RESILIENCE IN HIGHER EDUCATION- MULTIPLE PERSPECTIVES TO TEACHERS

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Abstract
The paradigm shifts in the role of a teacher in current perspective. As COVID 19 bought plenty of opportunities to teacher to performing pedagogical activities in the current context, Further, in addition to conducting class, teacher has to get prepare for planning the classes, creating exercises, elaborating, and correcting the different assessment instruments, the teacher needs to know how to handle, in a satisfactory way, all platforms that are used to implement their pedagogical work. We hereby aim to contribute to educational research during the pandemic by offering a system resilience perspective to organizational challenges in higher education in the context of the COVID 19 pandemic.

I.   Introduction

As we know that, India is developing nation has been systematically progressing on the educational front since its independence, The GOI introduced Right to Education Act' which stipulates compulsory and free education to all children within the age groups of 6-14 years, it brought revolutionary in the education system. Our motto is education is for all, Education is basic to any constituent of the society irrespective of gender, physical, racial, economic, geographical, cultural, or linguistic differences and its efficacy in human development can never be understand. All these stimulates the educational movement and it has been receiving tremendous government support through comprehensive planning in its various five years plans. The main intention of these plans is to bring quality higher education to every nook and corner of the country.

The aim of the present article is to empirically describe the complex adaptive process of a higher education institution in India in response to the COVID 19 pandemic. In fact, the pandemic can be regarded as a major environmental disturbance for education institution. Students, teachers, educational leaders, and parents have been affected due to the nationwide lockdown, Students from more socially vulnerable groups have been more affected by the pandemic in terms of emotional life and personal circumstances. The impact of the COVID-19 pandemic on the teaching and learning process across the world. As per the report of UNESCO more than 300 million students have been affected the closure of schools. It shows that higher education system needs to build long term resilience to safeguard against future disruptions and ensure academic continuity in all possible scenarios. In order to bring certain changes in Higher Education, the GOI released the NEP 2020 (New Education Policy), it shows in the transformation change in the higher education system.

Resilient Higher Education System

Resilience is a concept that originates from the study of socio ecological system and refers to the capacity to "bounce back" from unexpected events and disturbances. Here mentioned a four-part framework for a resilient higher education system. As mentioned above, the entire world is affected due to pandemic, it affects all sector, the major one is education sector. Because schools were shutdown, it affects student groups later higher education students updated online learning. It bought shift in traditional learning to online learning. With this changing environment, it is imperative that the higher education sector reassesses its academic approach. Institution need to develop an ability to zoom out to see and plan their long term goals and zoom in to see current reality and identify initiatives that could

potentially succeed. Here with mentioned the four steps recommend below can guide educators and other stakeholders to build an education system that is disruption proof and promises a future ready workforce.

The four strategies listed below can assist leaders in creating a Higher Education system that is resistant to future disturbances.

1. Debunk long held orthodoxies in the traditional academic model

limitations to getting a degree, a particular specialization, and a set curriculum are characteristics of traditional learning. All of these hinder efforts to reinvent higher education. Instead of the traditional approach, this one permits flexible learning and promotes the overall growth of students.

1. **A Single to a multidisciplinary approach.**
   Earlier, HEI have centralized learning in which students have mainly focus in single subject or domain. However, many studies focus on multidisciplinary or interdisciplinary learning model allow students to acquire varied perspectives and develop crucial skills such as critical thinking, teamwork, and creativity.
2. **Once and done to lifelong learning**.
   Higher education institution in India and abroad approached mindset called 'once and done'. it brings rapid changes in the nature of work and the constant evolution of skills coupled with their shrinking shelf life call towards lifelong learning.
3. **Academic growth to the holistic development of students**
   There shift from measuring students' performance instead of grades to 'whole of student approach' to education. it embracing students their intellectual, mental, emotional, and moral growth should be educator's agenda. For instance, institutions are encourages raising awareness about the importance of developing socio-economic skills for students, it includes managing student's emotions and conflicts better, effectively solve problems, and form positive relationships with others.

