Quality Enhancement in Teaching- Learning and Evaluation of HEIs during Covid Scenario - with Reference to Sanatan Dharma College, Ambala Cantt

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ABSTRACT

With the advent of March 2020 the whole world faced an unexpected situation of COVID-19 and the world was at stand still. The education system collapsed not only around the globe but also in India. This research paper elaborates the online teaching learning system adopted by Sanatan Dharma College, Ambala Cantt during the lockdown period and how the institution is maintaining the quality of higher education system by its continuous and innovative efforts. The paper follows both qualitative and quantitative approach to study these perspectives. The purpose of this paper is to bring to limelight the ongoing online teaching learning system with optimum employability of various resources in order to shift the education landscape in a smooth and qualitative manner.

Keyword: COVID-19, pandemic, online teaching-learning system, teaching faculty

Introduction:

Since, the early 2020 when the corona virus out broke in our country, educational system has been taken aback. A university which focuses on face to face traditional communicative education has shifted to virtual interactive delivery of curriculum. Apart from China, being the focal point of spread of COVID 19, many universities and schools of 61 countries in Asia, Europe, Africa, North America, South America and Middle East announced and implemented a complete closure since March 13 as per UNESCO,2020. This paradigm shift from offline courses to immediate online content development via, audio and visual aids was a nightmare for many teaching staff. In matter of days the whole syllabus needed to be broken into modules, lesson plans, teaching aids development, and technical support was a challenge for most of the teaching faculty members who lacked online experience of teaching (Bao, 2020).

Sanatan Dharma College, Ambala Cantt affiliated to Kurukshetra University with A+ grade and CGPA score of 3.51 by UGC, NAAC. The college was bestowed with the status 'College with Potential for Excellence by UGC. The primary mission of the college is to uplift the society through education. Like a beacon, guiding the philosophy of nurturing a healthy human resource that is endowed materially, intellectually, morally and spiritually, the institution continues to spread the light of knowledge. In these tough covid times, the college stood as a pillar for its stakeholders (teachers, students, parents and alumni).

In this context a case study is designed of Sanatan Dharma College, Ambala Cantt, and the college who paved a new path for imparting value education keeping in mind the possible challenges the stakeholders might face in the virtual environment. The quality enhancement in teaching, learning and evaluation has been maintained by the college even in the COVID times with the full support of DGHE, Panchkula and Kurukshetra University's initiatives. Ever since the lockdown began in India, the whole country

changed the run and flow of the education, business, health care, training and almost all the spheres of our lives. It was essential to bring on track the lost days of education of the students of our college. The college has been running its enterprise resource planning since 2015, commonly known as CIMS (College Information Management System) which is an ERP based software developed in consultation with the needs of the stakeholders. Through CIMS students can access their examination results, assignment scores, attendance details , e-content, mentorship details, lesson plan, teacher notes, question banks, time table, notice and other academic information directly on their computers or mobile phone. All the results of the Class tests conducted and Assignments submitted are uploaded on the CIMS. University results and Internal Assessment of the students are also uploaded on the CIMS.

Preparedness initiatives:

G-Suite- As per UGC guidelines, final year examinations were conducted through online mode, for which the college purchased Google workspace formally known as G-Suite which provides a customized and secured organizational email and a facility of Google Meet with 250 participants, recording, attendance tracking, noise cancellation and in domain live streaming as well as unlimited storage in Google drive and Gmail which is more outcome related than conventional online teaching (Angela, 2020). The college then created customized email id for all staff members with sdcollegeambala.ac.in as their domain names, which lead to standardized interactive platform and created transparency and accountability both at organizational and individual levels.

LMS Moodle- The online education system can bring various unexpected challenges one of which was to channelize the large strength of students of the college which includes science, commerce and humanities along with 91 faculty members igniting the need of customized institutional level learning management system (LMS). Moodle being a free and open source LMS, gives the owner the freedom to customize the features according to the course requirements. The college initiated the implementation of the Moodle through conducting various workshops of the staff members as a preparedness step.

