



# **DIGITAL** **TRANSFORMATION OF THE** **TEACHING COMMUNITY**

Transformation of higher education after the  
COVID disruption

# Table of Contents

FOREWORD	03
INTRODUCTION	05
KEY TAKEAWAYS	06
SURVEY FINDINGS	07
PREVIOUS SURVEY FINDINGS	16



# Foreword

As the coronavirus-induced pandemic spread itself across the world, most universities, colleges and schools found themselves ill-prepared for online learning or remote classes. Shifting to online platforms wasn't easy – apart from the infrastructure, universities struggled to build faculty competencies, develop content, manage student inductions, figure out ways to manage interactivity and decide on online assessments. Mixed signals from policy administrators, ill-prepared teachers and untested pedagogy left students overwhelmed with anxiety and uncertainty in the face of massive disruptions to their learning.

However, thrown into a problem to figure out their own solutions, our teaching faculty demonstrated impressive resilience and perseverance! Some picked up the skills from their friends, while a few took online courses – the community ensured that the industry could maintain some semblance of business continuity in the face of a calamity, which no one was prepared for. **(Contd.)**



Online education was always the solution that could break the difficult trinity between cost, quality and scale and provided resilience to our education system; but was stifled by poor foresight. Digitalisation of education is not just passing showers, but climate change; and will cause a paradigm shift in education. Ability to deliver online learning is like muscles that can be developed with some practice; as time goes on, universities will have to develop their competencies and offerings. The experiments in online learning, clubbed with appropriate pedagogy, right instructional design and tech-enabled platforms can help them create engaging, effective and resilient learning experiences for their students. Carrying these learnings to the new world of education would be useful.

A strategic focus on appropriate technology integration, teachers training and a sincere execution of the plan can improve education at scale – creating an enabling ecosystem that promotes digital skill building, experimentation on new pedagogies and nurtures meritocracy can stand in good stead. A skewed focus on structural changes has taken away the spotlight from the role of a teacher – disruptions in education systems sound irrelevant unless it changes what and how children learn – and for that what matters is what the teachers think, what they know and how they execute inside the classroom! The gains can become disruptive once we focus on training the incumbents and upgrading the ones in the classrooms. The road is clear, we need to tread carefully!

## Shantanu Rooj

Founder & CEO

TeamLease EdTech

# INTRODUCTION

The outbreak of Covid-19 impacted many sectors, but the educational industry suffered the most. India is the world's most extensive higher education system with 1,400 Universities, 42,343 colleges and 11,779 standalone institutions and 38.5 million students; unexpected severe restrictions on the movement and the gatherings ultimately caused massive setbacks. The regular classes were suspended and switched to online classes with multiple issues, from the infrastructure to the teaching community. To support the decision, Government extended various free digital e-learning platforms such as the National Programme on Technology Enhanced Learning, Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM), e-Pathshala DIKSHA portal, SWAYAM Prabha, National Repository of Open Educational Resources, etc. to continue learning during the lockdown.

Many HEIs initiated their efforts to use technology to support remote learning, distance education and online learning. But it is worth mentioning that online teaching witnessed a devastating impact on the lives of those underprivileged students and from the poor section of the society. The two fundamental aspects of note were:

1

A considerable learning loss was borne by the students despite multiple tech interventions.

2

Since many institutions do not have a good tech infrastructure, most have to depend on an open-source online teaching platform like Skype, Google Meet, Youtube, etc., to teach.

The pandemic significantly transformed the way people work around the world. Almost every sector was impacted, and higher education was no exception. The disruption brought opportunities alongside the uncertainties, leading to innovation in the higher education domain. In a short span of time, the HEIs had to adopt new methodologies for teaching and learning. The transformation, which under normal circumstances would have taken decades, took place within months.



In 2020, right at the start of the pandemic, TeamLease EdTech had carried out a study with the teaching community and brought out a report to highlight the then-current state of tech skills that teachers possessed and how they were adapting to the new ways of teaching brought on by the pandemic. The survey report presented a comprehensive summary of teachers' growth and adoption of education technology.

The recent survey is a follow up to the previous report to understand the extent of the transformation as an outcome of the pandemic and its possible impact on the future of education from the lens of a teacher.

# Key Takeaways

The teaching community showed a humongous amount of resilience during the pandemic. They picked up skills from their children and friends and maintained continuity.

Now that we are 2 years into the pandemic and the campuses are opening up again, we wanted to check the status of the newly acquired skill sets. The latest survey has thrown exciting insights.

1

**30%** teachers are still not highly proficient with digital tools.

2

Only **31.4%** teachers are comfortable with managing a LMS.

3

Only **14.9%** teachers can manage a Virtual Lab.

4

The good news is that more than **90%** teachers said they were adept at conducting live classes. This has taken away the geographical limitations of teaching!

5

With **53.72%** teachers using smartphones to teach, smartphones have become an essential element of education.

