Higher Education New pathways in teaching-learning process and Governance

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Abstract: Higher Education plays a major role in building knowledge among current and next generation leaders and plays an important role in shaping the Nation's economy. The impact of COVID-19 has put us in the process of thinking about where we are and where we want to get to. This situation has also made us to redesign the process and procedure of conduct of normal activities to fit ourselves into new situations and to sustain the normalcy in educational Institutions during similar situations arising in the future, institutions have redesigned process and procedures automatically and instantly but during pandemic, there has to be proper policy and procedure which are commonly observed to maintain sustainability in teaching-learning process.

Not only the present pandemic but, also there can be situations of natural disasters in future for which the Education system should be ready to face. The present situations are showing new dimensions and changes in the behavior and thinking of prospective admits. Different ideas generation during this situation happened thus, the integration of these ideas without compromising on quality, safety, security and social wellbeing, regeneration of new pathways for Higher Education Sustainability in teaching-learning process could be possible. At the same time, every idea which are redesigned or regenerated should not be compromising on transparency, participation and accountability which are key to good Governance of Educational Institutions. Good governance of Educational Institutions means the policies, procedures followed are fair and favorable from the point of view of stakeholders of the Educational Institutions. Thus, this study explores different methodologies followed by Higher Education Institutions during the pandemic situation to conduct classes and sustaining good teaching- learning process, further to also identify varied process, procedures and determine which methodology are fairer to adopt as our future pathway to maintain Higher Education sustainability in teaching learning process. In this study an attempt is made to explore different techniques used in teaching-learning process by HEIs during similar situations. There are many cloud-based systems created and adopted to impart education during situations of public disturbance and mainly lockdown, thus a safe and secure pathway should be created for all HEIs in-common following key elements of Governance. The system should be in favor of all stake holders of the institution thus attracting Governance from the beginning and also helpful in redesigning new pathways to achieve the goals. The conclusion is run after an attempt to create a course-management method developed to suit the situation.

Keywords: Higher education, new pathways, good governance of educational institutions, teaching learning process.

1. INTRODUCTION

India takes third place after USA and China as largest Higher education system. In India the main tertiary being Universities Grant Commission as the governing body. Higher education system in India is the third level after school education. With 18 thousand colleges, 600 Universities and 13 institutes of national importance the education system in India is one of the largest in the world. Indian education mostly has the base of traditional education. The aim of traditional education is to pass on values, manners skills and social practice, mainly included life skills and not much of

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technology included to the next generation for their survival. In Later years the education system included science and technology stage by stage required for Industries, Business, and Employment in higher education system and moved towards modernizing education system.

The modern education system should prepare the students for the realities of the modern world. The gross enrollment ratio in Higher education in India is less than China. If we have to achieve at least 50% of the goal of New Education Policy we have to give prominence to online learning along with offline i.e hybrid system. In an online learning system if some topics which are scheduled online but, on certain requirement it is taught on face-to-face this mode is hybrid mode of teaching-learning. Even before the hit of pandemic the world over during 2020, in India (MOOC) Massive open-access online courses were in place and many students from remote areas also were benefitted. When students from not well to do background can access online mode it is easy to implement blended learning and online courses throughout India.

Online education system is a flexible learning system allowing the students to learn solely using internet on their computer at home. It is gaining popularity around the world because of the advantages it has over the brick-and-mortar education. Its popularity is due to lower fee, flexibility, control, accessibility to world class trainers and interrupted learning. In spite of all benefits and advantages of online learning it cannot be replaced with face-to-face communication teaching.

Students' mindset has shifted towards doing assignment to score marks to pass rather than actually involving in the assignment. Students also on the other hand are finding resistant to change which has to be solved by equipping themselves with course management system. Course management system creates, provides, frame work and set of tools for teaching, it includes class roaster and student grading system, class exercises, quizzes and tests, focuses on every aspect of teaching-learning process and interaction. Every Institution will have to adopt different methodology or tools of teaching depending on their location, access to internet, number of students, stakeholder's expectation. It is necessary to also adopt different course management system according to student requirements and expectation. Governance in higher education must provide a framework for a truly variegated group of stakeholders, the basic principles of corporate governance find in its application in HEIs. It is the role of good governance to enable universities to manage relations among these stakeholders and ensure sustainability.

