Effect of COVID-19 on the Academic Planning of University and Colleges with Special Reference to Kachchh Region

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Abstract:

World Health Organization declared the newly discovered corona virus as a global pandemic in the name of COVID-19. Whole world got disturbed due to this pandemic and it forced many to change their mindset to work. More than 100 million cases registered worldwide (as per WHO report 2021) and more than 57 million got recovered from it. The education sector at all levels got delayed to maintain social distancing and stop spreading the infection. Krantiguru Shyamji Krishna Verma Kachchh University started the academic planning during the lockdown period and most of the colleges started to go digital for the betterment of all its stakeholders. The present study focuses on the impact of COVID-19 on the academic planning of the colleges running under KSKV Kachchh University and the level of awareness of the teachers about ICT tools for teaching-learning. The study is based on primary data using survey through structured questionnaire in which 43 respondents filled this survey presently working as teaching staff. Major findings of the study were that most of the teachers spent daily 4 to 6 hours on academic planning, conducted more than fifteen lectures in a week and planning for new courses for students. Most of the teachers have knowledge of ICT tools for teaching-learning, also received prior training for online class and Microsoft Teams was most popular software for delivering online class.

Key Words: Academic Planning, COVID19, Krantiguru Shyamji Krishna Verma Kachchh University, KSKVKU

Introduction:

In December 2019, the first case of corona virus was reported confirmed by the officials in Wuhan city, China. This was the inception of a great change that the whole world would be going to face in the next few months and its effect will be realized may be upto many more years afterwards. The novel corona virus subsequently named as SARS-COV-2 and later on WHO declared it as COVID-19. World Health organization declared the COVID-19 as a global pandemic in March, 2020 when the number of COVID-19 cases surpassed its origin place and outreached to other countries with a massive push. The first case of COVID-19 in India was reported in Kerala on 30/01/2020 and at present India has officially reported 79,90,322 confirmed cases and 1,20,010 total deaths till 28-10-2020. (WHO Coronavirus Disease (COVID-19) Dashboard)

All the sectors were affected due to COVID-19 and education is not an exemption from it. Schools, colleges and university are hard to be reopened for students due to this global pandemic. The major loss is faced by the disadvantaged section of the society who did not have the basic facilities of internet or television or who are living in very remote area like Banni region in Kutch. Even though after complete unlockdown it is supposed that public spending on education may get affected to support health sector in the country. Many countries including India has taken measures and to deliver teaching through internet, radio, television and others.

COVID-19 has discontinued the normal lifestyle of the people across the world but virtual media has come to its rescue during the times of this pandemic. Many schools, colleges and universities have come up with an alternative solution of face to face classes by virtual classes. Many government and non-government organizations have come up to support and help technical to provide virtual teaching smoothly. Many online certificate courses and training programs were developed to train the trainers to smoothly deliver online teaching to college and school students.

Literature Review:

Dr. Naresh Vinamkar in his scholarly article "Impact of COVID-19 Pandemic on Academic planning of College and University Teachers in SRTM University, Nanded: An Online Survey based study" (2020) decodes the impact of COVID-19 on academic planning during, nature of work from home for teachers, willingness to teach online and overall impact on academic planning using survey method of 21 questions related to teaching, learning and evaluation. The study reveals that 2/3 respondents believe that COVID-19 will effect the overall academic planning, 88% are ready to undertake new teaching technique, 3 hours is spend in

academic preparation for teaching online and also daily 3 hours is spend on research related work. (1)

In the research article "COVID-19 Lockdown: Technology adaptation, Teaching, Learning, Student's Engagement and Teacher's Experience" (2020) by Ms. Veena Shenoy and others explained technology adaptation, teaching-learning process, faculty experience and student's engagement influenced during COVID-19 lockdown from higher education institutes with special reference to Bangalore region in India. The results were amazing and found that higher education institutes of Bangalore embraced technology and started teaching online, classroom attendance is almost reached 100%, student's engagement has also increased and policy makers started implementing a similar approach to other education institutes. (2)

Vaishali Bokde(Kharbikar) and others studied in their research paper "Possible impacts of COVID-19 Pandemic and Lockdown on Education sector in India" (2020) about the impact of COVID-19 on education institutes, restructuring of Indian education system and digitalization of teaching-learning methods. The study expounded that students and parents both faced depression due to present scenario in education sector. Also education sector needs to strengthen technical infrastructure for online teaching or else some institutes may be completely closed down due to recession in education sector and may need to cut down or reduce jobs. Some special measures suggested to reshape education sector includes providing support to digital teaching, training to teachers, provide supportive eco system at reasonable rates to all, virtual classroom, e-learning and others. (3)

Objectives:

1. To know about the effect of COVID-19 on the academic planning of College/University by teachers.
2. To study the level of knowledge about different ICT tools used in online teaching-learning for teachers.