6

**50%** teachers said their institute is providing training to them.

# Survey Findings

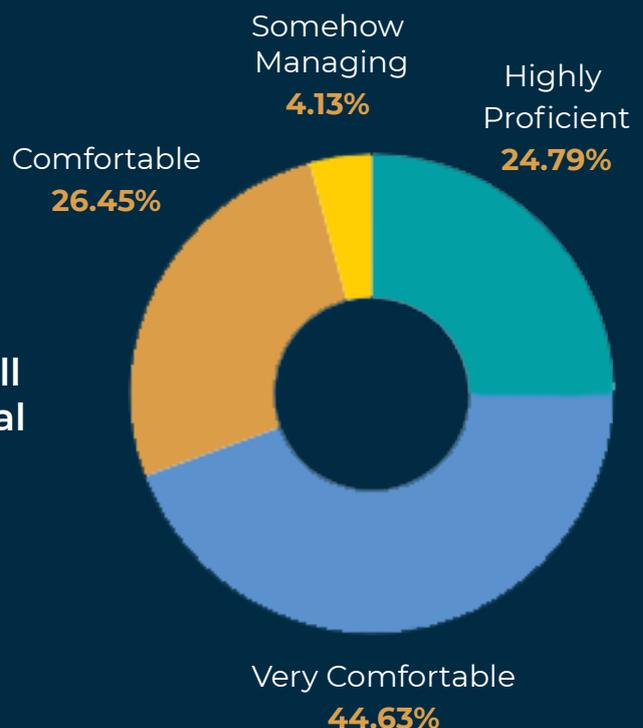
An educational institution is only as good as its teachers; teachers are also the most significant force driving online teaching. The pandemic pushed teachers to use online platforms for education without any training or preparation. During this conundrum, some of the teachers somehow managed to survive the ordeal, whereas others thrived in this new world of education. However, the success of online classes depends highly on the teachers' adaptation to technology. This suddenly forced disruption also created new opportunities for the teachers and room for innovation in the education system.

TeamLease EdTech carried out the survey of over **1000** teachers and educators from across the country to bring out the following insights:



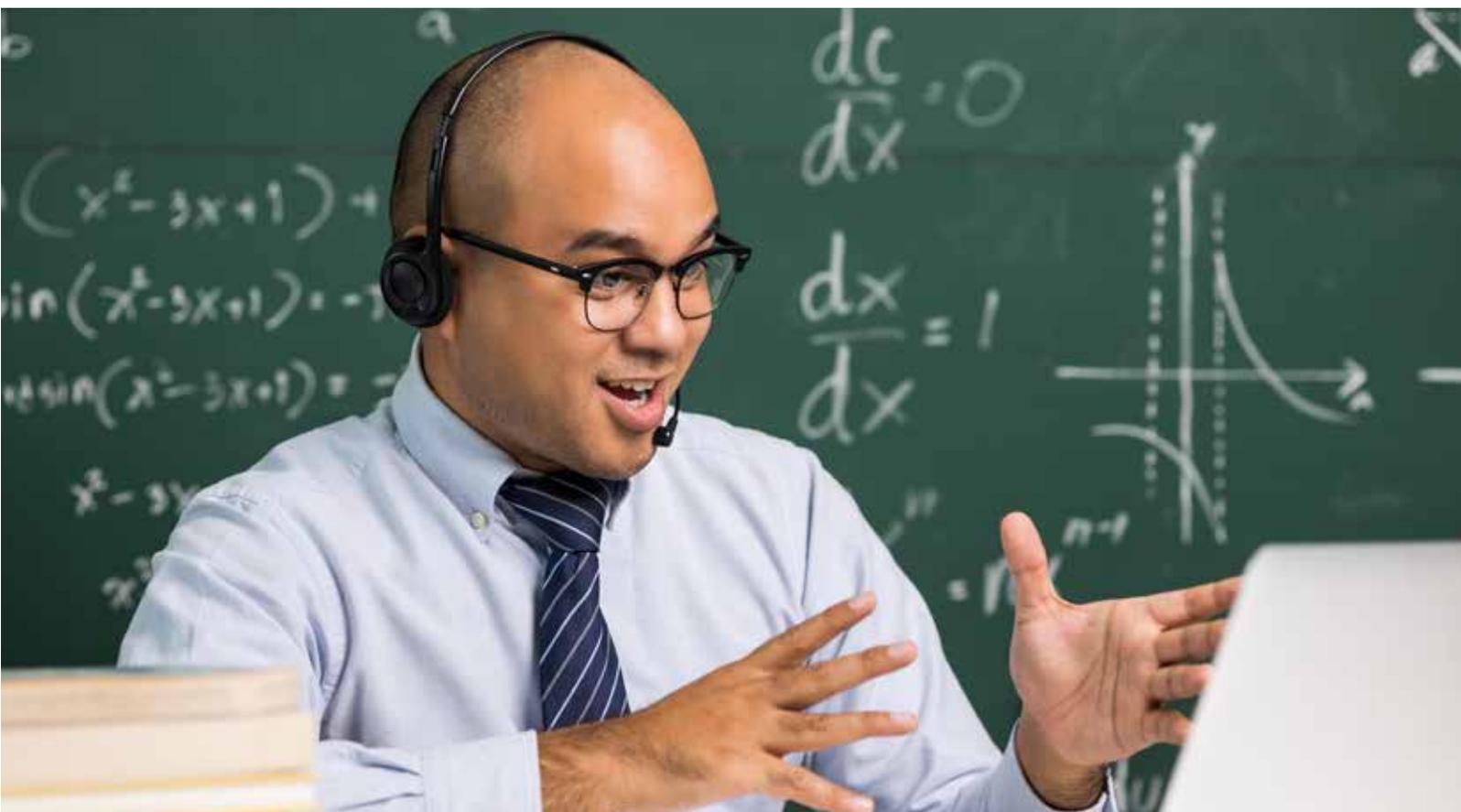
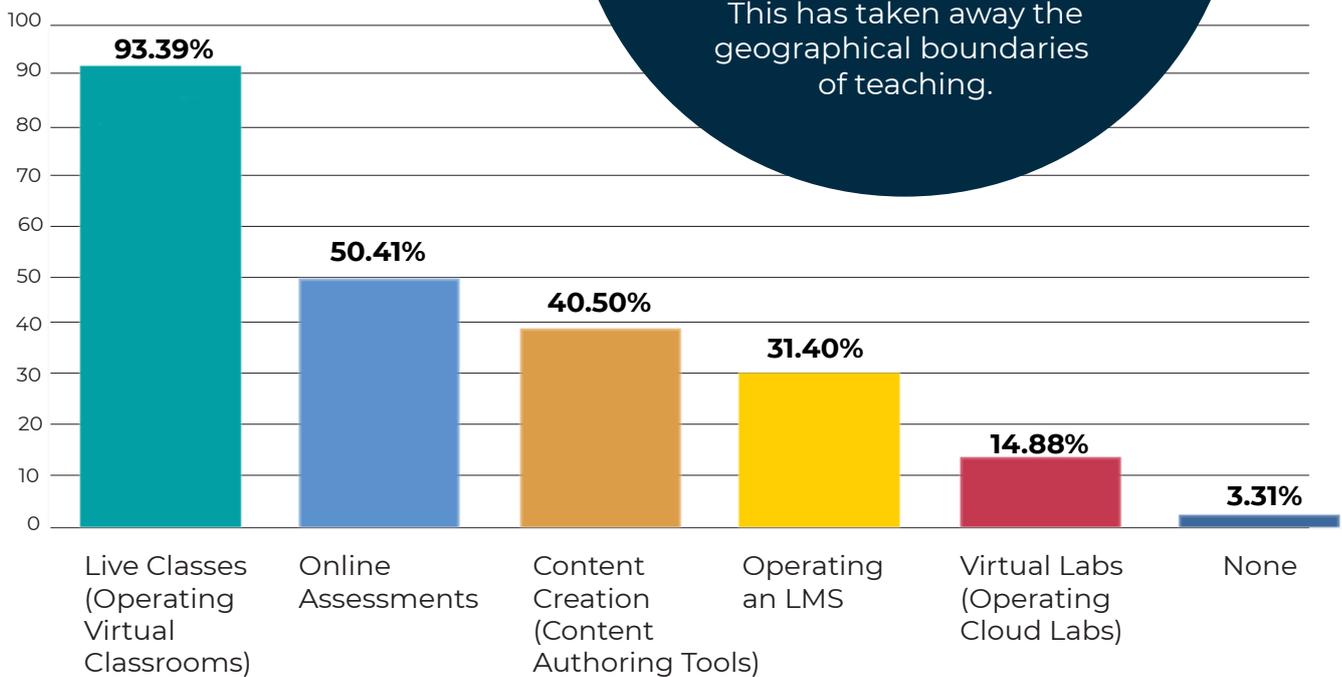
## 26.45%