Governance in HEIs is ensuring guarantee of quality, freedom of high-quality research, scholarship and teaching, protective and collective student interest, publication of accurate information accessible to public. This study explores what are the different methods adopted by educational institutions to impart teaching during public disturbance and pandemic when colleges remain close, to examine the learning interest and capability of students during such situations and investigate whether students prefer hybrid teaching method, do Institutions maintain communication of important information to their students and updating about their wards to parents and maintain Institutional Governance in stake holders interest. The metadata analysis of students from 19 HEIs a pathway is designed for better teaching-learning process where every step includes and checks with governance. With the limited time, the respondents to the questionnaire were randomly selected. The main focus in the study is what teaching-learning practice HEIs have adopted during the college close down. Only A set of students from each Institution will give us the information about the process followed by the Institution specifically required for our study, the target response from respondents is to know what practice the Institution has followed in their present organization setup or infrastructure. Further to examine the application of Institutional governance in the interest of stake holders. Literature from recent articles on online classes were gathered from open access journals and articles which are recently published for this study. Thus, the next topic continues with literature review followed with research design of the study with analysis and presentation of survey data finally concluded with an attempt to create a course management system and conclusion.

2. LITERATURE REVIEW

There are various studies on teaching-learning process, Data analysis, Synthesis of Research Related to new path ways of teaching-learning process in Higher Education system is manly based on governance and elements of governance every strategy start and finishes with Governance.

This paper addresses the issue of newer teaching-learning process in Higher Education Institutions (HEI). There can be situations other than pandemic, due to which the institutions close down without any classes. Issues of teaching learning

process, hybrid teaching methods with governance aid is addressed; the practice of teaching-learning of over 19 randomly selected Institutions adopted during lockdown or during situations when institutions were close down, whether the method adopted is accepted by students are not is analyzed throwing light on governance policy.

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The modern education system should prepare the students for the realities of the modern world. The gross enrollment ratio in Higher education in India is less than China. If we have to achieve at least 50% of the goal of New Education Policy we have to give prominence to online learning also. In an online learning system, topics scheduled for online teaching but, on certain requirement it is taught on face-to-face this mode is hybrid mode of teaching-learning. Even before the hit of pandemic, during 2016, in India (MOOC) Massive open-access online courses were in place and many students from remote areas also were benefitted. When students from not well to do background can access online mode it is easy to implement blended learning throughout India.

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Students' mindset has shifted towards doing assignment to score marks to pass rather than actually involving in the assignment. Students also on the other hand are finding resistant to change which has to be solved by equipping themselves with course management system. Course management system creates, provides, frame work and set of tools for teaching, it includes class roaster and student grading system, class exercises, quizzes and tests, focuses on every aspect of teaching-learning process and interaction. Every Institution will have to adopt different methodology or tools of teaching depending on their location, access to internet, number of students, stakeholder's expectation. It is necessary to also adopt different course management system according to student requirements and expectation. Governance in higher education must provide a framework for a truly variegated group of stakeholders, the basic principles of corporate governance find in its application in HEIs. It is the role of good governance to enable universities to manage relations among these stakeholders and ensure sustainability.

3. RESEARCH DESIGN

Scope of the study

The focus of the study is to understand different methodology of conducting classes during public disturbances, all the methods are measured based on the acceptances of the respondents in the survey. The most suitable and acceptable way of implementing teaching learning process on hybrid and online mode of teaching is determined based on the feedback of respondents of various Institutions. The result of this exploration is beneficial to all educational institution to design and develop new courses in a most acceptable and student friendly manner. The dimension of education system is taking a big leap towards hybrid learning thus to cater to the demand this study focus on what pathway will be more suitable.

Objectives

The study concentrates on new pathways adopted by HEIs during the situations where there was close down of Institutions. Student reaction to such practice and whether the Institutions were following good governance in every practice during such situation is the focus. Thus, the objectives of the study are:

1. To investigate the new pathways adopted by higher education Institutions in teaching-learning process during situations of closure of Institution.

2. To examine what method of teaching is more convenient to students during college closure.

3. To develop a course- management model to suit any situation.

Problem statement

Institutions have gone for different rescue during situations when the college was closed down, during the pandemic situation the methodology followed by Institutions are different according to facilities available to continue teaching - learning process online. Before the invent of online video there was no facility other than internet or messaging in communication. There was very little infrastructure available to people to adopt virtual communication. The problem identified were as follows:

● What are the indifferent methods to followed by Institutions for continuous teaching-learning process?

● Did the students agree the methods adopted for teaching by institution?

● Were the students satisfied with the pathway used

● Was there transparency in method adopted

● Are all information communicated during close down?

