Transforming Higher Education in the Context of Covid-19 in India

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ABSTRACT

The COVID-19 pandemic led to the need to adapt to teaching methodologies, due to the impossibility of having presential classes. Therefore, online teaching and learning have played an important role in Higher Education for the last year. Another way to increase student engagement is to involve and consult student representatives, students from specific communities, to better understand specific needs and ensure that solutions offered are suitable for all and leave nobody behind. The online platforms supply an avenue where users can get up-to-date information on upcoming educational conferences and seminars. These platforms provide detailed information about the conference like the quality of sessions for every conference, the speakers for every session, topics for discussion for every session and the duration for every session. The COVID-19 crisis focused a move towards online teaching and learning, thereby creating space for more flexible learning possibilities, exploring blended learning, and mixing synchronous learning with asynchronous learning. The govt is providing many E-Learning platforms to develop the covid-19 pandemic period. during the covid-19 pandemic situation, many students can use the E-learning platform different thanks to the teaching-learning process. They have progressed rapidly from classroom instruction to online distribution model to the transition between multiple classes and services. Daily and modified information should be delivered to students and workers via emails and other means of communication.

KEYWORDS: Higher education, COVID-19, MOOC, Online Education, E-learning

INTRODUCTION:

The COVID-19 has affected the educational system in India, resulting in the school, college and university. So Indian prime minister decides to temporarily close establishment in India. In India, all academic activities were suspended after the announcement of the University Grants Commission (UGC) on 19 March to postpone examinations altogether universities until the tip of March. All the universities announced to defer all academic activities and close their hostels, and even private universities Institute of Science and Technology (Crawford et al., 2020).For all of them, it quickly became the daily way of running a business. Despite the institutions' immediate adaptation to online teaching, so far universities have been operating in "Emergency Remote Teaching" mode to minimise disruptions, rather than fully embracing online education.

The Hindu (April 14, 2020) reports that during the most significant months of February to April, which includes activities around the curriculum and assessments, around 60 million students around the world are restricted to the home. Both students and teachers are under the pressure of not losing the academic time and are trying to re-design the teaching-learning techniques by changing it to an online mode.

The International Association of Universities (IAU, 2020) survey also indicates that the Covid-19 has had control on international student mobility at 89% of HEIs. The sort of impact is diverse and varies from institution to institution, but everywhere it's been negative. As far as research is anxious, 80% of HEIs reported that research has been full of the Covid-19 pandemic at their institutions.

REVIEW RELATED LITERATURE:

Shoot. P (2020), Impact of COVID-19 on Higher education in India. Objective: -To study the impact of COVID-19 in higher education in India, understand the teaching Learning process after COVID-19 from different stakeholders, and understand challenges and opportunities in higher education in India

Roshid, S, Yadav, S.S (2020) Impact of COVID-19 Pandemic on higher education and research in the post-pandemic situation, the use of e-learning and virtual education may become an integral part of higher education systems. The higher education institutions and university have to plan the post Pandemic education and research strategies to make sure student learning outcomes and standard of education quality.

Mondal. N, Das A.C, (2020) Attitudes of secondary school students towards online education during COVID-19 in West Bengal. The objective of the study, to find out the attitude of secondary school students, area of the study the sample of the present study was taken from MURSHIDABAD and Nadia district only.

Nachimuthu, k. (2020) Researchers, student, teacher attitude towards online learning during COVID-19'. The objective of the study there is no significant difference in attitude between male and female student towards online

teaching. The significant attitude between science and arts stream towards online teaching.

OBJECTIVE OF THE STUDY

➢ To find out how will be education affected during COVID-19 in India
➢ To find out transforming higher education during COVID-19 in India
➢ To find out the need for additional infrastructure in higher education during COVID-19 in India
➢ To find out the impact on academic continuity during COVID-19 in India
➢ To find out teaching & learning activities in higher education during COVID-19 in India
➢ To find out utilization of MOOC during COVID-19 in India
➢ To find out opportunity in higher education during COVID-19 in India
➢ To find out the initiatives taken of govt. Of India on higher education during covid-19

METHODOLOGY

The nature of the study is qualitative research. The present study is based on Descriptive research which throws more light on the importance of online education. The researcher collected the data from various source of national and international agency on the covid-19 pandemic. Data collected from different website, journals, and article, and so many reports of a government agency.

