PANDEMIC AND LEARNING EXPERIENCES IN HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT

India has always stood out as a learning centre. Older prestigious universities like Nalanda Takshashila have attracted scholars from different parts of the world. The old Vedic period education system was shaped by the Brahman and Buddhist education systems. The Middle Ages brought about a mixture of cultures and the emergence of madrassa as an important learning centre. British colonial rule in India ported to Indian society an education system devised by the British to maintain the imperial government in India, known as the Macaulay Education System. This white paper focuses on the challenges of a pandemic (COVID19). This is an innovative method adopted by universities and faculties for training and learning. How hybrid and blended learning techniques continue to advance. The responsibility of schools and educators is to prepare students to compete and play a role in the global community by adapting student-based learning, collaborative learning, and meaningful learning and integrating learning into the community. It is safe to assume that the COVID 19 pandemic has changed the face of higher education.

KEYWORDS: Education, Digital technology, Innovation, Policy, Pandemic.

INTRODUCTION

Main stamps of government and training reports around the Global Area. International stress emphasizes the results of the tutorial directive guidelines and their social and financial development. But usually there is a training cover if there is no expertise in the way guidelines are formulated. This module tries to examine the characteristics of the tutorial coverage, a simple function of the training policy, and the suspicion of these guidelines. Educational reporting refers to guidelines and standards that govern the operation of the tutorial system.

Intrepreneural College is an organization opened in a financial system and society. Overall Competition Based Globalized Financial Systems, the state must compete with the road to innovation and give competitiveness. Since the beginning of the twentieth century, Triple Helix (Ezkowitz, 2003, 2008) is a university, a company, a state, or a civil society (dependent on his needs), most of the environment and democracy (dependent on the instruction) I have an interaction: Carayannis, Campbell, 2017), this is the amount of information production and the commercialization part of its social dynamics. In addition to the preliminary task, coaching and research, universities must further change the results of the study to the market. University and research institutes are at the centre of the coronary artery of the intrinsic change that is not limited to coaching, research, and switches.

LITERATURE REVIEW

The history and heritage of the university can make it resilient to change. Due to concepts such as academic freedom, academic identity, and the nature of research, academy staff often refer to what is figuratively referred to as the "ivory tower," an academic norm that functions within the framework of the academic peer review process. I was able to develop a privileged view. The process of graduation and the proclaimed production authority of "wisdom" and "truth". This is currently being questioned by many government funders, industry partners, and future students. The production and dissemination of knowledge was one of the central foundations of the University of History. However, innovation is inherently risky, and hired innovation proxies can succeed or destroy an organization. Therefore, universities need to be as rigorous in their approach to innovation and strategy as they are in research and education in order to embrace this mission. Unless the university adapts and hires, the university will be lost to future students and those who demonstrate the research foundation. Success in this area. However, simply expanding the body of knowledge may have little traction as a goal (which can result if discovery does not generate innovation), which is sufficient for a university idea. That was the reason. The politics of the knowledge economy is now a very powerful impetus for change in modern university research approaches. This knowledge-driven world is global, interdisciplinary and driven by new technologies. Digital search engines can select the right documents, make calculations, and integrate and communicate results faster than humans can read. All this without necessarily requiring scholarly input.

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OBJECTIVES:

I.   To analyse the challenges faced during pandemic COVID-19.

II.   To understand how hybrid and blended learning methods are used by the HEIs during the pandemic situation.

III.　　To appraise various learning models such as collaborative and integrative learning

CHALLENGES DURING COVID-19

Person Related Issues

COVID19 Pandemic took a trainer, student, and administrator who does for academic environment. Technology, limited knowledge, time management issues, and isolation have raised an issue for teachers. In addition, it is important to remember human lessons as both teachers and teachers and losses, loss, retrofit, and sudden friends and family loss (SINGH & MATTHEES, 2021). A reduction in the registration and budget as a result of pandemic or related economic problems have taken care. A rapid migration for the new horizon created a large stress between undergraduates with no or minimal experience when dealing with technology. This was true for both experienced and young teachers. Method When the World Health Organization (WHO) declared a COVID 19 pandemic, universities and academic institutions around the world fastly adopted online and alternative learning approaches to minimize the impact of the crisis on education. I adopted it. To control the infection, universities and schools had no choice but to switch to an online medium of instruction (Gewin, 2020). Many educators who have never taught online faced the challenge of adapting to new norms and migrating all content to online media in a very short period of time. They had to find, learn and start using a new comprehensive set of skills in a very limited time frame. Courses that require only face-to-face instruction have been removed or other means of meeting the requirements have been found (Rad et al., 2021). The impact of course cancellations is exacerbated by programs that require empirical training to prepare students to work in professional medical settings. It is important to note that online education expertise cannot be developed in 10 days. Creating an attractive learning experience for students requires proper planning, knowledge of teaching methods and theoretical backgrounds, and adoption of course and instructional design principles (Ellaway & Masters, 2008). Both teachers and students accustomed to face-to-face learning needed to adapt quickly to online learning. It is also important to note that most of these changes happened at the same time that students and teachers were concerned about their own health and well-being and the safety of their loved ones. This led to increased psychosocial stress and was exacerbated by the loss of human connectivity as classes are being held online presently. (Rad et al., 2021; Saddik et al., 2020).

Machines

As a remote course, online inspection and evaluation, and remote advice have been a new foundation that has limited knowledge of digital products which are needed for those who work to learn learning experience. Many academic agencies lacked infrastructure, teaching design, technology staff, and other resources to support other growth. All ages and all background educational staff have had to prepare and provide classes with limited technical training and sufficient support (Hodges et al., 2020). This was an issue for teachers who lacked knowledge of the educational content of online SINGH ET AL. 151 Education and Learning Method (Shulman, 1987). More specifically, the lack of recognition of basic principles required to design and promote meaningful learning experiences in online format created additional challenges for teachers (Rapanta et al., 2020). During the pandemic, the term "zoom" is overall and often replaces the video conference.

The ability to maintain meetings and complete work is the advantage of zoom, Adobe connection, MS team, and similar online conference platforms. Virtual meetings have been significantly increased by millions of millions of millions, and such an online platform allows individuals to maintain / track socialist protocols. Fully faceted teachers may not know the various features of zoom and other platforms. This may create additional tasks for teachers to fight to catch up to their class and learn new online teaching methods. Video conferencing is a very successful way to connect to students, but you do not have to ignore geologically healthy risks and mental fatigue. Icon tact, mobility reduction, and high cognitive close-up is a side effect that needs to be considered before considering video conferencing for a long time (Baileson, 2021; Ramachandran, 2021). The lack of subject skills and the basic characteristics of LMS have additional challenges, especially between Pandemic (ALENZI, 2018). While the teachers are unable to transfer their content online, students who are used to traditional learning are also difficult to adopt a new online system. Some students have found that face-to-face learning is of higher quality and leads to better interactions between faculty and students (Alshahrani & Ally, 2016). It is important to understand that limited (or no) training, software challenges, and lack of online infrastructure create additional challenges for instructors.

Material

Teachers frustrated and struggled in the spring of 2020 due to limited or no access to suitable educational tools such as PCs / tablets, headsets and printers. Teachers also struggled with software licenses, internet connections, webcams, and the resources they needed to hold classes and Zoom meetings online. The majority of faculty also faced technical issues with access to online writing tools and campus resources. It is worth noting that the lack of access to computers, the right software, and the right bandwidth not only creates a digital divide, but also undermines students' ability to access online coursework and complete assignments (Asgari). et al., 2021; Lake & Makori, 2020). This applies to both college students and K12 learners. According to a recent survey, some students were planning to postpone their graduation due to a pandemic. Many students also quit classes due to pandemics and health problems. This not only increased the student's completion time, but also increased the financial burden on the student. These problems were exacerbated by the heightened financial instability, personal losses, and unemployment that students may have experienced. The pandemic also had a lasting impact on the student's career. New graduates may have less income during the pandemic. Students enrolled in HEIs during the pandemic expected it to be difficult to find employment after graduation (Aucejo et al., 2020). The direct economic impact of the pandemic seems to be more serious for students with low socioeconomic status / background. These students were likely to have family members and close friends who were facing unemployment due to a pandemic. Effective online assessment helps students with a personalized learning experience. Instructors improve the reliability of the test experience by using appropriate methodologies such as relevant case studies and question banks designed for online learning.

