

Teaching-Learning Experiences in Higher Education Institutions during Covid-19 Pandemic: A Historical Study

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Abstract - Higher education has proved to be the major tool for socio-economic transformation of any nation. The quality of education depends on several factors like Curriculum Framework, Effective Teaching-learning Process, pedagogy, evaluation system, infrastructure facilities etc. COVID- 19 Pandemic has disrupted most of the Higher Education Institutions. Higher education sector are also severely impacted due to the pandemic.¹ The sudden closer of face to face teaching –learning and other academic/research related activities in the campus has enormously disturbed the routine academic planning of students and faculty members. The traditional (Chalk and Talk) teaching –learning pedagogy methodologies and student –teacher on campus interactions has been replaced with online education.

This new normal scenario has paved the way for online education and virtual classroom to connecting the student –teacher across the continent with minimal challenges of digital divide. As per the UNESCO report, As of March 30, over 166 countries have implemented nationwide closures, impacting over 87 per cent of world’s student population, 1.52 billion students. In addition, nearly 60.2 million teachers are no longer in the classroom. UGC have been emphasizing to continue with the teaching-learning process using online modes.²

Keywords: Transformation, Pandemic Challenges, Communication, Technology, Contemporary, Interaction Traditional, Infrastructure.

I. REVIEW OF LITERATURE

The purpose of this research paper is to discuss the major effects of COVID- 19 on HEIs in India. To obtain data for the current study, researchers looked through various studies on the covid- 19 epidemic conducted by national and international institutions. Due to the lockdown, data on the influence of covid-19 on India’s higher educational system are acquired from a wide number of respectable websites, journals, and electronic publications. Throughout the crisis, HEIs and educational authorities in India implemented a number of steps to ensure the continuity of educational services, which have finally been resolved. The most recent epidemic sparked a paradigm shift in educational techniques and the widespread adoption of immersive instruction at all levels of education. To ensure adequate service, all service providers must be deployed. Additionally, vulnerable groups of people may be linked to educational support networks. Due to the onset of covid-19, digital education is the most prevalent style of education during this time of crisis. According to covid-19, education is typically centred on widely accepted online/virtual education, which may or may not be a parallel type of education. This report does not provide a statistical analysis of covid- 19’s effect on higher education; nevertheless, a more in-depth review including statistical analysis might be conducted.³

This research paper will explore the significant implications of covid-19 on HEIs in India. To gather data for this study, researchers combed through a variety of national and international studies on the covid-19 outbreak. Due to the lockdown, data on covid-19’s impact on India’s higher educational system are gathered from a variety of reputable websites, journals, and electronic publications. Throughout the crisis, higher education institutions and educational authorities in India took a variety of initiatives to assure the continuity of educational services, which have now been resolved. The most recent outbreak prompted a paradigm shift in educational practises and the widespread use of immersive training across all levels of school. All service providers must be deployed to ensure proper service. Additionally, educational support networks may be established for disadvantaged groups of people. As a result of the outbreak of covid-19, digital education has become the most frequent mode of instruction during this period of crisis. According to covid-19, education is typically centred on widely accepted online/virtual education, which may or may not be a substitute for traditional education. Although this research paper does not include a statistical analysis of covid-19’s impact on higher education, a more in-depth review with statistical analysis might be undertaken.

The purpose of this research paper was to observe how Commerce postgraduate coursework students in a college at a prominent South African university transitioned rapidly from entirely face-to-face instruction to entirely online instruction. This study obtained data via an online questionnaire. According to the findings, these students perceive no distinction between their academic, personal, and professional lives. They struggled with time management, and their academic pursuits were harmed by anxieties about future employment and

financial concerns regarding staff. In terms of encouragement, lecturers and course administrators play a significant role in online learning.⁴

The study examines students' attitudes about e-learning during the covid-19 pandemic. This study adopts a quantitative method, collecting responses using an online questionnaire from 184 university students at Delhi University, Jamia Millia Islamia (Central University), and Guru Gobind Singh Indraprastha University in Delhi, India's National Capital Territory (NCT). Between June and August of 2020, this research study was conducted. The study's findings indicate that students have an optimistic attitude toward e-learning and, as a result, embrace this modern way of instruction. Additionally, it has emphasised the relevance of e-learning in light of the covid-19 issue. In actuality, e-learning has arisen as a novel method of increasing the learning process, with social media having the potential to further enhance learning performance.