EDUCATION DURING COVID-19

Another way to increase student engagement is to involve and consult student representatives, students from specific communities, to better understand specific needs and ensure that solutions offered are suitable for all and leave nobody behind. Concerning pieces of coaching for workers, virtual training has been offered regularly to help them during this new teaching context.

Higher Education: Curriculum-based course contents at a post-graduate and under-graduate level covering diverse disciplines like arts, science, commerce, liberal arts, social sciences and humanities, engineering, technology, law, medicine, agriculture, etc. All courses would be certification-ready in their detailed offering through SWAYAM, the platform being developed for offering MOOCs courses.

TEACHING & LEARNING (T&L) ACTIVITIES

➢ **E-classroom teaching & learning strategy: -**To plan effective teaching and learning in an online mode, we would need to adopt a structured approach to planning the course implementation of an HEI.

➢ **Role of E-conference: -** Online educational conference hosting (E-Conference) is that the future. EdTech companies are providing this resource. These online platforms supply an avenue where users can get up-to-date information on upcoming educational conferences and seminars. These platforms provide detailed information about the conference like the quality of sessions for every conference, the speakers for every session, topics for discussion for every session and the duration for every session. Some platforms allow users or educational stakeholders to register an account so that they receive updates or news on conferences of their choice based on the user's preference. Availability of electricity and fast internet connection continues to hinder the expansion and success of such online

platforms. Research remains ongoing to search out ways and measures to beat such challenges.

➢ **Course classification: -** HEIs could consider COVID-19 related disruptions as an opportunity to review the structure of courses.

➢ **Extra-curricular activities: -**Multiple events can be conducted in an online format, bringing together students with similar academic and personal interests. The objective is to stay as proactive as possible and to take care of a way of 'normalcy' under extraordinary circumstances. Betting on the target to be achieved, the subsequent is considered for implementation:

UTILIZATION OF MOOCS

Depending upon their circumstances, the institutions may consider utilizing free or reasonably charged MOOCs available on a diversity of platforms (e.g., Swayam, Coursera, NPTEL, EdX, etc.) for course delivery. It can be offered during the semester and are eligible for credits during the semester. Miller (2016) also states that debates regarding Massive Open Online Courses (MOOCs) have faced criticisms like the environment of learning is impersonal and the students may have to learn largely on their own. Many students might not be prepared to use technology as effectively. According to Miller (2016), a lot of college students might not have the technical skills that are required to navigate through the online learning activities and mastering of instructional technology effortlessly is not guaranteed just because they are capable of handling the social media accounts that well. While utilizing MOOCs, three areas to be considered will be

➢ **Self-study Modules-** Utilize certain short courses as modules within the specific core or elective courses that can be completed by students through self-study and an assessment can be associated, In case the courses are paid, the institution may negotiate for a bulk discount on course fees with the MOOC platform and either pay for all eligible students or add the charges to students' next semester fees.

➢ **Credit Conversion-** To ensure academic rigour and equivalence with institution offered courses, a final assessment in the form of an assignment or end-term examination conducted by the institution may be made mandatory for acceptance of credits from such courses. The students could also be allowed to require 20% to 40% credits within the type of these shortlisted MOOCs. This can allow students greater flexibility in completing credit requirements. It will also be in line with the UGC policy that allows students to take external credits for completing degree requirements, from Swayam platform.

➢ **Faculty Intervention-** Even when students are taking such MOOC credits, the faculty should have at least one doubt-clearing session every week, with doubts already collated before the session via Google Forms or on Piazza/Facebook group threads.

INFRASTRUCTURE
Learning Management System

Therefore, to streamline interactions and exchange of information, HEIs should consider the use of Learning Management Systems (LMS) for all academic activities including. Consistent, institution-wide usage of such tools can minimize transaction efforts and streamline the

dissemination of information, as well as, delivery of academic content.

Application Software

To facilitate smooth online classroom sessions, it is critical to identify software which is collaborative in nature and enables effective online teaching and learning. A number of the commonly used platforms include:

➢ MS Teams
➢ Zoom
➢ Google classroom
➢ Big blue button
➢ TCS ion
➢ Google meet
➢ Unacademy
➢ YouTube
➢ Webex Meet

Hardware:

To ensure smooth and continuous online classes with none interruptions of fluctuations, continuous and uninterrupted power supply is very important. High-speed internet connection is very important and thus a minimum of high speed broadband connection should be in situ. As faculty and students shift to the e-learning classroom model, the school and students should have a minimum requirement of hardware to participate within the online classroom.

