



POST COVID-19 AND DIGITALIZATION OF UNIVERSITY LECTURERS IN DELHI

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Abstract: This study investigated post covid-19 pandemic and the impact of digitalization on university lecturers in Delhi. This study made use of the descriptive research design. Two research questions were raised for the study. The target population of the study comprised of all lecturers of Delhi NCR. The sample size used comprised of 61 lecturers which includes 24 males and 37 females. The research instrument used for data collection was a 17-item structured questionnaire rated on a five-point Likert scale. The responses of the respondent were presented in simple statical table and analyzed using mean and standard deviation. In taking decision on the research questions mean scores for 3.25 and above were deemed as agreed, accepted or positive while those below 3.25 were regarded as negative unaccepted/disagreed responses. The findings of the study revealed the impact of digital semester on lecturers as well as the availability of digital resources in Delhi Colleges. Based on the findings of the study, it was recommended that lecturers and students should incline themselves in the innovative trends of digital teaching and learning respectively. Also, government and other

Stakeholders should support teachers/lecturers, students and communities by adequately providing digital tools for teaching and learning in the post covid-19 era.

Index Terms: Post covid-19, covid-19, digitalization, lecturers

I. INTRODUCTION

Digital transformation is slow process in education which became an urgent topic in the spring of 2020 due to COVID-19. In mid-March, the Indian Government closed the schools and universities and the classes were held in online form. This faced both students and teachers with unexpected challenges. It has been magically anticipated that the world changes in at regular intervals. The instructive scene of the present world is going through revolutionary change with many changes that have been sped up with the Coronavirus pandemic.

With the Coronavirus pandemic, most advanced education establishments shut grounds, dropped all physical class gatherings, and moved to online teaching. Indeed, several recent studies (Sonia & Dr. Raju Kumar, 2020) have found that 28% students are not satisfied with the online teaching. Reason for dissatisfaction includes poor internet connections in some areas, due to which sometimes voice is not audible and video gets disconnected. Students feel difficulties in performing practical online.

Lokanath Mishra et al. 2020, in their study found that some teachers were in a dilemma as they were not sure whether the students switched on the computer for the namesake or actively present at the moment or sitting somewhere; no clue about the participation. It was also found that on an average student responded that they use 1.5–2.0 GB data per day as it was in their affordable prepaid plan.

II. LITERATURE REVIEW

This literature Review was carried out to identify the factors which impact the education system in post Covid era. Mishraa and Abha Shreed 2020, explained about teaching-learning process in higher education during lockdown period of COVID-19 pandemic, in which they observed that online education greatly depend on various factors like students perception on teaching-learning, action plan for online teaching by familiarization with online tools, techniques, processes and platforms excellent domain knowledge, proficient computer knowledge, online educational resources and training programmes for both teachers and students.

Another by Arora et al., 2020 in which they demonstrated that there are three major factors like affordability, infrastructural, and training that affect online learning during the COVID-19. Bogdandy et al. 2020, in their research explained about the digital transformation of education during COVID -19 which according to them depends on different variables such as transformation in teaching learning methods, learning from AR and VR, class room coaching technologies. According to them, digital transformation in education during COVID-19, studied the performance of the digital transformation and identified student groups and also explored the experience, the feelings and the overall expression of the students regarding digital education and recent changes. He found that the digital education can be considered successful. The students enjoyed the digital education and half of them are willing to continue it in the future. So for these challenges Kagoya 2020, in his study he recommended the adoption and implementation of the proposed of digital transformation framework in education sector to attain UNDP goals, UN sustainable development goals and equip the young generation with digital skills which will eventually reduce poverty and create opportunities.

According to the study of Sonia and Kumar 2020, they explore the students' perspective towards online teaching, e-examination and e-evaluation of exams. In which they found that 28% of students are not satisfied with the online teaching because of poor internet connection in some areas, due to which sometimes voice is not audible and video gets disconnected. Students feel difficulties in performing practical online. Also Gómez et al., 2021 and Eri et al., 2021 in their studies analyzed the perceptions of students towards online teaching-learning process and determined the assessment given by students about the changes that took place in university teaching as a result of COVID-19. They found that a large section of students gave their vote to face-to-face teaching-learning as the most preferred mode of learning.