S.No.	Program Title	From Date	To Date	Audience	Participant No.
1	Online Workshop on "Education Through Virtual Classrooms and E -Learning Technologies"	5/4/2020	5/10/2020	Sanatan Dharma College, Ambala Cantt	16
2	Online Webinar on "Digital Transformation in Education during Covid-19 Pandemic"	5/5/2020	5/5/2020	Sanatan Dharma College, Ambala Cantt	124
3	Faculty Development Program on Moodle (IIT Bombay Spoken Tutorial)	5/13/2020	5/17/2020	All India	252
4	Faculty Development Program on Moodle (IIT Bombay Spoken Tutorial)	5/22/2020	5/26/2020	All India	350
5	Faculty Development Program on Moodle(IIT Bombay Spoken Tutorial)	6/3/2020	6/7/2020	All India	140

Table 1: *Various workshops of the staff members initiated by the college for the implementation of Moodle, (source: E-resource development cell, S.D.College, Ambala Cantt)*

Knowledge Dissemination- the College believes that if you have knowledge; let others light their candles in it (M. Fuller), so the college initiated various online development programs for the enrichment of faculty of various schools and colleges at the state and national level and upgraded them to overcome the barriers and problems aroused due to the pandemic situation. In total 7183 faculty members were upgraded by the institution's

Sr. No	Program Title	From Date	To Date	Collaboration	Audience	Participant No.
1	Online Workshop on "Education Throug h Virtual Classrooms and E-Learning Technologies"	4/24/2020	4/30/2020	-	The SD Vidya School, Ambala Cantt	16
2	Online Workshop on "Education Through Virtual Classrooms and E-Learning Technologies"	4/26/2020	5/2/2020	-	The SD Vidya School, Noida	14
3	Online Workshop on "Education Through Virtual Classrooms and E-Learning Technologies"	5/4/2020	5/10/2020		The SD Vidya School, Ambala Cantt	16
4	Online Workshop on "Education Through Virtual Classrooms and E-Learning Technologies"	5/4/2020	5/10/2020		Sanatan Dharma College, Ambala Cantt	16
5	Online Webinar on "Digital Transformation in Education during Covid-19 Pandemic"	5/5/2020	5/5/2020		Sanatan Dharma College, Ambala Cantt	124

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8	Faculty Development Program on Moodle	6/3/2020	6/7/2020	IIT Bombay Spoken Tutorial	All India	140
9	Faculty Development Program onE Content Development	6/6/2020	6/12/2020	DGHE, Haryana	Haryana	390
10	FDP Non teaching	6/15/2020	6/19/2020	UGC PARAMARSH Scheme	Mentee Colleges under UGC PARAMARSH Scheme	53
11	Faculty Development Program onE -Content Development	6/22/2020	6/26/2020		MDAV School, Ambala City	80
12	Faculty Development Program on E -Content Development	6/26/2020	6/27/2020	DGHE, Haryana	Haryana	750
13	Faculty Development Program onE -Content Development	6/29/2020	6/30/2020	DGHE, Haryana	Haryana	580
14	Faculty Development Program on E -Content Development	7/1/2020	7/2/2020	DGHE, Haryana	Haryana	400
15	Faculty Development Program on E -Content	7/3/2020	7/4/2020	DGHE, Haryana	Haryana	350