of the teachers said they are still **not** highly proficient with digital tools.

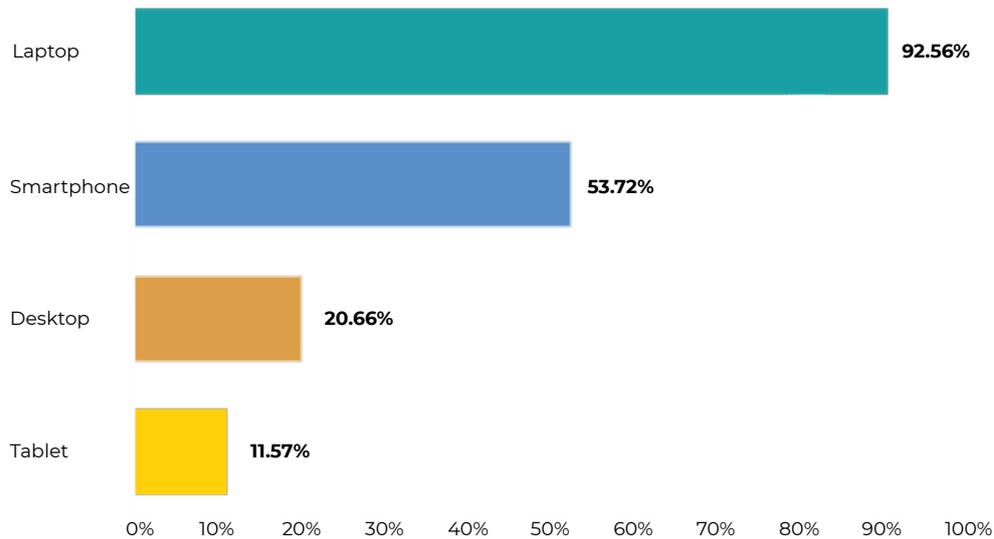


# 93.39%

teachers said they were adept at conducting live classes. This is a great indication of how quickly the teaching community adapted from teaching in brick and mortar classroom to the digital world. This has taken away the geographical boundaries of teaching.



