TEACHING-LEARNING OUTCOMES DURING COVI-19 PANDEMIC PERIOD IN HIGHER EDUCATION INSTITUTIONS IN INDIA

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Abstract
The COVID-19 outbreak has created the most widespread disruption of education systems in history, affecting nearly all institutions and governments throughout the world. The world is ever changing, and indeed many aspects of life are touched by it. There are no exceptions in the sphere of education. To tackle the dilemma, educators and policymakers are attempting to create alternatives for classroom teaching and learning. In the aftermath of the COVID-19 pandemic in India, the University Grants Commission (UGC) is advising that the situation be managed using a "Blended mode" of learning. ICT plays a significant part in blended learning, as teachers must successfully incorporate technology into their teaching to provide uninterrupted quality teaching and learning. However, blended mode refers to a well-planned combination of relevant activities in both modes, rather than a simple mix of online and face-to-face mode. This hybrid method necessitates the consideration of several aspects, the most important of which are learning outcomes and a learner-centred instructional environment. The NEP 2020 proposes the implementation of blended learning models in light of the growth of digital technologies and the growing relevance of leveraging technology for teaching and learning at all levels, from elementary to higher education. This article will provide insights into developing an effective plan to culminate Blended Mode' in Teaching-Learning Outcomes in Higher Education Institutions in India during the COVID-19 Pandemic Period.

Keywords: Blended Mode, Covid-19 Pandemic, Higher Education Institutions, ICT, Teaching-Learning Outcomes, online learning, blended learning.

Introduction
The COVID-19 outbreak has caused the most widespread disruption of education systems in history, affecting nearly all institutions and governments throughout the world. To tackle the dilemma, educators and policymakers are attempting to create alternatives for classroom teaching and learning. In the aftermath of the COVID pandemic in India, the University Grants Commission (UGC) is advising that the situation be managed using "Blended method" of learning. ICT plays a significant part in blended learning, as teachers must successfully incorporate technology into their teaching in order to provide uninterrupted quality teaching and learning. It is a teaching and learning technique that blends face-to-face classroom approaches with computer-mediated activities in order to offer instruction. This pedagogical method entails a mix of face-to-face and online activities, as well as the integration of synchronous and asynchronous learning resources, allowing for the most effective learning processes to be set up. Blended learning refers to the educational practise of blending digital learning resources with more traditional face-to-face classroom instruction. The both learner and the instructor should be in the same physical place in a real blended learning environment. The evolution of digital learning platforms has had a significant impact on educational institutions, and traditional approaches have been pushed to the background. Technology and traditional learning methods, on the other hand, are in high demand. As a necessary consequence, the term "Blended Learning" was coined to describe the technique of blending digital learning resources with more traditional classroom face-to-face instruction. Blended learning refers to a well-planned combination of meaningful activities in both modalities, not just a mix of online and face-to-face learning. The blend

necessitates the consideration of a number of aspects, the most important of which are learning outcomes and a learner-centred instructional environment. The NEP 2020 proposes the implementation of blended learning models in light of the growth of digital technologies and the growing relevance of leveraging technology for teaching and learning at all levels, from elementary to higher education.

The following are some of the most common blended learning approaches

1. **Lab Rotation:** This approach necessitates students in a class to rotate between different parts of campus (at least one of which is an online learning lab) Similar to "Station Rotation," the Lab Rotation approach of blended learning works by "allowing students to rotate through stations on a predetermined schedule...in a dedicated computer lab, allowing for flexible scheduling arrangements with teachers... allowing schools to use computer laboratories that already exist."

2. **Individual Rotation/Individual Rotation Blended Learning**: This method allows students to rotate between many learning modes on a personalised schedule. As a result, take part in stations that are tailored to their individual needs. Students in the Individual Rotation model rotate around stations on their own schedules, which are specified by an instructor or a software programme. Students, unlike other rotation models, do not have to rotate to every station; instead, they only rotate to the activities on their playlists." This strategy allows students to rotate between many learning modes on a personalised schedule. As a result, take part in stations that are tailored to their individual needs. Students in the Individual Rotation model rotate around stations on their own schedules, which are specified by an instructor or a software programme. Students do not have to cycle to every station, unlike other rotation models.