16	Faculty Development Program on E -Content Development	7/6/2020	7/7/2020	DGHE, Haryana	Haryana	400
17	Faculty Development Program on E -Content Development	7/8/2020	7/9/2020	DGHE, Haryana	Haryana	550
18	Faculty Development Program on E -Content Development	7/10/2020	7/11/2020	DGHE, Haryana	Haryana	400
19	Faculty Development Program on E -Content Development	7/21/2020	7/25/2020	DAV College, Chandigarh	Chandigarh	330
20	Faculty Development Program on E -Content Development	7/27/2020	7/31/2020	Guru AngadDevTLC of MHRD, Govt of India	India	857
21	Faculty Development Program on E -Content Development	8/10/2020	8/14/2020	USoL, Punjab University, CHandigarh	Chandigarh	112
22	Faculty Development Program on E -Content Development	9/24/2020	9/30/2020	National with MSM Kerala	India	58
23	Faculty Development Program onE-Content Development	12/14/2020	12/15/2020	DGHE, Haryana	Haryana	400

Table 2: *Online development programs initiated by the college for the enrichment of faculty of various schools and colleges at the state and national level (source: E-resource development cell, S.D.College, Ambala Cantt)*

Faculty Enrichment- Learning is a never ending process, (Danielle, 2019) and this has been proved by the faculty members of Sanatan Dharma College, Ambala Cantt especially during lockdown period, when the whole world was at standstill by upgrading their intellectual dimension through various seminars, webinars, conferences, FDPs, courses and workshops.
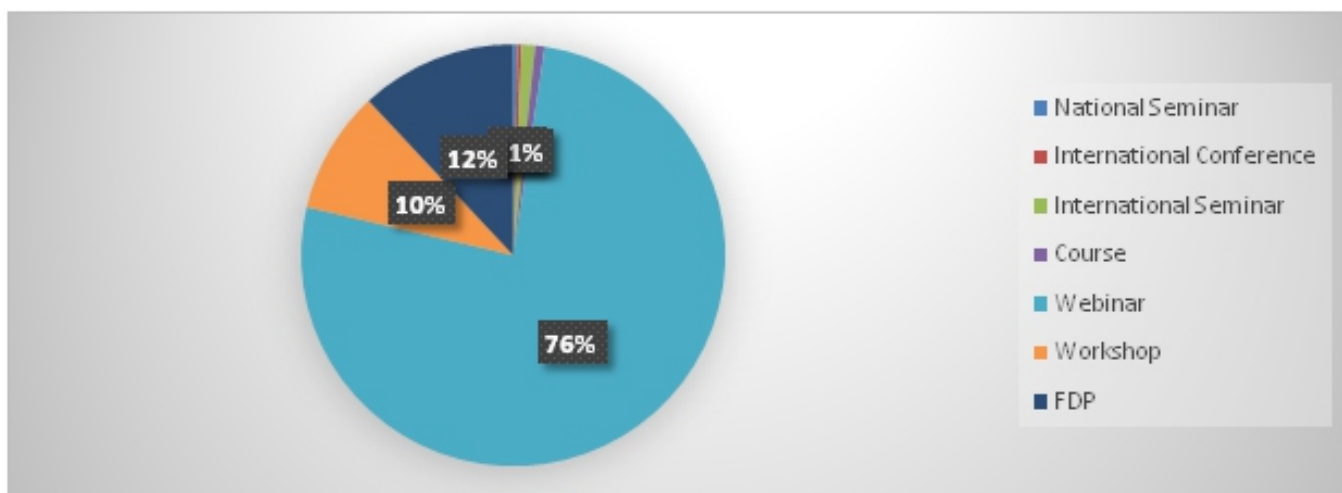
Figure1. *Prepared by the researchers*

Student's Engagement-The pandemic situation has not only affected colleges or faculty but students as well because of the immediate closure of the education institution. The most vulnerable section of our institution was perplexed and emotionally distressed, giving the responsibility on the shoulders of the college to channelize the negative energy into constructive framework.

