledge, creative attitude, path mixing with technology and lack of inspiration. A. Nayak, A. Dubey, and M. Pandey. (2022) focus on the impact of lockdown on education in Maharashtra from the students' perspectives. The paper suggests that few students gain positive impact on them while some students remain in unexpected position towards their studies. Further it is observed that online teaching has increased the cost of education to some extent, while some students think that online education is an innovation way of teaching. Ashri, D. and B, P, Sahoo. (2021) exhibit the research on the Covid19 and challenges faced in higher education across various Universities in India. The objectives are to trace the challenges faced by the students and their level of satisfaction from the online classes. Further the paper highlights the students face lot of wrong way during online mode of learning and needed time to adjust. Sengupta, S. (2022) discuss on different criteria and facilities available online and explore their suitability from the perspective of socio-economic condition of students in India. Interested students are provided an extensive framework for conducting online classes. And to overcome the challenges of online classes a technical solution for carrying out of time-bound assessment through a wide range of strategic plans. Mobile phones and mobile data are the main dependable items of students for online learning. It is also identified that time bound assignment is needed in the above mentioned online platform. N. Hassan (2021) attempts on various challenges faced by teachers in online teaching during Covid19 pandemic and also detect that how covid19 has changed the teaching methodology of the teachers in the state of Maharashtra. In this article it is found that at first time in their career teachers are found to be using online mode of teaching and are seen to be preparing regarding the knowledge of new technology and methodology of teaching. In classroom teaching teachers are using Zoom, Google meet, WhatsApp, Google classroom etc. A great problem arises when teachers enter a remote village. Hassan, M.M., Mirza, T. and M, W, H. (2020) focussed to study a teacher's notion regarding online teaching and how the teachers face to challenge it. It is found that teachers are facing a lot of technical difficulty while taking online lectures and at the same time it is visible the lack of internet connectivity and low bandwidth. An observation also finds that the students are not interested in online teaching and don't submit their assignment on fixed time. Siddique, I. and S, Kathpal. (2021) present a possible model to realize the challenges of online teaching from residence in North India. Institution, students, infrastructure, content and motivation are the major factors of this study. Training for students and teachers, technical and mechanical supports, and counselling sessions for teachers are the challenges of institution. Preparation of students, technical skill to learn in online, network and speed issues, multimedia issues (like videos, ppt, animation), regular assignment etc. are the challenging issues from the perspectives of the students. Another challenging issues like salary issue, job security, job security, inspirational support from colleagues and higher authorities.

3. Research Objectives

To examine the challenges faced by the educational institution during covid 19.

To study the coping strategies adopted by the institutions during covid 19 for teaching.

To identify online resources, pose a challenge to students during the Covid 19 lockdown.

To explore the student's knowledge and skills in online learning pose a challenge during the covid 19

4. Methodology

The study adopted a cross-sectional survey research design of quantitative approach. A cross-sectional survey was conducted using a self-structured questionnaire designed with 4 questions through Google Forms platform to explore the

difficulties or challenging in learning being faced by the institutions during the Covid-19 lockdown. The survey was carried out in the English language. The survey was conducted among the teachers under different discipline from the various regions India. The questionnaire was shared through Email, Facebook, and WhatsApp. The online survey method was chosen as being an inexpensive, time-saving, and achievable without much effort during the lockdown. Over the period of two weeks, 86 teachers were responding all over India. Simple Percentage, Number and Share is used to discuss the matter after receiving data.

5. Data Analysis

The challenges faced by the institution regarding online teaching are analyzed below based on availed data from the Google Forms platform during covid 19 lockdown pandemic period.

Table 1 Use of latest technology there is an increase in cyber threats

Factors	Total Number	Percentage
Strongly Agree	39	45.2
Agree	19	22.6
Neutral	5	6.2
Disagree	9	10.3
Strongly Disagree	14	15.7
Total	86	100.00

Figure 1 Use of latest technology there is an increase in cyber threats

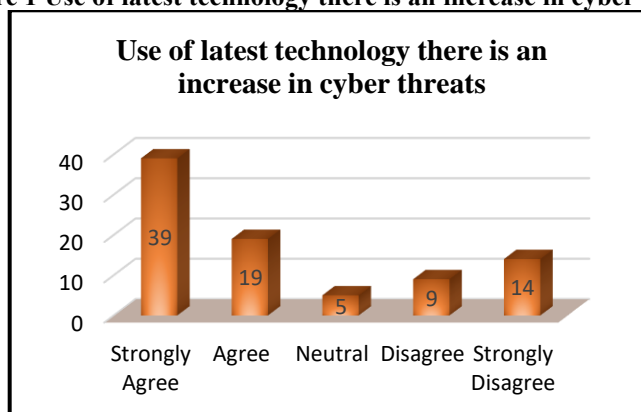


Table 1 depicts the increase in cyber threats in the use of latest technology all over India during the covid-19 pandemic. It seemed that maximum teachers around 45.2 percent (39) strongly agree in the increase of cyber threats during this period. 22.6 percent (19) only agree to this matter. Around 6.2 percent (5) are neutral. The number is very less in this field. The teachers who only disagree to this are slightly more than the neutral one with 10.3 percent (9). The remaining nearly 15.7 percent (19) strongly disagree to the fact of increase in cyber threats during the lockdown (Figure 1).