3. **Flipped Rotation/ 'Flipped Classroom' Blended Learning:** It is the total opposite of the traditional class structure. Prior to class meetings, students access content by watching a brief lecture video online. As a result, in-class time can be used to assess individual comprehension of information and active engagement with that content through one-on-one and group collaborative work. These activities are designed to assist students have a better knowledge of the material. A 'Flipped Classroom,' perhaps the most well-known form of blended learning, is one in which students are introduced to subject at home and then practise working through it at school with the help of a teacher and/or classmates. Traditional roles for each place are 'flipped' in this fashion.

4. **Flex Blended Learning:** The majority of the course content is highlighted through an individual digital platform, and teachers are accessible for one-on-one consultations, small group interactions, and help as needed. This methodology is intended to allow students to work at their own pace while still having the possibility for face-to-face involvement with mentors to boost their understanding and clear up any doubts. Through activities such as small-group instruction, group projects, and individual tutoring, the teacher of record or other adults give face-to-face help on a flexible and adaptive as-needed basis."

5. **Self-Blend Learning:** Entail offering a portion of a student's course load through the internet. These courses are meant to be used in conjunction with courses that are given in more traditional ways and forms (e.g.: in person seminars, lectures and labs). The self-blended content can be given in a variety of ways in and out of school, including webinars, industrial visits, and blogs, allowing students to choose when and where they learn. This format aids self-motivated students in delving deeper into a topic.

6. **Gamification:** Allowing students to play is one of the most effective ways to inspire them. L earners feel a sense of competition and are more driven to explore the material on their own time wh en game play features such as points or levels are used.

7. **Online Lab:** The entire curriculum is supplied digitally, yet in a consistent physical location where traditional classes are generally held. This blended learning style takes place before, during, or after a session and is purely digital, with little or no instructor interaction

The following are some of the advantages of blended learning

　　　　More effective than traditional face-to-face or online sessions: blended learning approaches are said to be more effective than traditional face-to-face or online sessions. Blended learning's success can be attributed to the following advantages: blended learning uses a range of

approaches to personalise content to the student and optimise it for the subject matter, beyond the limitations of a traditional classroom or an entirely online class.

Learning Trends and Feedback: Instructors use built-in capabilities to gain a more in-depth understanding of their students' progress and performance based on statistics. Learners benefit from blended learning because it allows them to discuss, model, and practise their new abilities right after they leave the physical or virtual classroom. 61 The Advantages of Blended Learning

Saving Time and Money: Using a blended eLearning strategy minimises travel costs and can be used multiple times, reducing teacher time.

Interactivity: Blended learning is an interactive experience in which learners reinforce offline courses by practising online using a range of content mediums, each tailored to a specific learning style. The community experience keeps students interested and provides teachers with information on their progress and areas that require additional attention.

Conceptual clarity: students can go over this information again and again to reinforce their understanding. Students work alone and meet with teachers to discuss concerns and problems in person.

More flexibility and efficiency: Students have more options to learn independently, at their own speed and at their own time. Furthermore, teachers are no longer obligated to cover everything during in-person training sessions. They can split down the course for greater efficiency, and they can choose what they want to focus on in training sessions.

Collaborative learning opportunities: Students and teachers can collaborate more easily and effectively in online learning settings. Collaborative technologies such as online forum discussions, wikis, blogs, and chat are examples of these possibilities. Collaborative connections can be made in and out of the online classroom using these techniques.

Major Constraints and Challenges in Blended Learning

Technical Challenges: Blended Learning's success may be secured by its implementation, as well as the use and support of relevant technologies that enable meaningful learning. The following are some of the technical difficulties:

- Hardware, software, and Internet access with sufficient bandwidth are all technological prerequisites. These resource requirements may result in a pattern of access denial.
- A related and important requirement is access to technical support. Technology must be readily available, user-friendly, and dependable.
- Ensuring that participants are able to use the technology effectively.
- Refraining from using technology just because it is available.