● Institutional governance is observed in all steps are not

4. METHODOLOGY

Governance in HEIs is ensuring guarantee of quality, freedom of high-quality research, scholarship and teaching, protective and collective student interest, publication of accurate information accessible to public. This study explores what are the different methods adopted by educational institutions to impart teaching during public disturbance and pandemic when colleges remain close, to examine the learning interest and capability of students during such situations and investigate whether students prefer hybrid and blended teaching method, do Institutions maintain communication of important information to their students and updating about their wards to parents and maintain Institutional Governance in stake holders interest. Includes, the metadata analysis of opinions of students from 19 HEIs, a pathway is designed for better teaching-learning process where every step includes and checks with governance. With the limited time the respondents to the questionnaire were randomly selected. The main focus in the study is what teaching-learning practice HEIs have adopted during the college close down. Even a small set of students from each Institution give us the information required for our study, the target response from respondents is to know what practice the Institution has followed in their present organization setup or infrastructure. Further to examine the application of Institutional governance in the interest of stake holders. Literature from recent articles on online classes were gathered from open access journals and articles. Both secondary and primary data are used for the analysis excel sheet and pivotal table are generated for the analysis, descriptive statistics and Likert scale test is used for analyzing the data.

Analysis

Research-based teaching-learning process, Over the past one-decade research has provided a large number of variables that shows increases in student achievement, Damian W. Betebenner et.al 2009. Proctor"s model of teaching-learning states that the climate of the institution can have an effect on the achievement of its learners and emphasis on social nature. Adams & Biddle, 1970, Biddle also helped define non-cognitive variables which contribute to the affective domain (i.e., self-concept and self-esteem of the students). A teacher begins with objectives and ends with an evaluation**.** Instruction connects objectives and evaluations and is based on the teacher's knowledge of the students' characteristics and how best to motivate them. Gage and Berliner suggest that the teacher should use research and principles from educational psychology to develop proper teaching procedures to obtain optimal results, Huitt's (1995) framework considers variables related to context and student and teacher characteristics.

Since The Society is rapidly changing from agriculture based to information based thus, class room process must be blended with context and input-based variables to fit the present generation who are members from multi-faceted society, which transforms the way they process their learning. To develop such model which reflects the traditional model and also blends with present online teaching practice must be structured and adopted by HEIs.

Teaching-learning online has released the students from the clutches of rigid format with physical limitations to the information world which reacts at their own choice of learning. Students online need goals provided and guided by their teachers, it is necessary to understand the potential of online teaching-learning process, there are extremely large areas for which face-to-face learning is necessary thus, need of moderator arises. The potential of students also can be explored by themselves and get introduced to their own strengths and weaknesses. Thus, college environment, social nature, self-concept and self-esteem, research and educational psychology, context of learning, goals from teachers, moderators, self-analysis, swoc.

The following is the list of colleges chosen for questioning at least 5 students for listing teaching-learning process followed in their Institution during lock down.

Table 1: List of Colleges chosen randomly for questionnaire

1.	Seshadripuram college
2.	Krupanidhi College
3.	Nitte Meenakshi College
4.	Sindhi College
5.	ACS College
6.	Manipal Surana College
7.	Reva University
8.	SIRC
9.	MS Ramaiah Institutitons
10.	Dharmastala College
11.	BNMIT
12.	MVJ
13.	SICIT
14.	Acharya Institutions
15.	MSR Applied sciences
16.	SFGC
17.	SIC
18.	SICM
19.	Surana college

Teaching learning process adopted by HEIs during closure of institutions

Institutions close the college during major public disturbances, the survey was conducted after lockdown due to pandemic and therefore respondents responded maximum for pandemic and further even one student responding from one institution would indicate the whole process of that institution with this view there was no focus on number of respondents, the focus was to collect information about process of each institution. Thus, there are 73 respondents for 19

HEIs. The following analysis indicates teaching learning process adopted by HEIs adopted and most accepted by students. The following survey results indicates the situation faced by students for which there was closure of their Institutions and mode of teaching adopted, and the most preferred mode students expected and found convenient way of learning.