Table 2 The school faces a lot of financial crises

Factors	Total Number	Percentage
Strongly Agree	42	48.4
Agree	18	21.5
Neutral	8	9.5
Disagree	11	12.4
Strongly Disagree	7	8.2
Total	86	100

Figure 2 The school faces a lot of financial crises

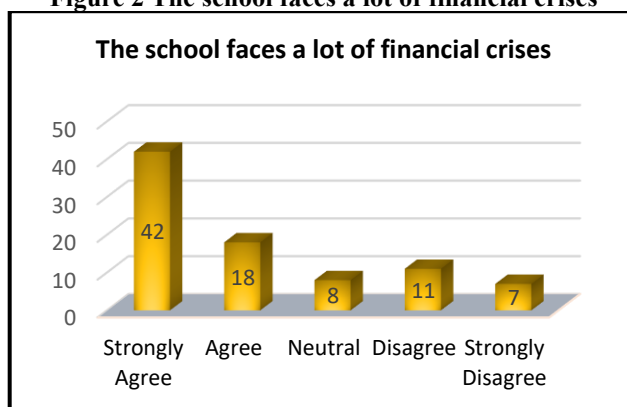


Table 2 discusses with the financial crisis that the school faced during the lockdown caused due to the pandemic of covid 19. The figure shows that around 48.4 percent (42) among 86 teachers strongly agree that the school faced a lot of financial crisis during the pandemic caused due to covid 19. 21.5 percent (18) teachers among 86, only agree to this field. Only around 9.5 percent (8) out of the total are neutral. 12.4 percent (11) only disagree that the schools did not faced any financial crisis. 8.2 percent (7), the least of the total strongly disagree in this matter (Figure 2).

Table 3 discuss about the adequate infrastructure with advance amenities in different school. By looking the table, we may say that more than 50 percent (45) people strongly agree with it. Among 86 teachers nearly 30 percent agree with it (25). Very less number of teachers 3.7 percent (3) are strongly disagree with it. Among all, only 5 teachers (5.5 percent), they not said anything about that matter, means they are neutral. Lastly 9.3 percent teachers (8) not agree with that matter (Figure 3).

Table 3 School should have adequate infrastructure with advance amenities

Factors	Total Number	Percentage
Strongly Agree	45	52.6
Agree	25	28.9
Neutral	5	5.5
Disagree	8	9.3
Strongly Disagree	3	3.7
Total	86	100

Figure 3 School should have adequate infrastructure with advance amenities

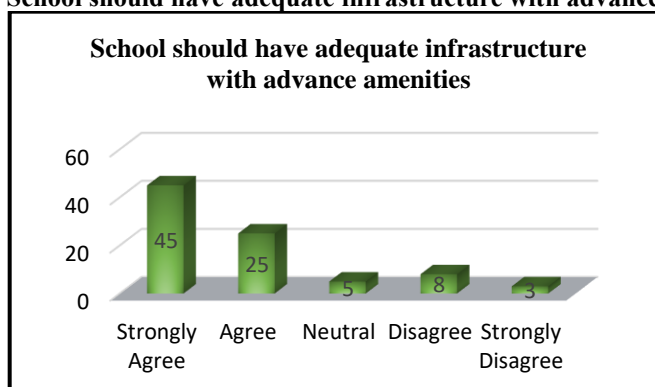


Table 4 Less gross enrolment ratio at all level of academic institution

Factors	Total Number	Percentage
Strongly Agree	33	38.5
Agree	28	32.5
Neutral	4	4.2
Disagree	12	13.5
Strongly Disagree	9	11.3
Total	86	100

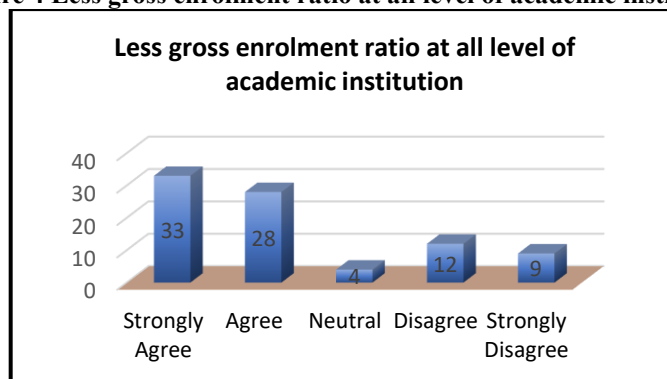
Figure 4 Less gross enrolment ratio at all level of academic institution

Table 4 discuss with the less gross enrolment ratio at all level at academic institution. Here, we looked that Only 33 teachers (38.5 percent) strongly agree with this matter. And 11.3 percent teachers (9) are fully disagree with this matter. Here maximum teachers saying about it, only 4 teachers (4.2 percent) are neutral about it. 28 teachers (32.5 percent) are also agree with this matter. And 12 teachers (13.5 percent) are dis-agree with it (Figure 4).

6. Conclusion

Online teaching is the most powerful weapon among the teachers in this academic world. In this system teachers are required creativity, skill, innovative teaching pedagogies and evaluation mechanisms for academic advancement. A great problem arose to the teachers as well as Students when traditional teaching process transfer to online teaching system. The teachers could not understand that what kind of resource to be used in this academic system throughout this lockdown period. Thus, this online teaching is a great Challenge to the teaching Community such as the accessibility of network Connection, inhibitions while using technology, and also challenges were the struggle associated such as mental stress and anxiety ensuing from the fears. So, there were various numerous challenges for both the teachers and students while conducting online classes. T. Kamal and A. Illiyan (2021), stated that more than 57 percent of faculty members, 52 percent of staff and 60 percent of students experienced mild risk of psychiatric problems. Online counselling might be useful to help them deal with the psychological suffering they experience. Still, more consistent and up-to-date information about the covid19 prevention could decrease the fear and distress they practise. The covid19 amplified the use of the stuff such as tobacco, alcohol, and coffee. Towards this end, digital online platforms not just address the digital challenges, but involves all stakeholders - students, teachers, parents, policymakers - in ensuring that data is delivered effectively not just for better learning, but with personal intervention and social engagement.

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