## Teachers had to quickly adapt to teaching via non-conventional tech tools in order to deliver learning to their students

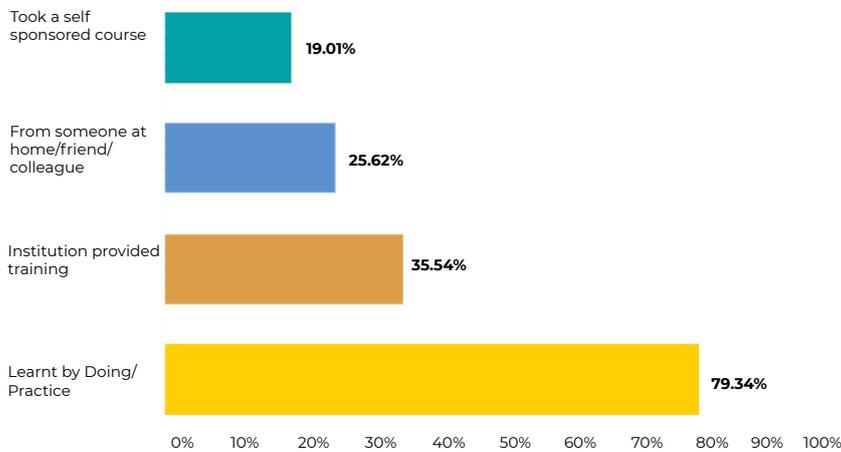


# 53.72%

of the educators chose smartphones as their go-to device for teaching online as compared to only **20.66%** who used Desktops! This is a significant indication of how smartphones have become an important element of education.



## Teachers had to upskill themselves when the pandemic hit as the nature of teaching drastically changed overnight



# 35.54%

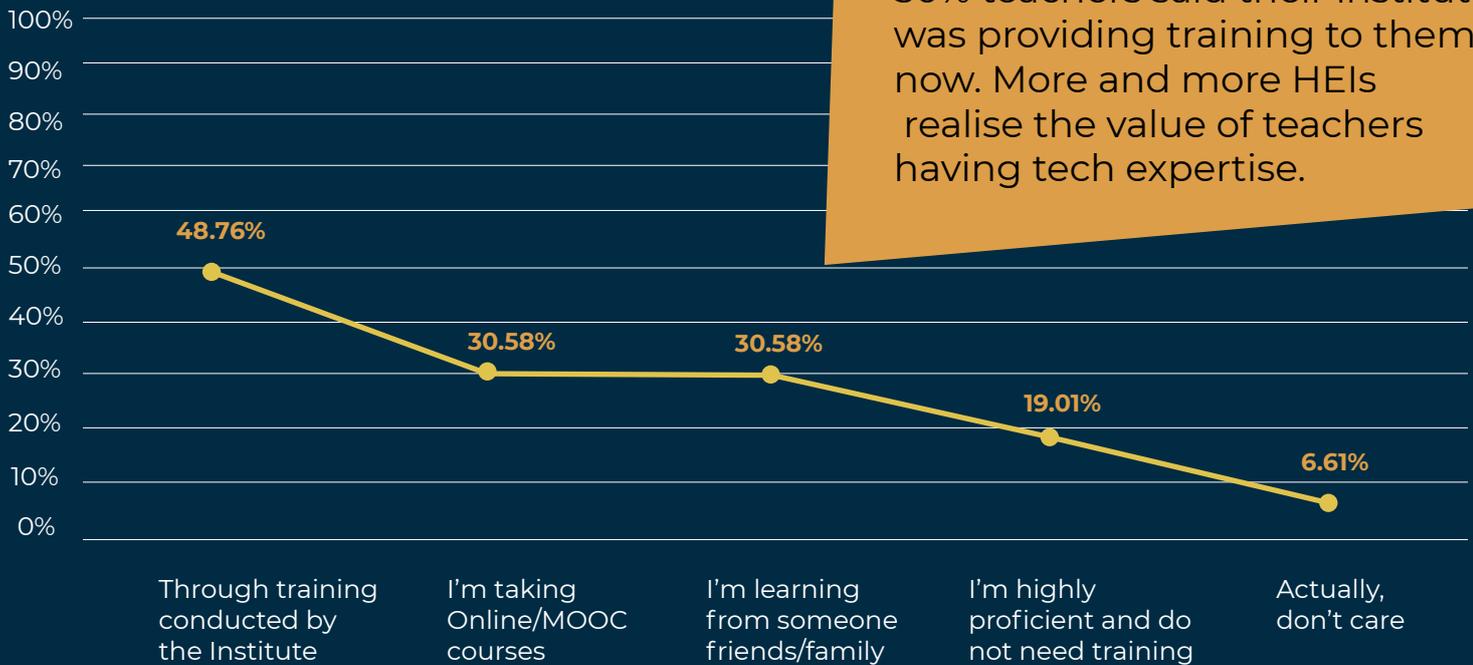
respondents indicated that their institution provided them relevant training. While **79.34%** educators learnt on the go and on their own.