A. The following figure shows the responses for situations for which there was closure of colleges.
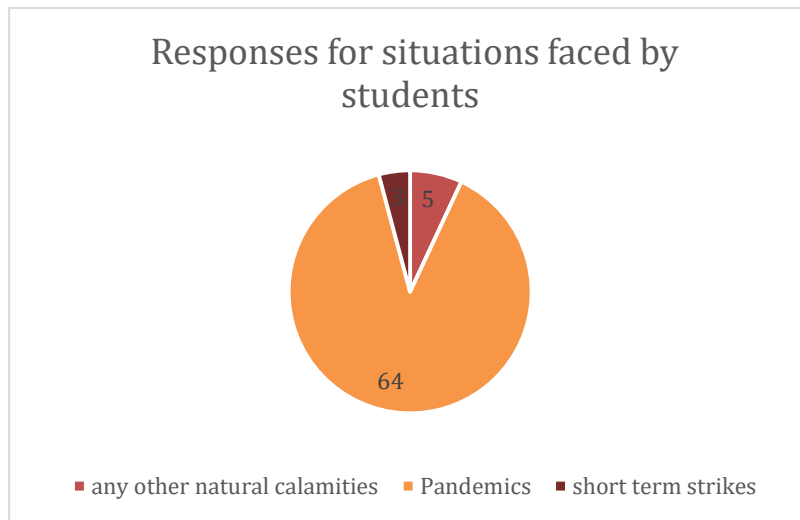

Figure 1: showing situations faced by students

From the above-mentioned graphical representation, indicates that maximum number of students i.e. 64 out of 73, mentions that they faced pandemics, zero students faced long term strike of institutions, 5 faced short term strike, and 3 students faced other natural calamities due to which their Institutions were closed.

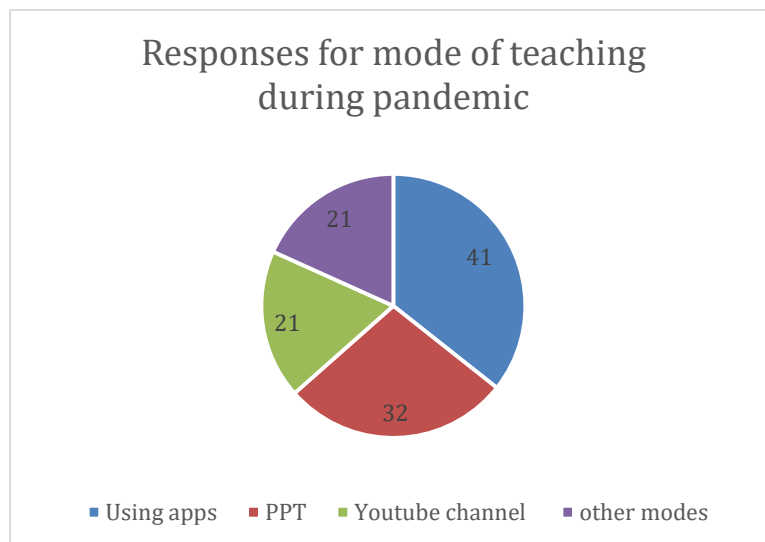B. The following figure shows modes of teaching were used by HEIs during pandemic

Figure 2: showing number of responses for mode of teaching adopted by HEIs during college closure.

The above data of responses from students of 19 HEIs marked for mode of teaching-learning adopted in their Institutions during college closure especially during pandemic (maximum students responded for facing pandemic). The data indicates Institutions have used apps for teaching online and power point presentation continued with 21 out pf 73 responded that YouTube videos were used and other modes were used in teaching learning process.

C. Responses of students who expressed their convenient and acceptable with the following mode of teaching learning to gain knowledge.
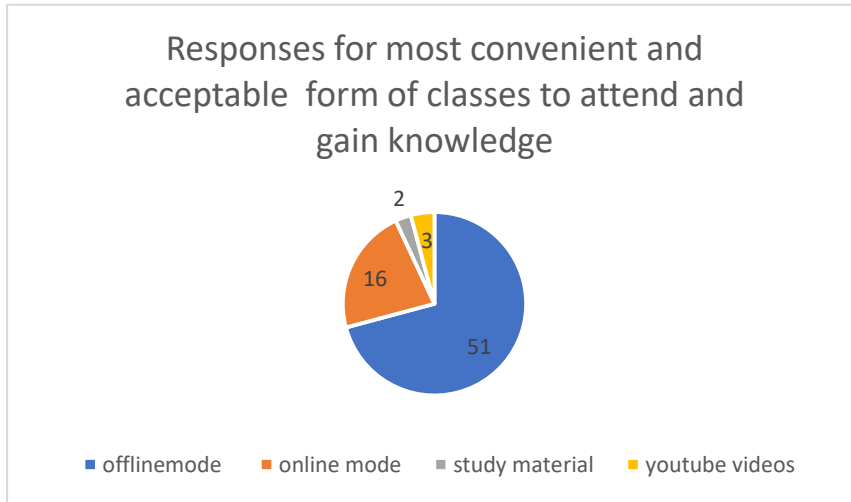

Figure 3: showing responses for most convenient and acceptable mode of teaching learning.