Sr. No.	Course Name	Start Date	End Date	No. of participants	Course outcome
1	Aspects of Insurance	7/5/2020	7/15/2020	63	Basics of life, general, marine and accidental insurance, the types of risks etc.
2	Aspects of Business Management	7/27/2020	8/10/2020	87	Basics of management principles, the art of getting things done with others.
3	Aspects of Financial Management	7/31/2020	8/21/2020	24	Able to management the financial resources, prepare budgets etc.
4	Android App Development for Beginners	8/6/2020	8/20/2020	212	Able to develop a basic software ap.
5	Core PHP	8/6/2020	8/20/2020	37	Able to develop own static or dynamic websites.

6	Python for Beginners	8/12/2020	8/26/2020	85	Back end development, software development, data science and writing system scripts.
7	Electronic Waste Management	8/20/2020	8/29/2020	47	Able to differentiate the various types of e waste its disposal and management.
8	Android App Development for Beginners	8/21/2020	9/4/2020	136	Able to develop a basic software app.
9	Learner Centric Content Design Tools	8/26/2020	9/9/2020	124	Able to design Learner Centric Content with the help of tools.
10	Python for Beginners	8/31/2020	9/14/2020	15	Back end development, software development, data science and writing system scripts.
11	Android App Development for Beginners	9/1/2020	9/15/2020	61	Able to develop a basic software app.
12	Core Java	9/1/2020	9/15/2020	16	Able to understand collection of libraries and development of general desktop applications.
13	Mastering Excel from Basics to Advance	9/6/2020	9/20/2020	145	Able to make tables, functions of excel etc.
14	Web Designing	9/11/2020	9/25/2020	61	Able to understand the user experience aspects of website development.

15	Mastering Excel from Basics to Advance-2	9/23/2020	10/7/2020	80	Able to make tables, functions of excel etc.
16	Intellectual Property Rights	9/25/2020	10/9/2020	47	Able to understand copyrights patents and plagiarism.
17	Moodle LMS	10/4/2020	10/13/2020	101	Able to understand the functioning of Moodle.
18	Professional Documents with Microsoft Word	10/14/2020	10/28/2020	118	Able to prepare professional documents.
19	Moodle LMS	11/1/2020	11/10/2020	69	Able to understand the functioning of Moodle.
20	Android App Development for Beginners	12/21/2020	12/31/2020	96	Able to develop a basic software app.
21	Designing Captivating Presentations with PowerPoint	1/1/2021	1/10/2021	110	Able to design PowerPoint presentations.

Table 3: *Online courses initiated by the college for the students of various schools and colleges at the state and national level (source: E-resource development cell, S.D.College, Ambala Cantt and outcome prepared by researchers)*

Initiatives taken by College's Library- The engagement of students was not enough only through online courses but the need was to make the resources accessible to the faculty and students 24*7. Library being the backbone of the higher education institutionscame to the rescue and made the following initiatives:

- Subscription of E-books 67 new e-textbooks were subscribed on perpetual access basis from McGraw Hill Express Library and Pearson E-Library.

- Organized a webinar and user awareness program in association with National Digital Library of India, IIT, Kharagpur.

- Workshop on Access and Use of E-Resources was organized in association with Pearson India Education and McGraw-hill Education India.

- Training programs on using NLIST E-resources, E-PG Pathshala and other Open Educational Resources were also organized for the students and faculty.

- Raised total number of e-books to 113. 24 more new computer systems were purchased to strengthen the E-Resource Center of the Library.

Curriculum Planning and Implementation- The faculty divided the teaching content into reasonably smaller units by preparing a well explained lesson plan with programme outcome, programme specific outcome and course outcomes to ensure that students concentrate on online studies to gain deep

knowledge rather than to learn ambiguous and surface knowledge. The college followed and maintained the practice of keeping the record of advanced and slow learners and uploaded additional reading materials, practice test and other e-contents on the college's LMS for the benefits of both advanced as well as slow learners and even updated a list of books of suggestive readings (Anviti, 2020).