Sinku (2021), analyzed the post-covid effect on Indian Education System, studied the various potential threats and opportunities in education system and find out future perspective of digital education in India. His study found that in India, a variety of virtual tools was unleashed from primary education to higher education where educational activities switched to online learning. The observations point to the fact that India, generally has some pockets of excellence to drive the education sector to the next level, which has the potential to increase access. Access to education has always been a challenge due to a limited number of spaces available.

III. RESEARCH GAP

There is plentiful literature which enumerates the effect of Covid 19 on Education system and effect of digitalization on Professors' job performance in colleges. Nevertheless, there are limited studies that have been carried out specially in Delhi to examining the effect of Covid 19 in Delhi colleges. Thus, there is a research gap which this paper proposes to address. Hence, this paper uses the data and information obtained through the study of Delhi Universities to build a complete prescriptive framework.

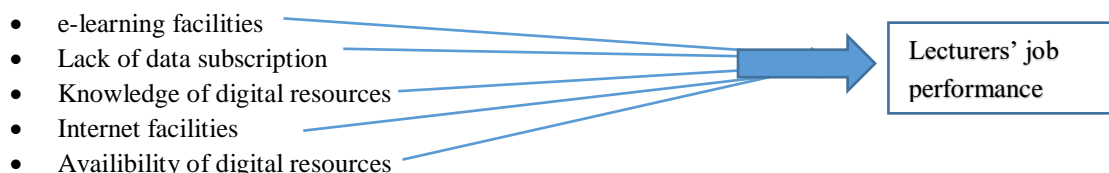
IV. PURPOSE OF THE STUDY

The intent of this study is to better understand and project how covid-19-based school and college closures has affected academic staff (lecturers) performance during the 2019–2020 and 2020–2022 school year respectively. Thus, the purpose of this study is to measure the effects, consequences of post covid-19 and the impact of digitalization on students' academic achievement. Specifically, the objectives of the study aimed to analyze the:

- i. To what extent Covid-19 effects the education system in Delhi.
- ii. impact of digital semester on lecturers' job performance post Covid in the Delhi Universities
- iii. availability of digital resources during the post covid-19 era in the Delhi Universities.

Conceptual Model

Independent variable

**Research Questions -**

This research investigated the following three questions:

- 1) What is the overall effect of post covid-19 pandemic on educational system in Delhi Universities?
- 2) What is the impact of digital semester on lecturers' job performance in the Delhi Universities?
- 3) To what extent are digital resources available in the post covid-19 era in the Delhi Universities?

V. METHODOLOGY

This study made use of the descriptive survey research design. Two research questions were raised for the study. The target population of the study comprised of Delhi University lecturers. The sample size used comprised of 61 lecturers which comprised of 27 male and 37 female. The research instrument used for data collection was a 17-item structured questionnaire rated on a 5-point Likert scale, with response options of Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree as well as Available and Not Available. The responses of the respondents were presented in simple statistical table and analyzed using mean and Standard deviation. In taking decision on the research questions, mean scores for 3.25 and above were deemed as agreed, accepted or positive while those below 3.25 were regarded as negative and unaccepted/disagreed responses.

VI. RESULT AND ANALYSIS**TABLE 1. EFFECT OF COVID-19 ON EDUCATIONAL SYSTEM IN DELHI**

	N	Mean	Std. Deviation	
negative effect due to Covid-19	61	3.52	1.456	Agree
lack e-learning facilities	61	3.38	1.331	Agree
unable to access - epileptic power supply	61	3.46	1.177	Agree
Covid-19 destabilizes semester & academic session	61	3.64	1.304	Agree
Mass failure of undergraduate students	61	3.49	1.233	Agree
Valid N (listwise)	61			

Table 1 shows the impact of Covid-19 on Delhi universities educational system. Data in the table shows that most of the lecturers agree to all the statement on effect Covid-19 on education system which shows that Covid 19 has a negative impact on education system.