Laptops/ Desktops –else would be required for adult students to attend classes, and institution to conduct their classes. Given the character of online classes, it's important to think that the system has the following:

➢ Software upgrades
➢ Camera
➢ Micro-phone
➢ Operating system upgrades, etc

Stylus enabled Smart Tablets – To bridge the gap between the physical and virtual classrooms, a Stylus enabled Smart Tab is used as a marker to jot down on top of presentations and as an entire replacement to a physical White-Board. Alternatively having a smartphone/ tablet may also ensure access to online classrooms. However, it should be challenging to use for assessments that need typing out long texts

HOW WILL EDUCATION BE AFFECTED DURING COVID - 19

1. Hybrid teaching and blended education are going to be in situ a minimum of until the tip of 2020 and possibly mid-2021.In those cases where the classroom capacity doesn't allow to accommodate all students safely.

2. There'll be differences among the education supplied by teachers with high digital skillset al. that lack of training or adaptability.

3. A spread of recent teaching methods will still appear; however, the focus will remain on face-to-face education. The experiences gathered through the lockdown will influence the adoption of the latest teaching methods and technological tools.

4. Alternative online assessments are developed in some cases, but examinations are done physically an opening to be done online (only for exceptional cases).

5. Blended and hybrid teaching has become a norm, Educational programmes will all be adapted to harness the potential of physical and virtual learning environments with new methods of interactions between students and teachers supported a renewed emphasis on scientific evidence and learning analytics.

6. The new flexibility will facilitate the acceptance and introduction of micro-credentials: students can design their learning pathway and build their curricula.

7. More opportunities are offered for upskilling and reskilling and earning whilst learning through flexible delivery models (lifelong learning).

8. Given the ability of scholars to access educational programmes digitally at other institutions, students can choose between a wider range of content.

9. The offer of elective credits won't only be supported the institutional choice but also on the available networks the institution is connected too.

10. Teaching staff and administrative staff will have strengthened their skills and become confident users of the new tools, platforms and methods employed in blended teaching.

11. Faraway from an approach to digital education during which synchronised teaching in online delivery tends to copy face-to-face delivery, more emphasis is placed on synchronized teaching.

12. The scholar experience is going to be the starting point: great attention is given to the role of emotions and therefore the affective dimension of teaching and learning, bringing the human experience at the centre.

13. The general educational offer is an ideal blend of formal, informal, physical and virtual elements.

IMPACT ON ACADEMIC CONTINUITY

➢ Given the variety in our institutions and challenges faced by them, Indian HEIs cannot depend on a one-size-fits-all strategy.

➢ Given the larger number of institutions, we are going to should appreciate the associated diversity and acknowledge that we must build Academic Continuity Plans to suit the breadth of diversity.

➢ GER across Indian HEIs currently stands at 26.3%. With an oversized student population in India estimated 37.4 million total enrolments in HEIs.

➢ The Indian Education System is faced with a challenge to redefine and reinvent itself to beat barriers within the times of uncertainty posed by the current pandemic (COVID-19) in delivering the education promised to the learners.

OPPORTUNITIES IN EDUCATION

In India, where online education wasn't quite common, the pandemic transformed the traditional chalk-talk teaching model to one driven by technology with the single stroke of a pen. The COVID-19 crisis focused a move towards online teaching and learning, thereby creating space for more flexible learning possibilities, exploring blended learning, and mixing synchronous learning with asynchronous learning.

➢ In this transition, the human aspect and also the emotional side of the academic interaction cannot be

disregarded, and it shall become an important component in the digital education strategy.

➢ Students have seen that, with the right support, they can improve their ability to organise their time, be more autonomous, and thus gather additional transversal skills just by changing their learning methods. Adequate mentoring from staff and teachers becomes a fundamental part of this process.

➢ There are opportunities for major flexibility in the building of the academic curricula.

➢ The creation of digital content will bring more opportunities to make repositories of reusable educational content which will be revisited by students and/or be shared with other groups of pupils or institutions.

➢ Accessibility to educational programmes can increase if universities offer their programmes fully online. distance will not represent an obstacle and students can enrol in universities anywhere within the world, following classes, sitting exams and fascinating with fellow students online. Students will have the chance to follow educational programmes in different countries during the same period.

➢ Social and cultural activities can be available in online formats for students to be able to connect to other fellows in non-educational activities.