*E-Content Generation-*Keeping the students glued in this virtual environment is a challenging task, so the faculty members have to gear up their technical, conceptual and soft skills. Sanatan Dharma College, Ambala Cantt started its own YouTube channel to showcase the e-content generation by its faculty member to the learning generation throughout the world. The faculty has prepared PowerPoint presentations, videos, case studies, animations, quizzes, interactive tools like mentimeter, gamified quizzes, Google forms, padlet etc. to lever the student's engagement and motivate them to learn with enthusiasm. The college has its own lecture recording studio which can be used by the faculty members at their disposal. Many faculty members were also involved in EDUSAT content development.

Blended Learning- India is on the path of development in context of technology and education. With the new education policy, 2020 focusing on online universal access to education and improving its quality, the nation is working towards bridging the digital gaps. The unexpected transition from face to face to online teaching gave rise to various challenges such as rural, semi urban background of students, poor internet connectivity, power failure, limited accessibility to smart phones/ laptop. To combat these obstacles, as per DGHE the college initiated a blended teaching- learning system with both offline and online classes.

Analysis of Institution's efforts during pandemic situation-

The utilization of various digital platforms and constant motivation from higher authorities has transformed a traditional teaching pedagogy into ICT enabled system. Efforts were made to help the students as well as the faculty to overcome the fear and shyness to confront the screen in an online class. Hence, to know the real impact of all the efforts made by the institution for smooth online teaching learning system a general feedback was collected from both faculty and students.

*Research Methodology-*Twodifferent Google forms were designed by the researchers to analyze the effect and acceptance of online teaching learning system. Soall the analysis and charts were derived from the same.55 Faculty members and 840 students were the respondents of the said study.

Interpretation and analysis-

<u>*Feedback from faculty members*</u>

Teachers are the backbone of any higher education institution, with constant learning process; the teaching faculty strives for up gradation. A feedback from this essential stakeholder becomes imperative for the institution to check and improve its efforts.
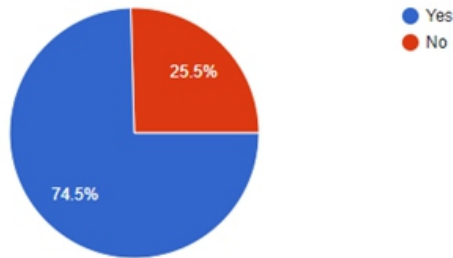
ONLINE VS CLASS ROOM TEACHING EXPERIENCE:

55 responses
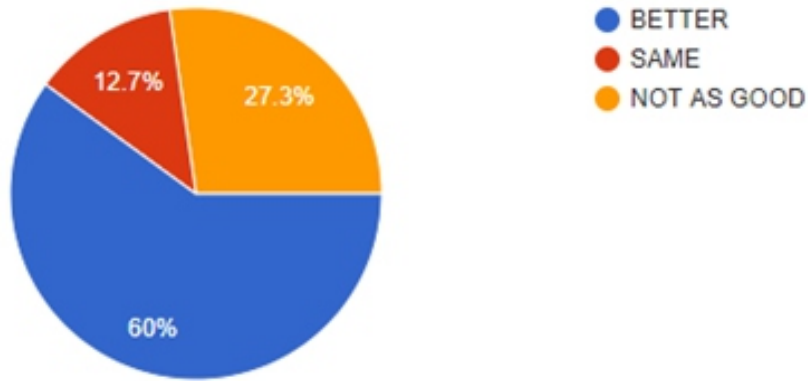
Analysis: The data was collected from various faculty members belonging to different streams such as humanities, science and commerce and 60% of them felt that online teaching experience is better than the traditional class room teaching as there was improved quality of content generation. The study material was not only confined to the college students but was accessible by all the stakeholders which gave an inner thrive to the teachers for continuous improved efforts.

Analysis: Almost 2/3 rd of the faculty members have attended the FDP(s) organized by the institution for updating them regarding online teaching system and maximum of them believe that these FDPs have been a great source of assistance to enhance the overall teaching experience during the pandemic time.