Data Collection:

For the present study primary data is used for which survey was conducted through structured questionnaire. The questionnaire consists of 23 questions related to the objective of the study. Total 43 samples were selected based on convenient sampling method who are presently associated with teaching at Krantiguru Shyamji Krishna Verma Kachchh University, Bhuj.

Data Analysis and Data Tables:

Number of Male and Female responses received for the survey:

Age	Gender		
	Female	**Male**	**Grand Total**
Less than 20	10	9	19
30-39	7	6	13
40-49	2	6	8
More than 50	--	3	3
Grand Total	**19**	**24**	**43**

The data related to the number of respondents showed that male respondents were higher than female respondents based on demographic segment. It also states that male teachers are more than female teachers at Kachchh University.

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**Table 1: Time spent on academic work**

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Time spent for academic work
43 responses

- 1 - 2 Hours
- 2 - 4 Hours
- 4 - 6 Hours
- More than 6 Hours

41.9%
11.6%
14%
32.6%
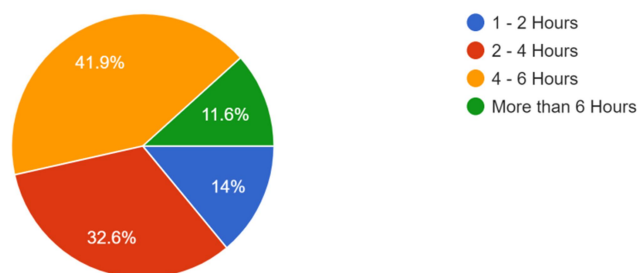
According to the data collected for time spent on academic work (Table 1) daily showed that 14% (6 respondent) worked between 1-2 hours that is minimum time and 11.6% (5 respondents) worked daily more than 6 hours that is maximum time spent on academic work. 74.5% (32 respondents) worked between 2 to 6 hours daily on academic work planning.
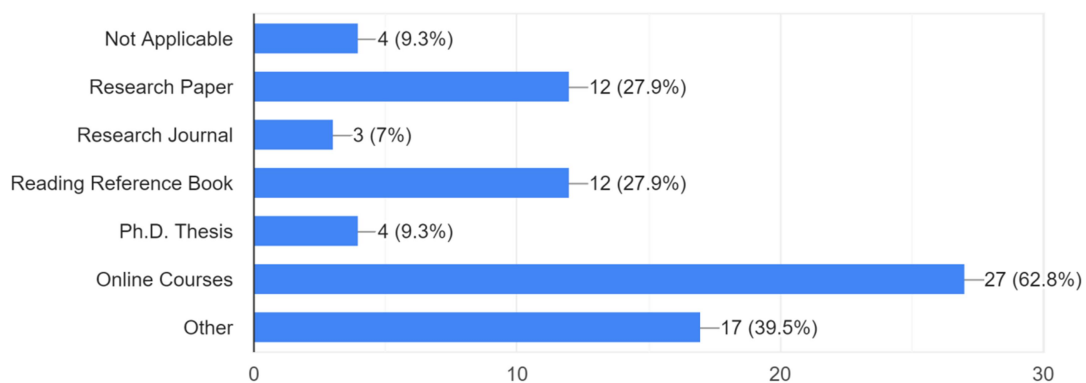
Table 2 : Weekly Online Lectures conducted