Individual and Organizational Challenges: blended learning fails to recognise that this is a complex process that takes more consideration than a single execution.

The following are some examples of organisational issues:

- Redefining the role of the facilitator to overcome the myth that blended learning isn't as effective as traditional classroom training
- Managing and tracking the development of participants.

Challenge of Self-pacing and self-direction

- A lack of such knowledge and competence is a substantial barrier to both initial access and subsequent quality learning experiences.
- More work for instructors: In the beginning, a new learning style may overload instructors. It's possible that they'll have to rewrite the entire course.
- Learning how to use the new system and how to get the most out of it is extra work.

Instructional Issues: Whenever learning technologies are introduced, the focus is typically on technological deployment, leaving the design of relevant material with insufficient time and resources to produce successful programmes.

- Examining how to educate rather than merely what to teach is one of the most difficult aspects of instructional design.
- Finding the optimal delivery medium to meet the performance goals.

- Rather of "talking at" participants, keep online products engaging.
- Ensuring participant commitment and execution of "non-live" aspects.
- Ensuring that all aspects of the blended programme are in sync.

Financial Challenges: The cost of establishing and implementing a blended learning strategy, including the cost of owning an online platform, can be substantial. It can be difficult and time-consuming to ensure that software is tailored to match specific learning goals since it requires trial and error to determine which features to include and how to streamline operations for increased efficiency.

Challenge of Creating   an effective Successful Self- Paced Learning

Environment: By embedding direct instruction in movies, students were able to take charge of their own education. Our kids were now able to study at their own pace. Self-pacing is a major element in many blended learning programmes, and it is based on the idea that some students need more time to learn skills than others. Self-direction, like any other academic talent, is difficult and must be scaffolded for pupils. This creates a highly uneven classroom in which successful students study rapidly and autonomously via an online portal, while failing pupils slip between the cracks and feel lonely and lost.

Participation and Attendance Challenge: Remote education, which is effectively half of blended learning, is quite similar to working from home. It necessitates a great deal of self-control and is continually "attacked" by various distractions. Students who utilise personal devices such as computers, tablets, and smartphones are only a few clicks away from being lost in a game or on YouTube, TikTalk, Instagram, and other social media platforms. Even teachers may succumb to the temptation. Distracting factors include incoming Skype calls, background noises, scurrying dogs, and family members wandering around.

Challenge of Maintaining Class and Student Progress: is a big challenge, in this case, two major aspects play a significant impact. For starters, most teachers still prefer paper-based assessments and reports for obvious reasons. Second, because hybrid learning is based on digital technologies, students who are tech savvy have an immediate advantage over those who are not, giving them a scholastic advantage. We keep hearing about the digital divide. When these factors are combined, teachers are less likely to employ digital progress tracking tools and instead rely on paper exams that aren't appropriate for modern blended learning. You'll also find students who fall behind not because they're less capable, but because they've had less exposure to current technology, whether it's personal computers, smartphones, or cloud-based apps.

Conclusion

It is really important to make sure that interactive flat panels or interactive displays are designed to provide a centralised, focal platform that can be accessible by the entire learner's class. Students with adequate technology access may make up the remote attendance portion of the hybrid learning equation. Depending on the type of training necessary and the subjects and skills that must be covered, blended learning can be approached in a variety of ways, whether in business, higher education, or commercial training services. Instructor-led training using a combination of text and multimedia assets is preferred for anything that involves people skills, lab time, or physical demonstration. However, we should ensure that a simple text-based online course can help with subjects that can be understood by studying text and Consider students as an alternative. The learners should be provided visual material or when they are shown something by an instructor, while others learn faster when they study independently. Learner autonomy and management are both required and encouraged in online learning.

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