Feedback from students

Students being the lifeblood of any teaching institution play a major role for success or failure for any innovative practice followed by the HEI. Hence the genuine feedback of the students was collected to depict the real result of the efforts taken up by the institution to meet up the need of imparting quality education in such a difficult and unexpected situation.

STREAM

840 responses

- COMMERCE AND MANAGEMENT
- ARTS
- SCIENCE

28.8%   13.2%   58%

YEAR

840 responses

- I
- II
- III

29.5%   27.7%   42.7%
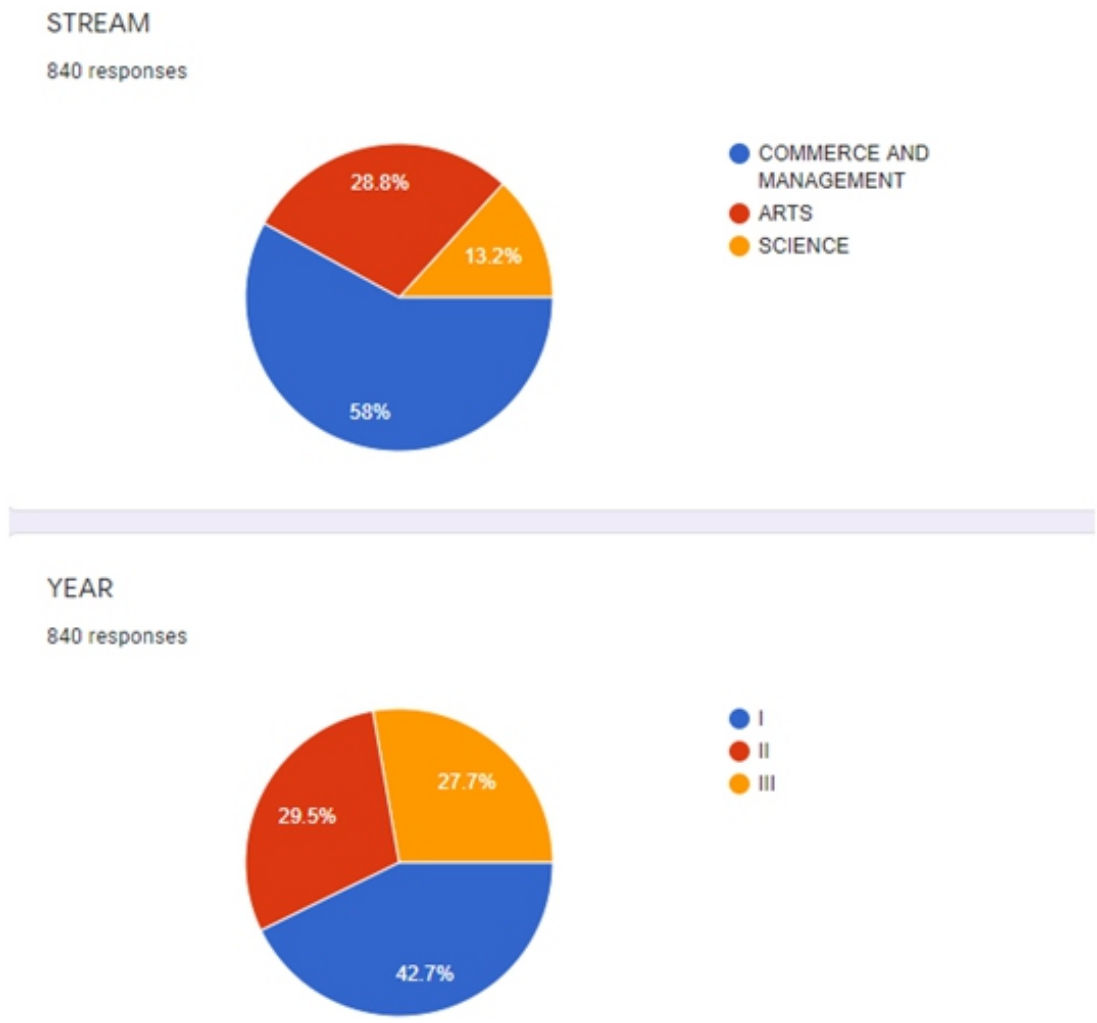
Analysis:

In total 840 students participated in the survey from all the streams be it commerce and management, arts or sciences and covering all the sections, be it new students from first year or the students of final year who are about to pass out from the college.
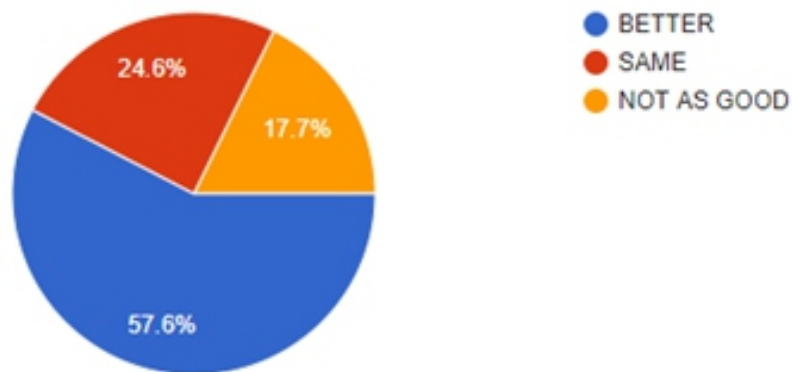
ONLINE VS CLASS ROOM TEACHING EXPERIENCE

840 responses

- BETTER
- SAME
- NOT AS GOOD
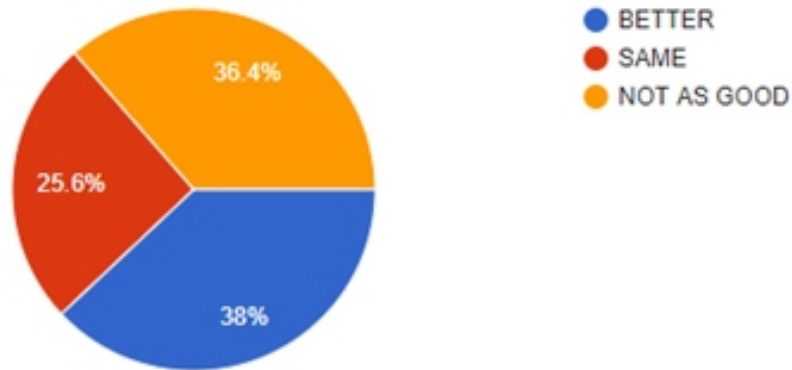
ONLINE VS TRADITIONAL ASSIGNMENT SUBMISSION

840 responses

- BETTER
- SAME
- NOT AS GOOD

Analysis:

Though it was not only tough for teachers but also for the students to accept the transition of classroom from face to face to online, still the institution and faculty's constant efforts have made it to the stage that maximum students are satisfied with the online teaching learning and assignment submission process being adopted by the college. The technology driven evaluation methodology adopted by the college enables complete spheres of performance evaluation rendering more effectiveness and transparency (Harry, 2019).