## Digital Learning is here to stay and teachers are using multiple ways to upskill themselves on an ongoing basis

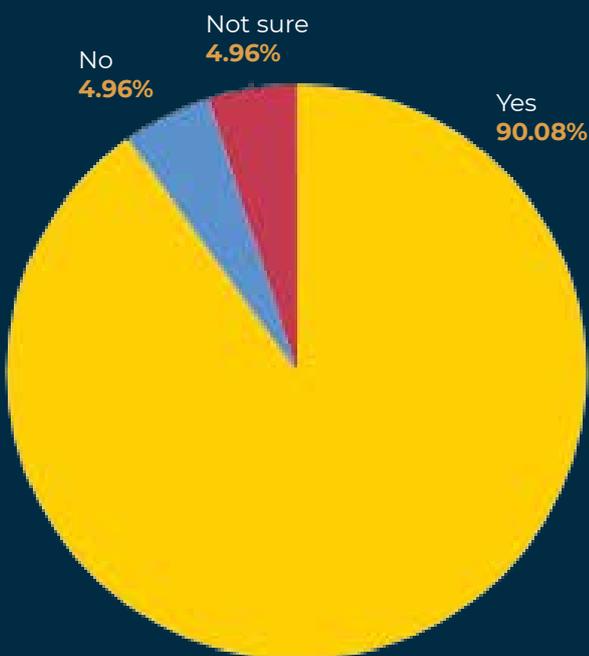
# 48.76%

At the start of the pandemic, only 17.48% teachers indicated that their institute was providing training to them. In our current survey, almost 50% teachers said their institute was providing training to them now. More and more HEIs realise the value of teachers having tech expertise.





**In-person classes have restarted for the most part, however, majority of the teaching community has indicated that they see a use for the technical and pedagogical skills they acquired during the pandemic going forward**



# 90.08%

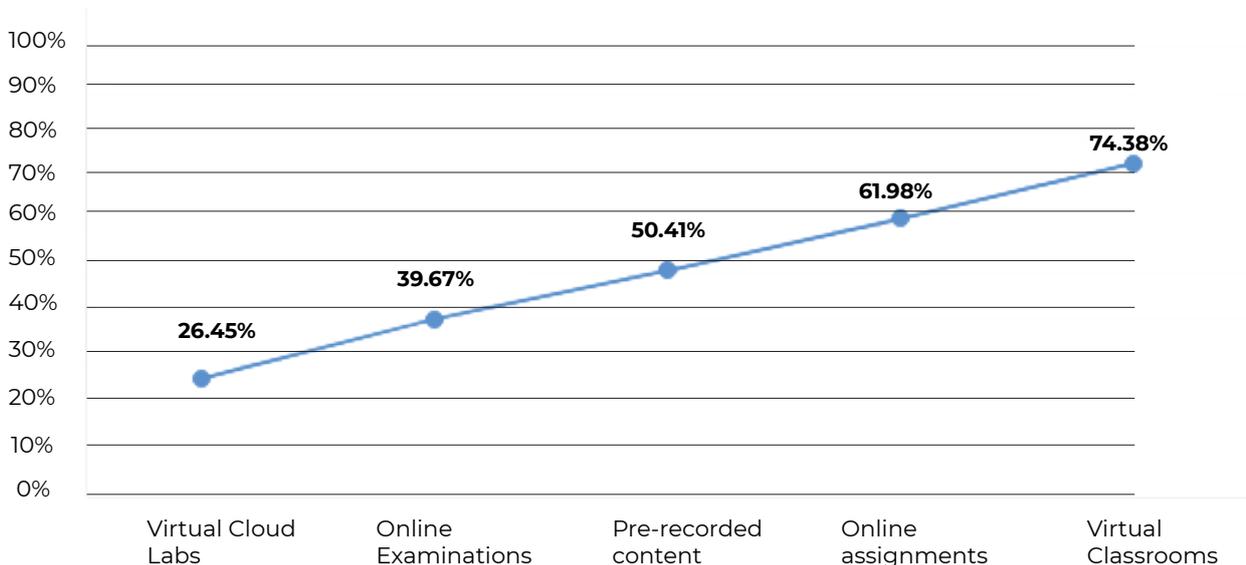
of the teachers have indicated that they not only see a huge usability but also a great advantage of having acquired tech skills to teach, create content, conduct online assessments and a lot more.