TRANSMISSION OF HIGHER EDUCATION
The COVID-19 pandemic led to the need to adapt to teaching methodologies, due to the impossibility of having presential classes. Therefore, online teaching and learning have played an important role in Higher Education for the last year. When questioned about teaching and learning, 85% of the HEI representatives and 85% of the international students who answered to the surveys shared that presential classes had been replaced by online methodologies, totally or partially. Additionally, 12% of the responding HEIs which suspended their classes completely, were developing solutions for teaching and learning, such as through online methodologies and self-study means. This leads to the conclusion that despite the difficulties in the adaptation to a completely different methodology for teaching, the Higher Education sector demonstrated reactivity to find solutions to the challenge raised by the pandemic, and of continuing teaching and learning. It remains to be seen how the quality of learning is affected by the shift from face-to-face to online teaching, especially when the situation will change from a crisis management one to a replacement normal for the new year. It'll be important to review this transformation more intimately, both from HEIs and student perspectives.

INITIATIVES TAKEN OF GOVT. OF INDIA ON HIGHER EDUCATION DURING COVID-19
Bharat Padhe Online campaign
Bharat Padhe Online campaign has been launched by the Union Minister for Human Resource and Development (HRD) recently. On April 10, 2020, Union Human Resource Development (HRD) minister Ramesh Pokhriyal 'Nishank' launched a week-long 'Bharat Padhe Online' campaign in New Delhi for crowdsourcing of ideas to improve the online education ecosystem of India, the main target audiences are teachers & students.

VidyaDaan
VidyaDaan was introduced on April 22, 2020, as a national content participation initiative that leverages the DIKSHA network and instruments to seek and enable educational bodies, private bodies, and individual experts to contribute e-learning tools to school education. In the backdrop of a situation arising out of COVID-19, VidyaDaan 2.0 has been launched to integrate both school and higher education for children. The VidyaDaan 2.0 was launched on DIKSHA.

Integrated Government Online training
The Government of India has launched a training module for the management of COVID-19 named "Integrated Government Online training" (iGOT) portal on Ministry of Human Resource Development's (MHRD) DIKSHA platform for the capacity building of frontline workers to handle the COVID-19 pandemic efficiently. MHRD's 'Digital Infrastructure Knowledge Sharing' (DIKSHA) platform – an initiative for education & training has been leveraged by the Govt of India to launch iGOT portal to coach all frontline healthcare.

SAMARTH Enterprises Resource Planning (ERP) Under NMEICT
On May 14, 2020, the Ministry of Human Resource Development has developed an e-Governance platform, SAMARTH Enterprises Resource Planning (ERP) under the National Mission of Education in Information and Communication Technology. It's an Open Standard, Open-Source Architecture, Secure, Scalable and Evolutionary Process Automation Engine for Universities and batters Educational Institutions. It'll help faculties, students and staff at a University and better Educational Institutions.

Young India Combating COVID with Knowledge, Technology and Innovation (YUKTI)
Centre launched a web-portal "Young India Combating COVID with Knowledge, Technology and Innovation" (YUKTI) in Delhi. The web-portal was launched by the Union Minister for Human Resource Development Shri Ramesh Pokhriyal "Nishank". It also aims to enable a continual high-quality learning environment for learners. The portal is a shot of MHRD to realize the goal in these difficult times.

FINDINGS OF THE STUDY
Special teams of Academics are deployed to make one-time content for online classrooms/ MOOCs for the foremost common subjects which may then be utilized across all HEIs. This ends up in the conclusion that despite the difficulties within the adaptation to a different methodology for teaching, the Higher Education sector demonstrated reactivity to seek out solutions. The HEI should identify the policies which will require modifications and also the areas which require new policies or clauses within existing policies. Educational institutions, teachers, and student have problems faced in E-learning used for higher education in India.

CONCLUSION
They have progressed rapidly from classroom instruction to online distribution model to the transition between multiple classes and services. Daily and modified information should be delivered to students and workers via emails and other means of communication. And if the case of COVID-19 lasts indefinitely, there's an emergency effort to create full use of online resources are desperately required to make sure that students not only complete their degree during this year but also train themselves for the future digital world. The govt is

providing many E-Learning platforms to develop the covid-19 pandemic period. during the covid-19 pandemic situation, many students can use the E-learning platform different thanks to the teaching-learning process. The govt of India through its human resource development ministry (MHRD) develop the initiative is Vidya Daan, YUKTI, Bharat Pod he online etc. All initiative direct use the online platform effectively by teaching-learning method.

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