TABLE 2. IMPACT OF DIGITALIZATION ON LECTURERS' JOB PERFORMANCE

	N	Mean	Std. Deviation	
getting familiar with new digitalized teaching methods	61	3.21	1.280	Disagree
lack of e-learning facilities in my college affects my job	61	3.26	1.047	Agree
worried about multimedia	61	3.23	1.296	Disagree
media is not in accordance with the indicators and learning purpose	61	3.16	1.200	Disagree
I feel anxious about preparing the media	61	3.26	1.401	Agree
more comfortable in using Print media	61	3.49	1.059	Agree
I feel anxious that students cannot understand the contents of the media	61	3.20	1.327	Disagree
Valid N (listwise)	61			

Table 2 ascertained the impact of digital semester on lecturers' job performance in Delhi University colleges. Data in the Table shows that most professors are not familiarize with the digital technology used for teaching in colleges and also they are not comfortable with the technology.

TABLE 3. AVAILABILITY OF DIGITAL RESOURCES DURING THE POST COVID-19 ERA IN THE DELHI UNIVERSITY

	N	Mean	Std. Deviation	
Desktop/computers/ laptop / Computer laboratory	61	1.10	.300	Available
Internet facilities/connectivity	61	1.25	.434	Available
Multimedia classrooms (Audi-Visual centers)	61	1.31	.467	Not Available
ICT resource center/ School cyber café	61	1.51	.504	Not Available
Digital library	61	1.36	.484	Not Available
Valid N (listwise)	61			

Table 3 ascertained the availability of ICT resources during covid-19 in the Delhi University. Data in this table shows that there is lack of digital resources in most of the colleges.

VII. DISCUSSION OF FINDINGS

The present study revealed the impact of Covid-19 on Delhi university academic staff. Its impact on the digital semester and professors as well as the accessibility of digital resources in Delhi University.

The consequences of the Covid-19 era on educational system were clearly demonstrated by the findings in Table 1. During the covid-19 and post covid-19, many higher education institutions in Delhi University lacked e-learning facilities that would not allow teachers to communicate with their students for effective teaching and learning.

Table 2 shows that covid-19 has both a detrimental and a beneficial impact on educational system. Covid 19 had a negative impact on education system. The negative impact was primarily due to the Covid-19 lockdown and closure of educational institutions across the country, which necessitated the need for digital literacy. The majority of Delhi University's colleges lack e-learning tools, making it difficult for professors to engage with their students at this time. The professors were not familiar with the digital technology used for teaching in colleges and also, they were not comfortable with the technology.

Table 3 results shows that in Covid-19 era, there is a need for proper availability of digital resources in Delhi colleges as there was lack of digital resources in most of the colleges.

VIII. CONCLUSION AND RECOMMENDATIONS

COVID-19 pandemic, changed the face of education. Educators and students across the country worked to accommodate socially distanced and virtual education while also supporting their student's fears and concerns. While universities across the country have long been using both synchronous and asynchronous online teaching, Delhi University was not in the same position. When the pandemic closed, administrators were left to find software and online tools to adequately educate students. Not only were the majority of them forced to shut down their campuses and send their students home, but they also had to instantaneously change how they were educating students. Classes went online and universities did their best to get comfortable with teaching and learning over video-conferencing apps like Zoom or Microsoft Teams. They also canceled in-person activities and got creative with how to engage students. The present study made use of the descriptive survey research design. The target population of the study comprised of Delhi University lecturers. The study highlighted that most professors in Delhi University were not familiarized with the digital technology used for teaching in colleges and also, they were not comfortable with the technology.

One example of this discussion is a realization that higher education institutions need to invest in high-quality educator preparation, including both teachers and leader residencies in high-need communities. Along with online teaching programs, emphasis should have been laid on time management, psychological development and modes to make online teaching interesting so that the stress among the students as well as lecturers during the pandemic could be minimized. The best way is to continue hybrid teaching so that if such a situation arises switching on to either mode of teaching doesn't become difficult. The policy makers need to make plans so that funding is given to higher education institutions to secure proper information technology for crisis management.

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