Lectures conducted
43 responses

- 0 - 5 Lectures weekly
- 6 - 10 Lectures weekly
- 11 -15 Lectures weekly
- More than 15 Lectures weekly
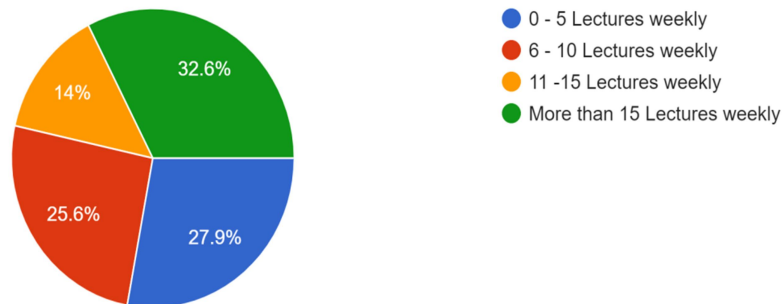
Daily lectures conducted online during COVID-19 (Table 2) showed that 27.9% (12 respondents) has taken 0-5 lectures in a week which is the lowest number of lectures taken in a week and 32.6% (14 respondents) have taken more than 15 lectures in a week which is the highest number of lectures taken during a week. 39.6% (17 respondents) took between 6 to 15 lectures online in a week.

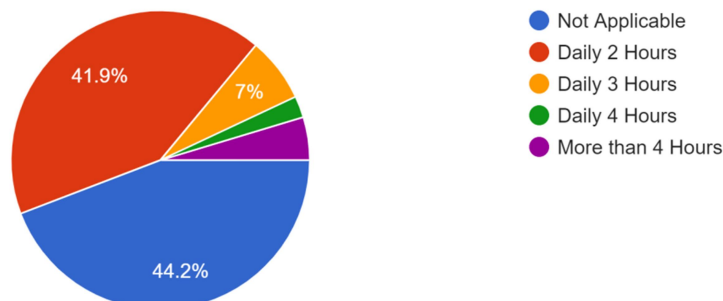## Table 3 : Research activities done during Lockdown period

Research Activities in Lockdown period
43 responses

Category	Value
Not Applicable	4 (9.3%)
Research Paper	12 (27.9%)
Research Journal	3 (7%)
Reading Reference Book	12 (27.9%)
Ph.D. Thesis	4 (9.3%)
Online Courses	27 (62.8%)
Other	17 (39.5%)

The study revealed related research activities conducted under lockdown period (Table 3) included preparing research paper, research journal, reading reference books, Ph.D. thesis, Online courses, and other activities including online seminars, webinars, workshops and few more. Major research activities undertaken in the lockdown period was 62.8% (27 respondents) for Online courses and the lowest being 7% (3 respondents) related to research journal.

## Table 4 : Time spent on research activities during lockdown period

Time spent on research activities during lockdown period
43 responses

Legend:
- ● Not Applicable
- ● Daily 2 Hours
- ● Daily 3 Hours
- ● Daily 4 Hours
- ● More than 4 Hours

Pie chart values: 41.9%, 7%, 44.2%

Actual time spent on research activities during the lockdown period indicated 41.9% (18 respondents) invested daily 2 hours on research activities, 4.7 % (2 respondents) daily utilized more than 4 hours on research activities and 44.2% (19 respondents) selected not applicable. 51.2% respondents designed new courses for students during lockdown period.

Table 5 : After June 2020 number of online co curricular activities conducted

After June 2020 upto till date, number of online cocurricular activities (events/competitions/guest lectures/seminars etc.) conducted for students by you
43 responses

Legend:
- ● Zero
- ● 1 - 3
- ● 4 - 6
- ● More than 6

Pie chart values: 18.6%, 23.3%, 39.5%, 18.6%
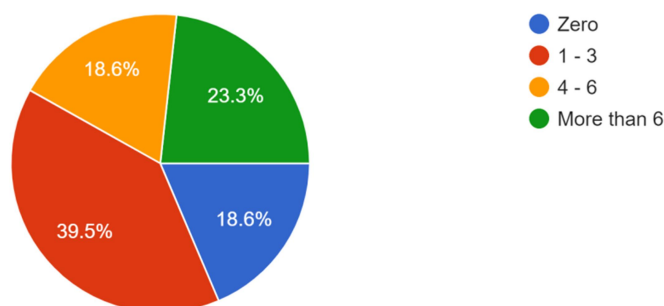
Online co curricular activities organized for the students during lockdown period (Table5) numbered between zero to more than 6. In which 18.6% (18 respondents) stated zero activities and 23.3% (10 respondents) notified more than 6 activities organized like events/competitions/guest lectures/seminars etc during the lockdown period.