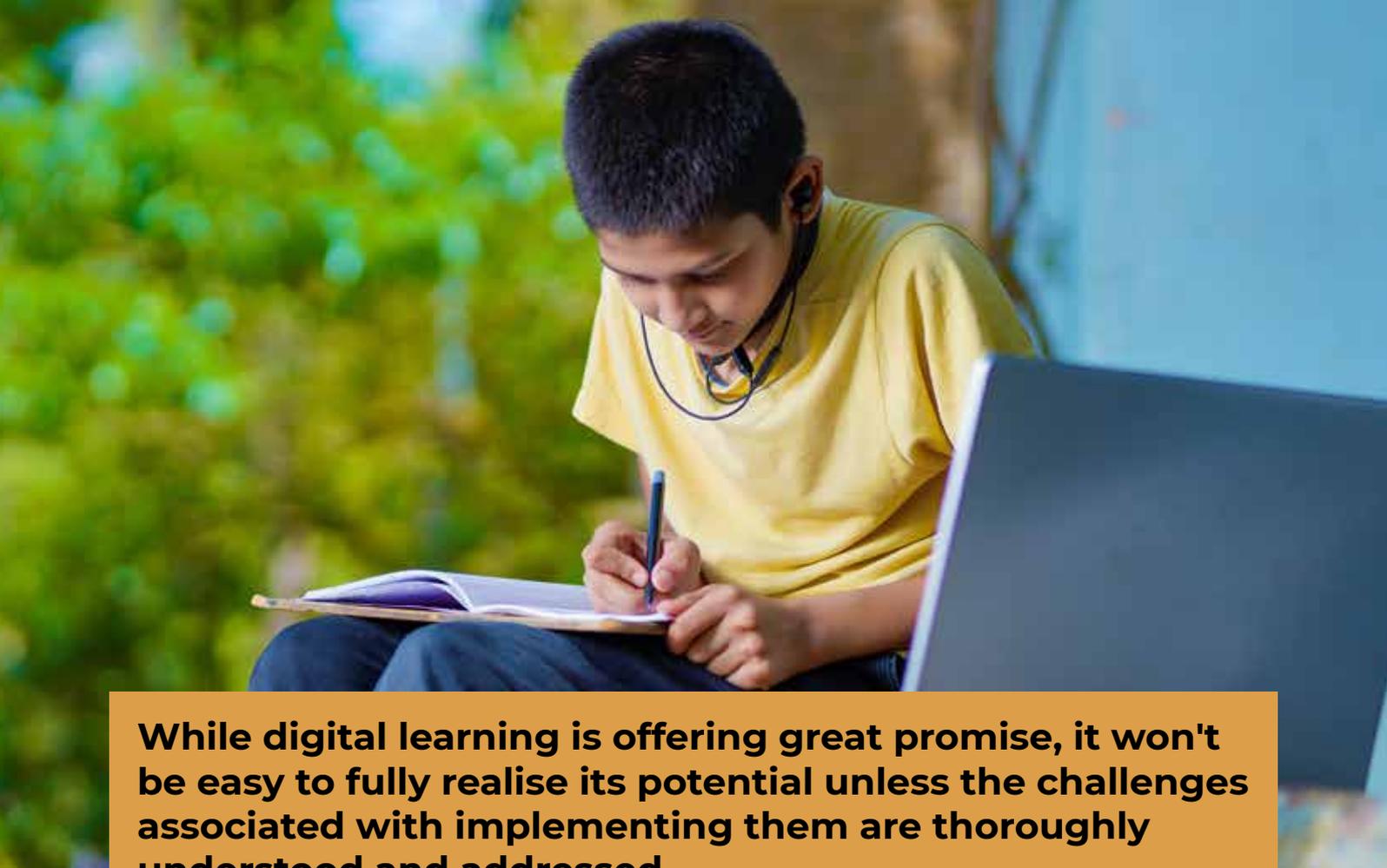
# Various aspects of digital learning greatly benefit the students as well as the educators and would be of great use even with in-person classes re-starting

**74.38%**

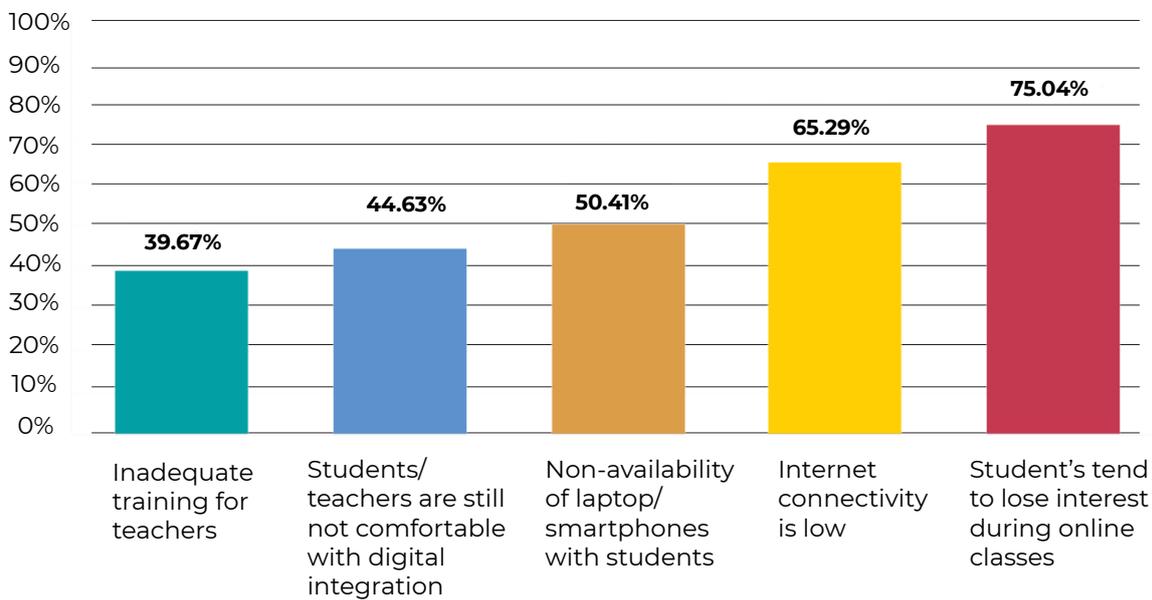


While only 16.67% teachers used online teaching methods at the start of the pandemic, 74.38% teachers have now indicated that they would like to continue using virtual classrooms to deliver sessions. More than 60% teachers would like to give online assignments to their students instead of traditional methods.