The emergence of the recent pandemic condition fundamentally altered the manner in which instruction is provided and, ultimately, pedagogical methodology. The distribution of material, communication, assessment, and feedback all shifted to the available internet channels. This prompted educators to re-imagine the entire teaching-learning process and to embrace ICT tools and technologies as the chariots of contemporary education.

The COVID-19 epidemic has sparked a global surge of online learning and teaching among educators. The education sector's technology advancements, combined with the current epidemic crisis, have displaced the traditional offline form of instruction in favour of ICT-based techniques.⁵ However, the sudden shift from traditional teaching and learning to virtual /online education compels the HEIs to measure the effectiveness of remote learning as well as to prepare the institutions to face the new normal. The pandemic has compelled the global academic community to look at new methods of teaching and learning, such as distance and online learning. This has been tough for both students and professors, who must deal with the emotional, physical, and financial challenges caused by the sickness while also doing their best to help stop the spread of the virus. At this juncture there is an urgent need to self-examine the teaching-learning approaches (Pedagogy), assessment and evaluation methodologies and educational experience for students and attitude change among the faculty members.

II. COVID-19 IMPACT ON HIGHER EDUCATION: THE SCENARIO OF WORLD

The education sector has not been spared either. Schools, colleges, and universities have undergone a series of shutdowns and reopening. Institutions of higher learning have been forced to adapt to remote and online learning utilizing the emergence of new forms of learning technologies. Thus, learning in the 21st century is experiencing rapid changes that have been witnessed in the rise of the COVID -19 Pandemic and the technological advancement in the age of globalization. Education is the only institution that is completely transferred to online mode in most countries around the world. ICT has become vital in almost all aspect of human life. Accelerated innovations in ICT are giving rise to new learning technologies which are deciding the rate of learning in Higher Education Institutions (HEIs).

According to UNESCO, on 1st April, 2020, higher education institutions were closed in 185 countries, affecting 89.4 per cent of total enrolled learners. At the beginning of May, some countries, experiencing decreasing numbers of cases and deaths, started lifting confinement measures. As on 7 May, 2021, higher education institutions were still closed in 177 countries, 72.4 per cent of total enrolled learners.⁶

III. COVID-19 IMPACT ON HIGHER EDUCATION: THE SCENARIO OF INDIA

India's higher education has given some of the world's best talents. India is the 3rd largest in the world, next to China and United States in terms of student's enrollment and India the 2nd largest education system in the world. The landscape of higher education has changed over the past decade from 436 Universities, 42343 Colleges in 2009 -10 to 1043 Universities, and 11779 Stand Alone Institutions. Total enrolment in higher education has been estimated to be 38.5 million with 19.6 million boys and 18.9 million females. GER for male population is 26.9 and for female, it is 27.3. Student enrolment grows by 11.4 per cent from 2015-16 to 2019-20. (All India Survey on Higher Education (AISHE) 2019-20 Report) For the first time India is among the 50 Countries with rank of 48 in the Global Innovation index, India stood at 81st position in the year 2015. Even in the employability rankings 2020, India has improved its ranking from 23 in 2010 to 15 in 2020 even developed countries like UK and USA Universities showed a decline.⁷

IV. CONCLUSION

To conclude, the recent crises derived from the COVID-19 pandemic have provoked major effects on education systems world-wide, including higher education. Learning opportunities have been significantly disrupted in most countries, particularly for disadvantaged populations. The pandemic prompted pedagogical changes and the use of immersive teaching at all levels. This will need improving the service platform to match student demand. Access to educational platforms must be made available to all service providers. Due to the spread of covid-19, digital education is the most frequent style of education. However, as a consequence of the outbreak, its need of the hour that HEIs and students should collaborate closely work towards to discover new and innovative solutions to have better learning opportunities. Also, outcome of this research urge that the funding agencies would offer financial assistance to HEIs to augment institutions infrastructure in order to conduct virtual teaching and learning activities. The COVID-19 pandemic compels the Higher Education Institution (HEIs) and stakeholders for remote learning. In this sense, the pandemic is also a call to HEIs renew the educational measures for teaching-learning, Assessment and Evaluation commitment to the Sustainable Development Goals.

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