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Teaching, Learning and Evaluation Process in Government Higher Education Institutions during COVID-19 Catastrophe: Some Verifiable Findings and Courteous Suggestions

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Abstract: ***Higher education is the most contributing and paramount instrument in designing and redesigning the landscape and destiny of any country. Undeniably, it is always the key socio-economic device and has positively proportionate relation with any state's GDP, Health indicators, industrial growth and multifaceted development. If it is not moved in the prospective dimension, the devastation it causes can be precarious and unpredictable too. Our Indian higher education, which is the largest in the world with 70 million enrolments, 1000 plus different universities and 45000 HEI,s is not an exception to this widely proved doctrine. As UN- General Secretary commented, 'The Present notable COVID-19 disaster has triggered history's biggest disruption of education, affecting 1.6 billion students worldwide (70% of the world student population) and some 23.8 million students may not be able to return to schools to next year because of economic fallout'. 'It is critical that education is at the heart of international solidarity'. (The Hindu, 09-08-2020). The Research and other forms of scholastic endeavors, which indeed are more consultative and collaborative in nature, have completely paused desperately at greater extent and caused on insurmountable obstacle. Unfortunately, as in most other developing and underdeveloped countries, in India too, there were no predetermined pathways to combat and compete with the perlious pandemic type cataclysmic circumstances. Still we should enshrine with huge hope to face and fight the unprecedented challenges thrown by the pandemic.***

With reference to the Indian higher education, the system was shut abruptly as many other nations across the globe. Further, it is facing the discontent of the most concerned parents, students and educationists for not being ready with remedies to bring the 'mother' of all systems in to the mainstream and a blur is prevailed in addressing issues of digital divide. In these circumstances, the researcher has made an attempt to look into the matter based on the primary and secondary data coupled with meager amount of personal interaction with his peers and disciples he teaches. He has also tried to observe the paradigm shift on different faces & facets and identified suitable ways & means to bounce back teaching, learning and evaluation process through this study.

Therefore the present study reveals that majority of the respondents jointly from both groups were in the productive age bracket of 21-31 years, which is on far with close to the nation's mean productive age of 30 years. It was further found from this study that 84% of the students and 72% of faculty are the habitants of rural and urban areas respectively. This finding also reflecting the statistics of majority of students is hailing from rural and semi urban places in the country for seeking their higher education. When socio-economic status of the respondents was analyzed, 96 percentage of students and 58% of faculty were belonging to SC, ST and BC together and their monthly economies fall under the range of ten to twenty thousand and twenty to forty thousand respectively. Finally it was also found that they were not much satisfied with virtual or online teaching, learning and evaluation mechanism. But forced to adopt, as there was no other suitable and amicable either substitute or alternative.

Keywords: Paradigm shift, COVID-19, HEIs, Online TLE and Technology

I. INTRODUCTION

Undoubtedly, Higher Education is the most key socio-economic device in shaping the superpowers of any nation on the globe. It always has a close nexus with any nation's GDP, Health indicators and multifaceted and multifold development. In an era of knowledge based economy, higher education will continue to play very significant role and its contributions certainly supports for brighter future of all its stakeholders.

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The paramount objective of education in any country has been the development of the individual in many faces and facets. The minimum level of education that was necessary to achieve this goal in the agrarian society was primary and in the industrial age, secondary. In the present boundary less informative society, education needs to be able to respond to copious demands of a rapidly progressing world by raising awareness of environment, peace, cultural and social diversity, increased competitiveness, and the emerging concept of a global village. Education prepares the individual to connect - and live in harmony - with the multiple environments around him. Higher education is a very important sector for the growth and development of human resources which can take responsibility for social, economic, and scientific development of the country. But this sector is now very badly affected as many others due to novel COVID-19 fiasco.

Our Indian higher education, which is the largest in the world with 70 million enrolments, 1000 plus different universities, 45000 HEI,s and 10,011 stand alone institutions is not an exception to this widely proved doctrine. As UN- General Secretary commented, 'The Present notable COVID-19 disaster has triggered history's biggest disruption of education, affecting 1.6 billion students worldwide (70% of the world student population) and some 23.8 million students may not be able to return to schools to next year because of economic fallout'. 'It is critical that education is at the heart of international solidarity'. (The Hindu, 09-08-2020). The Research and other forms of scholastic endeavors, which indeed are more consultative and collaborative in nature, have completely paused desperately at greater extent and caused on insurmountable obstacle. Unfortunately, as in most other developing and underdeveloped countries, in India too, there were no predetermined pathways to combat and compete with the precarious pandemic type cataclysmic circumstances. Still we should enshrine with huge hope to face and fight the unprecedented challenges thrown by the pandemic.