2. Build a digital ready institution

Technology disruptions are the new constant, and HEI must become digital ready. Investing in technology is not enough, institutions also need to develop a technology road map that minimizes the impact of future disruptions on academic continuity and shift from 'doing digital'. ¨ Besides, Educational institution should take initiative faculty upskilling and harness data to drive decisions.

Prioritize faculty upskilling
The pandemic has left instructional faculty scrambling to keep pace with the unprecedented shift to online learning. The current situation has made it clear that technology-enabled education delivery needs appropriate staff and faculty members' retraining. As technology in education delivery becomes even more critical than before, faculty upskilling and reskilling efforts should be institutionalized to ensure a seamless learning experience.

Leverage data to drive decisions
Using data to drive decision-making is not a new concept at all. There is enough research to suggest a strong link between data-informed student intervention and performance. The Indian HEIs, have only scratched the surface with their data-driven decision-making strategy.

Create a digitally enabled education ecosystem

Achieving little bursts of success in discrete digital initiatives will only take HEIs so far. To become a complete digital-ready institution, creating a digitally enabled ecosystem will be critical. As part of this, institutions can create a digital learning network that offers students a host of choices to drive and supplement their learning.

3. Reinvent Student Experience

Ever since the emergency shift to remote learning, instructors have been wrestling with ways to engage students. Students who prefer campus experience have found it difficult to adjust to the online learning environment. Inequities in access to digital tools and the internet have compounded the problem further. Given that online learning is here to stay and will be a core component of the hybrid learning model (a combination of simultaneous classroom and online training) institutions will need to rethink ways to engage students, redesign assessment criteria, and, more importantly, prioritize inclusion.

Reimagine student interaction with the faculty and other students

To maximize the online learning experience, instructors will need to design student-centric pedagogies. Innovative methods to engage students with the faculty and their peers will need to be implemented. For instance, setting up discussion boards on a cloud-based like learning management system (LMS) can allow students to interact synchronously or asynchronously with the faculty and with their peers.

Shift to new ways of assessing performance

Institutions have been making strides to alter student assessments in the wake of COVID-19. While online and Artificial Intelligence based proctoring have gathered a lot of attention, there is a need to get creative with student assessments. As an Indian higher education dean puts it, "Assessing online exams is a major concern and is often an impediment to accelerating the shift to online learning.

4. Develop a Thriving Multi stakeholder Ecosystem

Academic institutions can drive economic growth by integrating with stakeholder like the industry, government, and community organizations. In fact, the pandemic has accentuated the role of an ecosystem that encourages connections between universities, industry, and the government to address crucial gaps in resources. This will help us to provide multiple benefits like providing an impetus to reskilling/ upskilling efforts, facilitating research and development, and fostering collaborative synergies.

Strengthen partnerships to spur research and development

To evolve a culture of innovation is important to build a self-reliant nation. For example, Country like United States, in this country, Industries are established incubators and accelerators at academic institutions' in order to encourage research capabilities.

Harness synergies through peer collaborations in addition to working with business and the government, Universities and colleges should continue to collaborate with their domestic and international peers in order to strengthen research and academic capabilities,

Conclusion

The facing pandemic has been challenging but offers multiple opportunities for the Indian higher education sector. While the responsibility is on the educators to accelerate transformational changes on the ground, other stakeholders (industry, government, parents) also need to reassess their roles in

building a robust, resilient, student-centric, and a disruption-proof education system. The NEP underscores the role that the higher education sector needs to play in building a self-reliant nation. Educators, businesses, policymakers, and parents need to collectively discard the long-held orthodoxies, embrace lifelong learning, inculcate a digital mindset, and develop a student-centric ecosystem. The collective intelligence of all stakeholders holds the promise of building a future-ready workforce that is committed to learn, unlearn, and relearn.

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