The pie chart indicates that students prefer highest for offline mode of teaching and next is online mode very few prefer study material and YouTube channel teaching.

Table 2: Governance practice based responses

D. Accountability and Transparency

Does the Institution have the mechanism of communicating/sharing all relevant information about their wards to parents	Responses
Maybe	17
No	5
Yes	51
Grand Total	**73**

The above-mentioned responses table indicates that maximum students know that relevant information regarding their wards is communicated to their parents. This indicates the HEIs also have an element of governance followed.

Course management model

Normally course management systems are developed with software technology, the developer is not always a teacher but, one should develop an effective CMS only after considering teachers opinion and keeping in view students' requirements. In this study an attempt is made to develop a framework for course management model which can form as a pathway to develop course management system for teaching learning process which can be used during any situations i.e when there is closure of HEIs due to situations like pandemic. The teachers and students are the final destiny for any course management model. This study which is based on a survey form also as an inquiry into how the students wish to learn. Models are being developed over years, all models focus on increasing the capacity of students for self-learning. When a student has gone through in a good course management system in which ever institution, he has studies will also impact on this self-learning capabilities in the future.

THE MODEL OF TEACHING:

STIMULATING PROBLEM AND PURPOSE

The model begins with confronting the student with a stimulating problem, it may be presented either verbally or actual experience, teacher should draw attention towards the difference in their reaction for each expression and put the question in from of students to understand how they feel. As and how student becomes interested in it, the teacher draws them

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towards the objectives of the subject, its contents, purpose, benefits and application. Teachers should also connect to live examples of similar situations in companies, public, global perspective etc. The students should be asked to prepared on assignments, organise and act by themselves, and report their results corresponding to problems discussed. Finally, they evaluate their own reports to understand and deviations and repeats with all projects and topics on and on.

PROCESS/ EVALUATION

The continuous evaluation includes students' involvement at every phase within the boundaries of teachers monitor

Stage one	Stage two
Students face rethinking session about what they Want from that Subject/course	Students start exploring reasons for studying that subject/course and match with present requirements.
Stage three	**Stage four**
Students focus on specific problem, study task And organise for defining, analysing and reporting.	Assignments either in group or individual
Stage five	**Stage six**
Students start enlightening and empowering their knowledge and its application.	Repeated activity cycle

Accountability and Transparency
Students should obtain their performance report recorded with teacher. The records are available for students and parents at stipulated intervals. The records are available to management in the format to judge the teacher's performance.

While the students are involved in the process continuously there will be no much difference with teacher and students except with their roles.

FOLLOWUP SYSTEM

Every system of Institution should have enough inputs to support the needs of students, It includes infrastructure with concession cost for students to download contents through internet and access to various database. Students should be given a friendly environment by all administrative system if they understand they are involved in exploring or investigating process for the reports.

IMPLEMENTATION/APPLICATION

Even though we assume the model is fit it is not comparable with any other models because of drawbacks and limitations of the study. This model is based purely on the survey and expression of interest of students, however they find the course or teaching to their expectation, the questions and answers are a limited pattern with time and purpose constraint.

5. CONCLUSION

During pandemic situation and where the pandemic situation still prevails and the situation of teaching -learning process is still under threat. A best pathway of teaching is necessary to be identified from student perspective. Online teaching has opened the doors of experts for knowledge, located in any corner of the world. Experts are getting introduced to students through video meetings and undergoing an Harvard course is also at students reach.

It becomes necessary for the HEIs to design or define a suitable teaching learning model to reach knowledge to students who enrol with them on a hope to be chosen by future employers and for success in the future. It is indicative from this study that maximum number of students faced pandemic situation the Institutions were closed and were on online mode of teaching.

Maximum students have agreed that Offline mode is the best way of teaching-learning process, at the same time they have also agreed that online mode of teaching is suitable with power point presentation, YouTube channels, videos, quiz is more acceptable. When the students have started to agree online mode of teaching to acquire knowledge thus, the HEIs should follow up and upgrade themselves with a proper course management model in place. In this study an attempt is made to develop a Model of teaching to make students understand the purpose of their study or by stimulating problem. The model of teaching is developed for validity through application and leading to more research to refine the process and identify the higher scope of its application.

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