Total 86% (37 respondents) have knowledge of ICT Tools for online teaching-learning and 14% (6 respondents) did not have any knowledge of ICT tools. Also out of total respondents 67.4 % (29 respondents) have attained training prior to online teaching and 27.9 % (12 respondents) have not received any training.

**Table 6 : Platforms/Software's used to deliver online class**

Platform/software used to deliver online class
43 responses

- ● Zoom Meeting App
- ● Google Meets
- ● Microsoft Teams
- ● YouTube
- ● Other
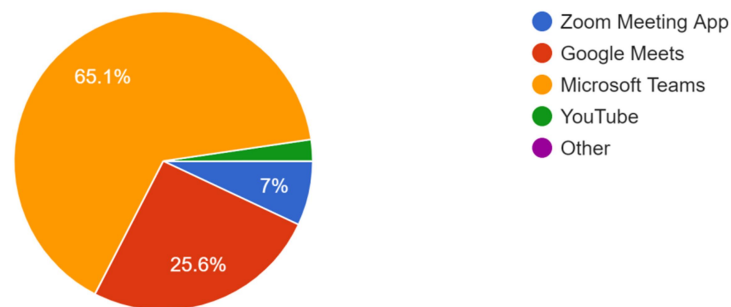
To deliver online class different software's applications were used amongst which Zoom meeting App (7%), Google Meets Application (25.6%), Microsoft Teams (65.1%) and other applications like YouTube (2.3%).

Table 7 : Software used to deliver class material

Software/s used to deliver Class Material to students
43 responses
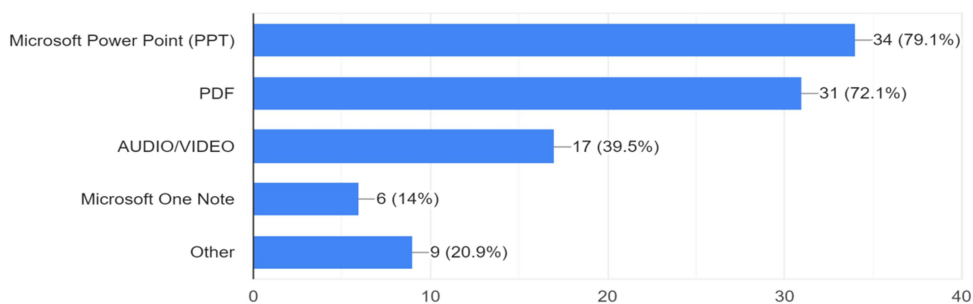
To deliver class material mostly provided by more than 70% by PPT (PowerPoint presentation) and PDF format. Between 14% to 40% teachers delivered their class material using Microsoft one note, audio/video and other formats.

Findings and Conclusion:

The study is focused to understand the impact of COVID-19 on the academic planning of teachers with special reference to Kachchh University, Bhuj. Major findings of the study are:

- Most of the teachers daily spent 4 to 6 hours (41.9%) for planning the academic work and 11.6% teachers spent daily more than six hours for academic work.
- 32.6% teachers conducted more than 15 lectures weekly online, 27.9% conducted between zero to five lectures in a week and rest 39.6% conducted between six to fifteen lectures in a week.
- Largely 62.8% spent their time on learning through online courses like webinars, seminars and others.
- Time spent on research activities during lockdown period showed that maximum 44.2% teachers did not spent any time on research activities, 41.9% spent daily 2 hours on research activities and rest of 14% spent daily between 3 hours and more than 4 hours on research activities
- 51.2% teachers designed new courses for students.
- 39.5% teachers organized 1 to 3 co curricular activities for students, 23.3% teachers organized more than 6 co curricular activities and 18.6% did not planned any co curricular activities.
- 86% teachers have knowledge of ICT tools for teaching learning in the class.
- 67.4% received training prior to online teaching in the class through online or physically.
- For delivering lectures online most of the institutes used Microsoft Teams application (65.1%), second most used software was Google meets (25.6%) and least utilized software was YouTube (2.3%)
- Power point presentation and PDF were most preferable software by the teachers for sharing notes/material, whereas Microsoft One Note was the least used software for the same.

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