In this connection the researcher has tried to make a lucid study on new strategies adopted in teaching, learning and evaluation of Government higher education institutions during carona pandemic. Further, he has also made an attempt to examine the impact of such online pedagogical methods on satisfaction levels of students, parents and teachers. Eventually, the initiatives of governments to cope up the situation and to bring new normal were also included in his study.

A. Statement of the Problem

Appreciable amount of research work has done on the broad area of higher education and its allied areas like transformation of Higher education in India, role of various agencies in the development of Higher education and challenges and opportunities of higher education in knowledge based economy. Perhaps, there are a very few attempts on how to face the challenges and prompt strategies to extract the opportunities from COVID like disasters. Hence the present study is aimed at examination the need and impact of online teaching, learning and evaluation in higher education in India. Further the researcher has also made an attempt to present the lucid picture on satisfaction levels of students, teachers and teachers on this new pathway. Observation of emerging trends, areas of concerns and expectations from contemporary higher education pedagogy and sector were also covered.

B. Objectives of the Study

Following are the main objectives of the present study entitled, "Teaching, Learning and Evaluation process in Government Higher Education Institutions during COVID 19 Catastrophe: Some verifiable findings and courteous suggestions".

1) To study the components of new pedagogy, adopted in higher education teaching, learning and evaluation (TLE) during COVID-19 fiasco.
2) To examine the satisfaction levels of Students, Parents and Teachers with online TLE methods.
3) To present a lucid picture on the initiatives of governments to bring new normal.
4) To state some empirical observations and concerns for better tomorrow.

C. Scope of the Study

The present study is very crisp about the half a year saga of Indian Higher Education during novel COVID-19 pandemic. Lucid effort has been made to make some observations and concerns over the journey of Indian Higher education during COVID-19 fiasco. Further this paper also throws light on the other subtle issues like students, parents and teachers satisfaction levels on shifting the focus from offline to online and manual to machine centered. An attempt to find the expectations of the interested parties of higher education in one hand and higher educational institutions on the other hand also made. But for the present study, the technical education was excluded from the pool of higher education, with an assumption that the study may become too lengthy and high time consuming process. Further the chosen sample of respondents 300 comprises of students 200 and teachers 100.

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Though interacted over phone with very limited number of parents, their number is not included in sample size but their opinions have presented in the description.

Select sample has taken from under graduate and post graduate institutes of government and private sectors, belongs to three districts such as Siddipet, Karimnagar and Jangaon of the Telangana state. Finally this study has conducted for the period of 15 days only during July-August, 2022. Therefore the results may not be generalized for entire country as sample size, jurisdiction of the study and sample frame have their own technical limitations.

D. Research Methodology

It is irrefutable that the research methodology is the scientific approach and road map adopted for the preparation of any report, dissertation, thesis or a piece of research paper. Present work is not an exception to that. Hence for the present paper and for the purpose of the study major portion of the data have been collected from secondary sources exclusively. Necessary secondary data on conceptual frame work and a few previous works are collected from online, offline & open access Journals, News papers, Periodicals, Reference Books, and various other publications. To produce authenticate and reliable recent statistics on composition of higher educational institutions and their contribution to the core, the MHRD prepared 8th AISHE-2018 report is used. Further to present and cover the qualitative conceptual perceptions on higher education and its performance indicators like GER and PTR an empirical approach was also lay down. Interviewing senior faculty members working in degree colleges, universities and other technical institutions is part of it, besides, conduct of debates, group discussions in Management Teachers Consortium (MTC, Chennai Based) and brain storming sessions among them. The websites like Google, MHRD, UGC and other official sites of the government of India have also used for data collection for the information on different legal and statutory aspects of the study. To analyze, summarize and present the quantitative data for easy comprehend, statistical tools such as normal tables, percentages and simple averages were used.