**While digital learning is offering great promise, it won't be easy to fully realise its potential unless the challenges associated with implementing them are thoroughly understood and addressed.**

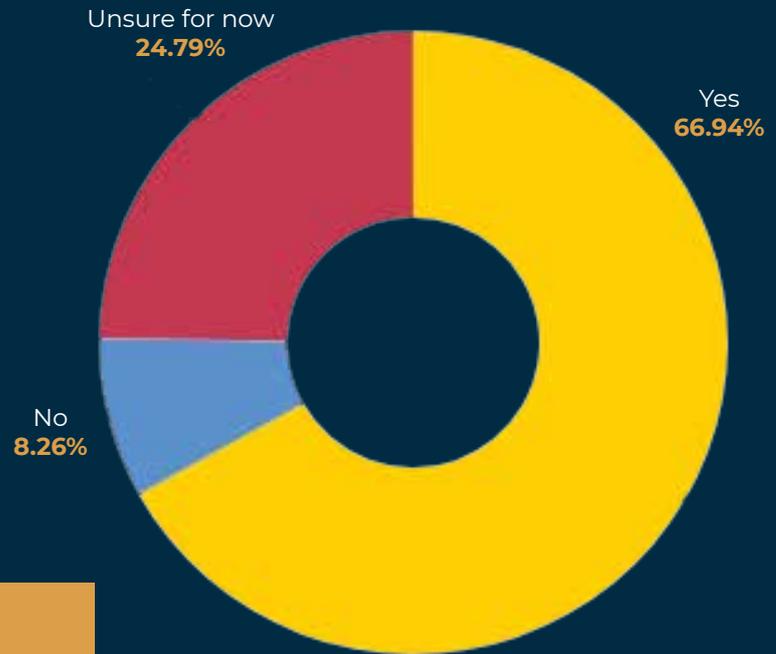


**teachers feel students lose interest in online classes**

**75.04%**

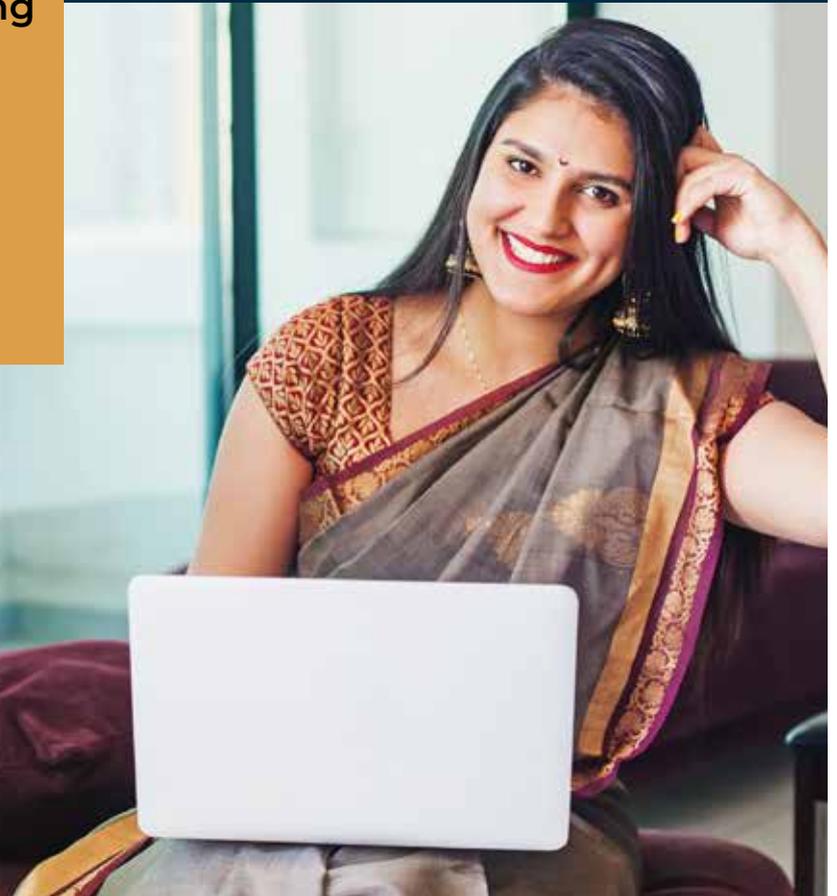
**Close to 50% students have limited access to laptops or even smartphones which makes it impossible for them to learn online.**

## The newly acquired skill sets have opened new career options for educators



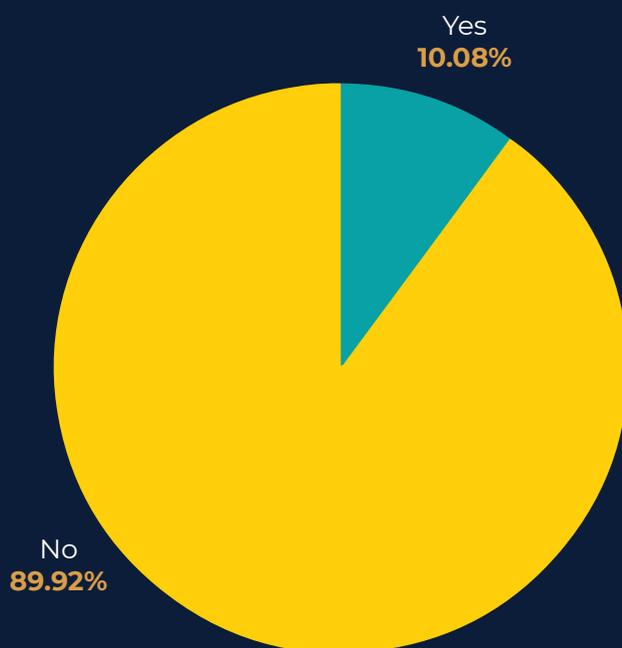
**66.94%**

Almost 70% educators have stated that acquiring new digital skills have opened up new career avenues for them. By developing these skills, teachers have future-proofed their careers.