Environment

The emergency situation brought by the pandemic has resulted in an unparalleled change in academia at all school levels across the world. To alleviate negative consequences

of the pandemic on education, government and health authorities in different countries have made a recommendation to fulfill requirements of academia by providing remote learning opportunities for students. There is no doubt that academic institutions and educators have made efforts to effectively design and deliver online courses (Sumardi & Nugrahani, 2020). It is important to note that wellthoughtout online education is a complex process, in order to create an engaging learning environment and to provoke student teachers` engagement and interaction during the class, educators need to carefully plan, design instructional strategies, and incorporate elements of online educational pedagogies. But due to the lack of knowledge in regards to online instructions and sudden shifting from traditional oncampus instruction to emergency remote teaching, many educators ended up implementing instruction strategies that were originally designed for facetoface instructions that have brought new challenges in front of educators that are important to take into consideration (Sumardi & Nugrahani, 2020). Some of the prominent challenges reported by the educators and students were the lack of a humanized learning environment, lack of sense of community, lack of students` motivation, and accessibility problems. The online instructor`s role is very important to the success of online learning. Therefore, online instructors need to learn strategies to humanize the online course and identify effective strategies to engage learners in meaningful learning so that they can bridge the physical distance between the participants. When sudden changes were imposed on the education system due to the COVID19 crisis, many educators were unprepared and had little or no training on how to plan and design effective econtent and incorporate technologies because of this it was challenging for them effectively

incorporate elements that enhance the student`s motivation, sense of belonging, and satisfaction. Other complications that have been reported by students and caused by the sudden disconnectedness from their peers and instructions are increased mental health concerns, higher levels of anxiety surrounding academic performance, and reduced selfefficacy (Hehir, Zeller, Luckhurst, & Chandler, 2021; Arslan, 2021).Hybrid and blended learning methodologies are becoming more advanced all the time with increased Cloud-Based potential, enhanced synergy, and more creativity by the instructors and students to just name a few examples. In addition to online learning becoming increasingly progressive, it has allowed a safe way to earn an education and also be safe doing so due to the restrictions that COVID-19 introduced to us all globally. Embracing digital citizenship in an online experience has shown to be a positive response to COVID-19 to ensure a safe and flexible learning environment thanks to advanced technology (Akcil & Bastas, 2021). Storytelling is widely utilized in traditional classrooms to help bridge the gap between an actual life event and the content being taught in the classroom. This same approach can be utilized in an online educational environment as well. Incorporating storytelling with hybrid and blended learning will enhance not only the relationship between the educator and learner by creating a more interactive environment, but will also increase the student knowledge and retention of the content (Baldwin & Ching, 2017).

COVID19 taught PEDAGOGOWS, which is a daily study of students when online learning has taken once, but if university wants to install all program registrations, this global pandemic (Trammell & Lafrafra, 2017 There may be a ungrewted market that is minimized before).

