

## 2. Challenges in Higher Education after Covid-19

**Dr. A. N. Basugade**

Prof. & Head, Dept. of Statistics, G. K. G. College, Kolhapur. (Ms- India)

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### **Abstract**

The impact on higher education has been significant with the disturbance of academic schedules due to suspension of classes over a prolonged period. This unplanned lockdown has severely affected the scheduled plans for completing courses within the academic year. The Covid-19 pandemic has forced college managements and governing bodies to look into on-line learning options which are workable, but the entire education system is not completely prepared. Most of the education institutions are not equipped to virtually connect with students and conduct on-line classes. The Covid-19 pandemic has had a major impact on education - both negative and positive.

In the article we will discuss a few challenges after covid-19 in higher education and study some of remedies for the recovery from those effects.

**Key words:** Covid-19, Pandemic, online education

### **1. Introduction**

Covid- 19 pandemic has sparked a realization that our current way of life does not work. It has broken our perception of what is normal and decomposed society as we all know it. One such crucial area, where the need for change has become evident, is education. The effects of the coronavirus and thereby its preventive measures, has distorted the life of students, parents and teachers. The clear disruption in the normal functioning of education has placed an emphasis on many questions, which were left unanswered. The period we have spent in lockdown, we have found the time to think and the direction in which we must apply our efforts. With the lockdown suspending classes at all colleges and universities, the annual academic calendar has been hit hard, especially as the March-April period signifies the crucial time of an academic year and after that there is time for enrolment for the new session. We have not only been given a chance to rethink the education sector, but also the opportunity to visualize how it can grow with our changing world. As a starting point, it can be useful to evaluate the link between the perceptions of new technologies and how these relate to definitions of teaching quality. We have seen that



## ANALYSIS OF CHALLENGES BEFORE HIGHER EDUCATION IN INDIA

Dr. A. N. Basugade

Associate Professor in Statistics  
Gopal Krishna Gokhale College, Kolhapur

### Introduction:

The higher education sector has expanded rapidly in the country. India's higher education system is the world's third largest in terms of students, next to China and the United States. In future, India will be one of the largest education hubs. India's Higher Education sector has witnessed a tremendous increase in the number of Universities/University Institutions & Colleges since independence. The 'Right to Education Act' which stipulates compulsory and free education to all children within the age groups of 6-14 years, has brought about a revolution in the education system of the country. Yet there is inequality in geographical access and distribution. Dadra and Nagar Haveli and Lakshadweep have hardly any institutions for higher learning; 14 states have much higher levels of access to higher education compared to the national average (12.17) in terms of number of institutions available per lakh population in the age group 18-23. One of the major challenges is to enhance the access to higher education. The state has a major role to play in this regard. There is confusion as regards entry, fees, and the type of courses/programs that can be offered. This has resulted in an unhealthy rivalry between politicians, Government and private service providers. Various Committees and statutory bodies have reviewed the higher education scenario in the country and have recommended future courses of action. Kothari Commission, National Knowledge Commission, CABE Committee on Autonomy in Higher education and Yashpal Committee are some of the major contributors on the subject. State of higher education in India is in between good and bad. India has 670 universities, about 38,000 colleges, 8,20,000 professors & lecturers and over 2,80,00,00 students were enrolled. There is growth in number of colleges, universities, students and teachers year after year. But the quality of education in India at higher education level is significantly poor as compared to major developing nations of the world. As of 2008, Indian post-secondary institutions offer only enough seats for 7 per cent of India's college population, 25 per cent of teaching positions nationwide are vacant, and 57 per cent of college professors lack either a master's or Ph.D. degree.

### Major Challenges Before Higher Education:

#### 1. Teaching Quality:

The first issue that higher education in India is facing is decreasing teaching quality. Teachers are not well trained and qualified for the job that they have assigned. Some colleges appoint young graduates as professors without any training of teaching techniques and they didn't have any experience and knowledge. At present, there is no mechanism for ensuring accountability & performance of professor in colleges and universities.

#### 2. Shortage of Resources:

Huge enrolment in higher education is handled by state universities and their affiliated colleges. These state universities receive very small amounts of funds. Nearly 65% of the



## 22. Multicultural Apporach in Teaching Statistics

Dr. A. N. Basugade

Professor and Head, Dept. of Statistics, Gopal Krishna Gokhale College, Kolhapur.

### Abstract

Now a days student population is changing rapidly and steadily reflects the myriad of cultures it represents. Students should be able to use a statistical idea to further and their understanding of other statistical ideas, and they should be able to apply statistical thinking & modeling to solve problems that arise in other disciplines. Furthermore, they should understand the role of statistics in our multicultural society and the contributions of various cultures to the advancement of statistics. Culture, in this particular instance, includes but not limited to ethnicity, socio-economic status, language, geographic origin, learning manner and abilities, gender etc. It is sensible to reexamine our teaching approaches and to think carefully about the role of multicultural approach in the teaching and learning of our students.

In this paper we discuss about the need of multicultural approach in teaching statistics, how it can be employed and of the guidelines to use multicultural approach in teaching statistics.

**Key words:** multicultural, Statistics, teaching.

### 1. Introduction

The aims and objectives of multicultural education tend to vary among educational philosophers and liberal political theorists. Educational philosophers argue for preservation of the minority group culture, by fostering children's development of autonomy and introducing them to new and different ideas. This form of exposure assists students in thinking more critically, as well as, encourage them to have a more open mindset. On the other hand, political theorists advocate a model of multicultural education that warrants social action. Hence, students are equipped with knowledge, values, and skills necessary to evoke and participate in societal changes, resulting in justice for otherwise victimized and excluded ethnic groups. Under such a situations, teachers serve as agents of such change, promoting relevant democratic values and empowering students to act. Multicultural education also has other gains and goals. They are i) Increase self-esteem of non-mainstream students ii) Increase diversified student exposure iii)