DO YOU THINK COLLEGE'S LMS(MOODLE) IS A USER FIRENDLY SOFTWARE?
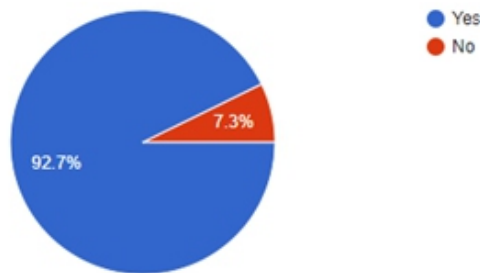
840 responses
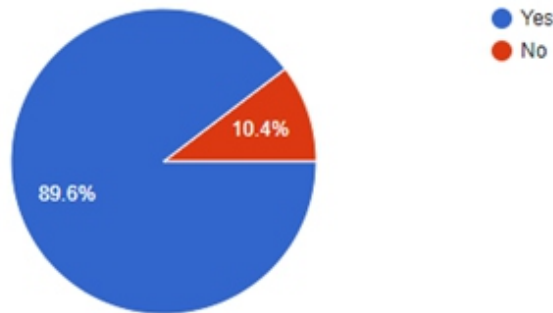
Analysis : The institution made an effort to build up a flexible LMS for the students and the college has made a successful effort to build up the same as 89.6% students are in the opinion that college's LMS is really a user friendly and easy software.
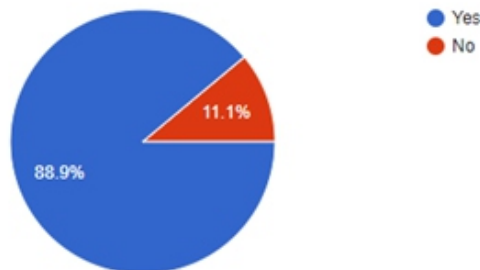
ARE YOU AN ACTIVE USER OF MOODLE?

840 responses

DO YOU THINK THE AVAILABILITY OF E-CONTENT AND ONLINE LECTURE RECORDING 24*7 ON MOODLE IS HELPFUL FOR ANYTIME LEARNING EXPERIENCE?

840 responses

Analysis: The purpose of creating user friendly software was to make the e-content available 24*7 for the students, even if they fail to attend the online classes due to any unavoidable reason, the recorded lectures are available along with other materials like notes, books, ppt etc. The college's effort has yielded a fruitful result as 88.9% of students feel that every time availability of e-content makes the learning process easy and convenient due to the compatibility of college's LMS on mobile as well as laptops/computer.

DO YOU WISH TO CONTINUE THE ONLINE TEACHING LEARNING EXPERIENCE
EVEN WHEN THE PANDEMIC ENDS?

840 responses
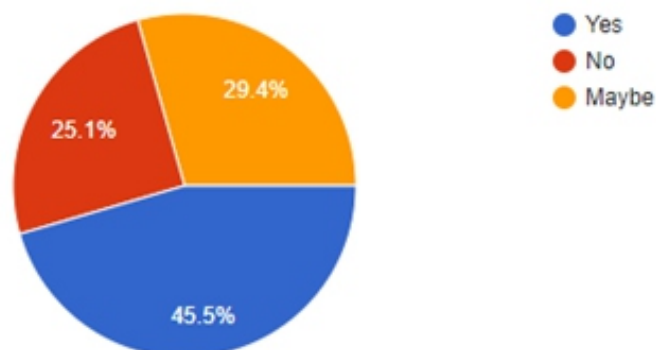
Analysis: The success of any efforts of the institution can be depicted by the way the students accept it or respond about it and the above question tells the same story as 45.5% of students want to continue the online teaching learning system of the college even after the pandemic ends.

Conclusion:

The pandemic situation forced the institution, faculty members as well as students to adopt a completely new process of teaching learning system. Though challenges like poor internet services, lack of resources, increase in workload, peer pressure etc. were there but the motivation of moving ahead and facing these difficulties (Deepika, 2020). Continuous efforts made by the institution and immense cooperation by the teaching faculty have made the online teaching learning system a success in the college. Theonline system has not only enhanced the quality of teaching but also has helped students to acquire a new skill of self-learning and discipline which will help them throughout their personal as well as professional life.

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2. Anviti S., *(2020)* https://www.financialexpress.com/education-2/online-learning-and-education-for-all-during-and-after-covid-19-pandemic/2021940/ have also shifted their base to virtual platforms to conduct classes online

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