Perhaps this is what it is necessary to completely resume the existence of online learning that enables academic institutions to expand login universities. Chemical sector must be rapidly innovative to passing their clever lessons to online learning experience. There are challenges in the virtual learning environment, but educators and students could overcome many of these challenges by finding wise solutions to learn in this new normal online learning (G. & Lipin , 2020). Storage shows various studies that it is not an effective learning strategy. Learning is not the most efficient approach to student participation. Apart from learning the skills that students have to succeed in the 21st century, schools and teachers need to know which roles in the 21st century education require. One of them is the existence of learning activities in different times and places supported by online learning. A learning model that reverses the conventional method. The concept of up toeern classes includes aggressive learning, student participation, and podcasting. In the upward classroom, the subject is given by learning a video that students have to look at home. Instead, classroom learning sessions for group discussions are used and are working on order. Here, the teacher acts as a trainer or a consultant (Lowell Bishop & Publisher, 2013). The upward classroom is claimed to be an awareness concept that uses IT for education due to the requirements of education requirements. Flipped classrooms allow educators to upload instructional videos, lecture notes, or reading materials online, and students need access to them before coming to class. In this way, students have more opportunities to understand the materials they have accessed, resulting in more lively and interactive dialogue in the classroom. For practice in flipped classrooms, students need access to online materials related to the week before coming to class. This means that the student is prepared to discuss during the lesson about the lesson of the day. Currently, students are doing homework in face-to-face sessions with the help of educators.

2. Integrating social media: By integrating social media, students can demonstrate mastery of content through various digital tools such as blogging, Facebook, Skype, YouTube, or video conferencing. Classmates have the option to continue to share knowledge and interact with each other far beyond the hours spent in class, and online discussions can be exciting (Yeo, 2014).

3. Khan Academy: Khan Academy is a free website where students can access thousands of tutorial videos, along with interactive practice exercises, in almost all subjects. It is an excellent site to use in class for students who need improvement or acceleration. The teacher has the option to create a class account, and the teacher can monitor the progress of each student by accessing data on the completed exercises. From these data, it will be known that the field of strength and the problem areas of the students (David, 2014), (Murphy et al., 2014).

4. Project-Based Learning (PBL): Project-based learning is a learning model that implements learning with projects. The intended project is a task that must be completed within a specified period. The task is in the form of an investigation from data collection, organizing, evaluation, to presenting data. This project-based inquiry activity can be carried out by students at school after students. So, they can spend most of their class time working collaboratively with their team at school (Bell, 2010).

5. Moodle: Moodle is a course management system that gives teachers the option to send assignments, lectures, videos, and more. Students can interact with each other through discussion forums, private messages, and chat rooms. Students can upload tasks completed by attaching files. Inputting test scores to the class book at the same site, and students can also see the feedback given by the teacher. Moodle performs well when used in addition to face-to-face learning (Cole & Foster, 2007), (Setiyorini et al., 2017).

6. Schoology: Blended Learning based on Schoology can be a solution to overcome the learning process that requires many theories. Blended Learning based on Schoology is learning that combines face-to-face learning in the classroom and online learning using Schoology application outside of school hours. Students who used Blended Learning based on Schoology get more new theories outside school hours individual so that the face-to-face meetings to provide the theoretical material can be reduced and replaced with a practicum to the student. (Irawan et al., 2017).

7. PLATO Academy: PLATO academy is one of the online learning options outside the traditional school domain. Middle school students can stay in school and get the credit needed for graduation. PLATO classrooms offer independent courses that students can use to complete both at school and home. This course uses tests to place students in the appropriate class, and they have the opportunity to master the content and meet the stringent academic standards set by the school district. A trusted teacher facilitates this course, and after completion, students can obtain course credit (https://platoacademy. net). The advanced of technology also does not hurt changes in attitudes, behavior, and character of students.

Among them are internet addiction and lazy learning due to online games and watching, losing playing time with children of the same age because they are more focused on digital devices, making the lack of balance in children's social life, even potentially reducing academic achievement. This medium, the teacher plays an essential role in shaping the character of students. Teachers are expected to not only transfer knowledge but more than that attitude and spiritual development so that there will be a balance between intellectual competence and mental attitudes and competencies.

The role of education is to prepare students to become active, successful, and contributing members of society. However, there are necessary changes that must be considered; the community has changed. The responsibility of schools and educators is to prepare students to be able to compete and play their role amid the global community. Schools and teachers can consider the following aspects to organize education and learning.