# Recap from the survey of the educators done at the beginning of the pandemic

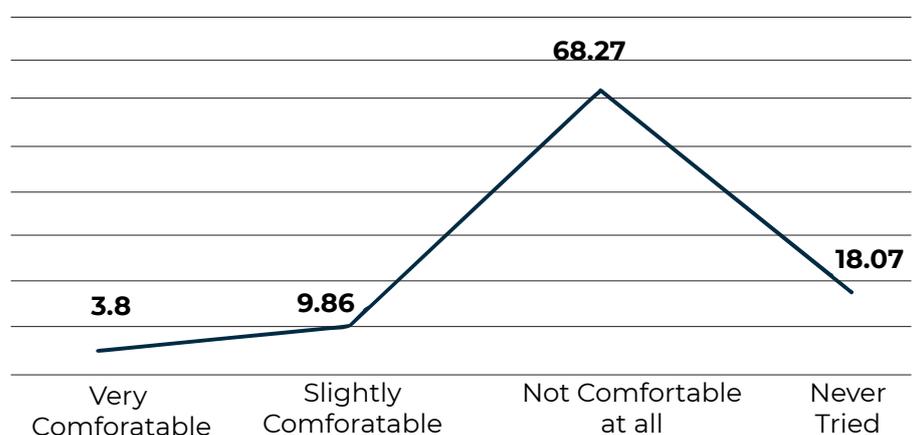
The digitalisation of education has come a long way in the past two years since the pandemic threw everyone at the deep end. The entire teaching community rose to the occasion so that the learning never stopped for the learners. Here's a quick recap of our first survey done right at the start of the pandemic.



At the start of the pandemic, **89.92 %** teachers had indicated that they hadn't used technology in teaching ever, before COVID-19.

Survey June 2020

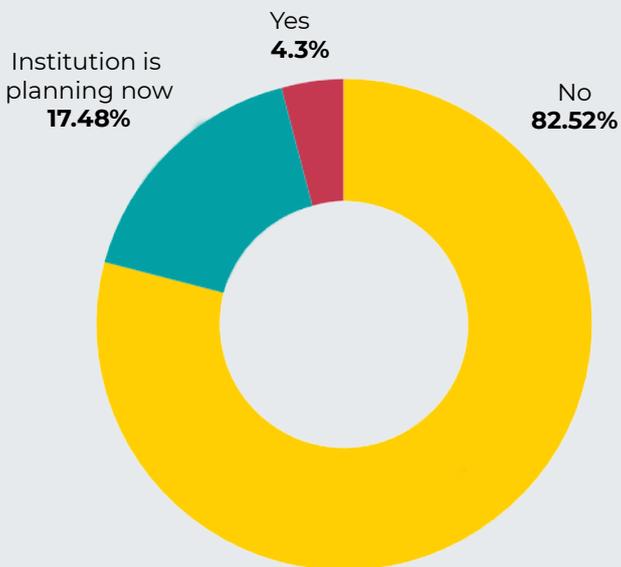
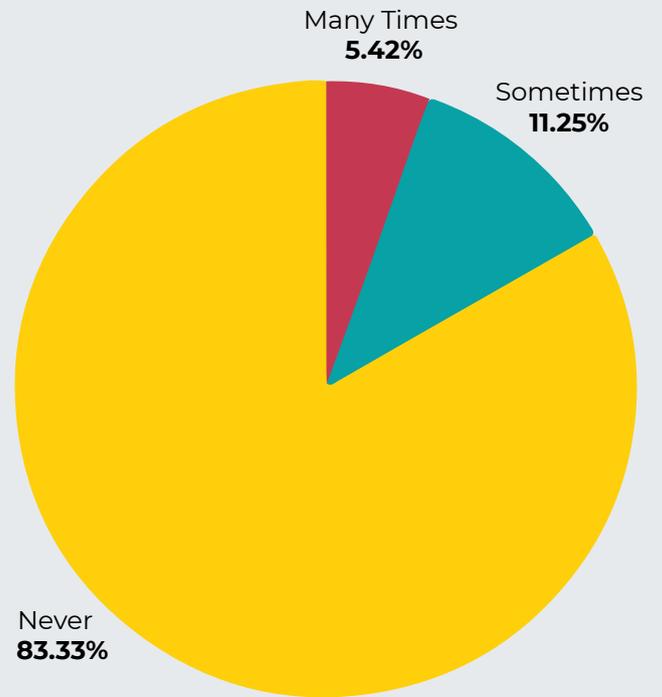
When asked how comfortable the teachers were with using technology to teach, only 3.8% had indicated that they were very comfortable.



# 83.33%

teachers had never delivered a virtual lecture before the start of the pandemic.

Survey June 2020

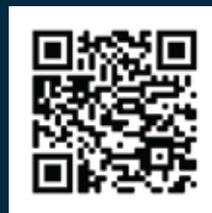


At the start of the pandemic, only **4.3%** teachers had received some form of digital training to teach online, create online content, conduct online assessments, etc.

Survey June 2020



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