1.   Student-centered Learning: Student-centered learning means that teachers are no longer the only primary source of knowledge in the classroom. In order to be able to compete and contribute to the global community in the future, students must be able to obtain new information when problems arise (learning how to learn). Then, they need to connect new information with the knowledge they already have and apply it to solving existing problems. In this class model, the teacher will act as a facilitator for students, students will collect information and knowledge themselves, under the guidance of the teacher. Teachers must accommodate student learning styles because this can increase learning motivation and student academic responsibility. They are

involved in various types of direct activities and show learning in various ways. Learning is about discovery, not memorizing facts.

2. Collaborative Learning: Students need to be encouraged to work together to find information, collecting, and build meaning. Each student has different strengths, and talents, and how to recognize the different strengths and talents that everyone has brings to the project, and changing roles depends mainly on the extent to which the school, teacher, and students develop collaborative learning. It is time to collaborate to become a tradition in various learning activities. Encouraging students to collaborative learning with people around the world can provide them with the future to work with people from other cultures, with values that are different from their own. Schools must also collaborate with other educational institutions around the world to share information and learn about various practices or methods that have been developed. They must be willing to change their teaching methods in light of new advances.

3. Meaningful Learning: Student-centered learning does not mean that the teacher gives up all control of the class. While students are encouraged to learn according to their learning styles, the teacher still guides skills that need to be acquired. Teachers can make essential points to help students understand how the skills they build can be applied in their daily lives. Students will be more motivated to learn something useful and valuable to them. Teachers need to teach and train students skills that are useful in any situation. Lessons have no meaning if they do not affect the lives of students outside of school.

4. Integrated with the Community: With the internet, students today can do many things. The school community no longer only covers the area located in the school environment but reaches all over and covers the world. Education needs to help students to be able to contribute to the global community and find ways to have an immense impact on their environment. That is, besides learning about values helping others around them and protecting their closest environment, but they also have to learn about how they can help and protect the world far from them. To prepare students to be responsible citizens, schools need to educate students to become responsible citizens. Through the activities of the school community, students are encouraged to take part in these activities or projects, and occasionally help communities around them with diverse social activities.

The scenarios are therefore based on the nature of research and innovation, the changing perception of the value of higher education, and the ability of universities to respond to social dilemmas in society. As such, the scenarios presented are. 1. The public academic champions the MOOC 2. Leading knowledge creation 3. Responsive knowledge creation 4. Collaborative partners for local sustainability 5. Innovation think tanks for hire (project based clusters).

CONCLUSION

Industrial revolution 4.0 has changed the way of thinking about education. Changes made are not just a way of teaching, but far more necessary is a change in the perspective of the concept of education itself. There will affect adaptation and renewal to almost all educational components such as curriculum construction, improvement of teacher competencies and skill, and the involvement of

technology into the learning process. Therefore, the development of current and future curricula must elaborate on the abilities of students in the pedagogic dimension, life skills, and the ability to live together and think critically and creatively. Promoting soft skills and transversal skills, life skills, and invisible skills, not related to specific technical and academic fields. However, it is widely useful in many work situations like critical and innovative thinking skills, interpersonal skills, global-minded citizens, and literacy of the media and information available. Also, the curriculum must be able to direct and shape students ready to face the industrial revolution era with an emphasis on the fields of Science, Technology, Engineering, and Mathematics (STEM). Curriculum reorientation that refers to ICT-based learning, internet of things, big data and computerization, as well as entrepreneurship and internship, this needs to be a compulsory curriculum to produce skilled graduates in literacy, technology literacy, and human literacy aspects. The university can play a passive or active role in supporting, sustaining, developing and promoting innovation in society going forwards. There is a need to continually review innovation management as a process to ensure it remains innovation. In essence, can innovation be managed or is it managing the conditions in which it occurs. How a social innovation process itself can be adopted to bring about the change process in education that then further facilitates social innovation itself in a cyclical arrangement.

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