II. PREVIOUS STUDIES

1) Crawford. J, Butler – Henderson. K and et.al (2020): in their research paper ‘COVID-19: 20 Countries higher education intra period digital pedagogy responses’ have opined that the responses of higher education providers have been diverse from no response to social isolation strategies on campus and curriculum development for fully online offerings. They have also stressed on agility of higher education in preparing for the pandemic.
2) Schwartz, Andrew. M and et.al (2020): in their empirical research output titled ‘Managing resident workforce and education during the COVID-19 pandemic: Evolving strategies and lessons learned’ have observed that the residencies are faced with new challenges to provide care and education in the face of safety, resource redistribution and erosion of classic learning opportunities.
3) Pravat Jena (2020): through his research article on ‘Impact of COVID-19 on Higher Education in India’ has found many new models of learning, perspectives and trends, also opined as the same may continue, as we go ahead to a new tomorrow.
4) Richard E. Ferdig et.al (2020): in their study on ‘Teaching, technology and teacher education during the COVID-19 pandemic: stories from the field’ have identified remote co-teaching, creating learning management, creating a support network to sustain student centered, active pedagogy in emergency online education, virtual professional learning by retired teachers and experiential learning through video observation as the significant components of TLE during pandemic type disasters.
5) N. Kapasai, P. Paul and et.al (2020): have conveyed that about 70% of learners have involved in e-learning during lockdown inspite of several challenges. Through their paper ‘ Impact of lockdown on learning status of undergraduate and post graduate students during COVID-19 pandemic in west Bangal, India’ have also suggested strategies needed to build a resilient education system, that ensure to develop the skills of the young minds.
6) T. Karalis (2020): in his paper entitled ‘ Planning and evaluation during educational disruption: lessons learned from COVID-19 pandemic for treatment of emergencies in education’ has supported the responding of governance to emergencies in education at various levels, such as National, State and Regional have pacified the panic over education among students, parents and even teachers.
7) Sandeep Grover, Swaprajeet Sahoo and et.al (2020): in their field survey paper titled ‘Psychological impact of COVID-19 lockdown: An online survey from India’ have found that more than 2/5 of the people are experiencing anxiety and depression due to lockdown and prevailing COVID-19 pandemic. Their praiseworthy study also suggests that there is a need of expanding the mental health service to everyone in the society during this pandemic situation.

8) Ms Veena Shenoy, Ms. Sheetal Mahendra and Ms, Navita Vijay (2020): have stated that during lockdown period majority of the faculty have undergone the process of technology adoption and students are involved with various online modes of learning. They have also observed lot of fear, anxiety and consciousness among students and faculty regarding COVID-19. Significant finding of their paper is that the students' attendance and involvement for online learning is on par with the regular face to face class engagement.

9) Aziz Naciri, Mohamed Amine Baba and et.al (2020): in their paper 'Mobile learning in Higher Education: Unavoidable alternative duringCOVID-19' have reflected the role of mobile learning as remote teaching strategies sustaining students centered learning. Further they stressed upon mobile learning is unavoidable alternative during COVID-19.

10) Dr. Amit Kumar Maity and Sanglap Maity (2016): in their research article entitled 'Evolution of Higher Education in India', emphasized education as the most important weapon of social progress and development. They were also opined that the higher education must be meant for making skilled leader in the different fields of society.

11) Dr. Gopala Sudarshanam and Y. Sharadha (2016): in their research paper, 'Transformation of Indian Higher Education' has observed the higher education as an important element of social change. They have also opined, the higher education must also reach to the masses at affordable cost and assure them at least minimum living of life in the society but it is not up to the mark even after 69 years of independence.

III. ANALYSIS OF DATA AND INTERPRETATION

Under this head, the researcher has made an attempt to analyze the data collected through a structured questionnaire link using 'Google form'. For this he used statistical tools such as averages, percentages and ratios. Further, the collected data is also compiled in the form of tables.

A. Respondents Profile

Initially researcher has tried to analyze the profile of the chosen respondents, in terms of their age, sex, habitation, socio-economic background and the core discipline they were engaged with. For this the data collected from primary source was compiled in the following table-1, which reveals that 63 percentage of Students and Faculty were in the age bracket of 21 years and 31 years and above respectively.

Regarding to sex more than 60% of the students and faculty are male. Interestingly from the students pool almost 84% are the habitants of the rural area in contrast to about 72 percentage of faculty are hailing from urban area.

The researcher has also made an attempt to find socio-economic background of the both respondents and found that almost 96% of the students are from SC, ST and BC together, whereas only 58 percentage of the faculty were belonging to this satra. Out of the 200 and 100 samples of students and faculty 74 and 40 respectively were with Commerce as their core discipline for either to study or to teach.

Finally from the table it was also revealed that the majority families' monthly income of the students was ranging between 10 000 to 20 000 and against to this 88% of the faculties have been earning their monthly emoluments between twenty thousands to forty thousands.

Therefore, based on the description of the respondents profile, in it may be inferred that majority of the students and faculty were in the mean age of demographic dividend of the nation i.e.20 and 30 respectively. As many scholars have emphasized, much of the students and faculty were the habitants of rural and urban respectively.

From this data, it was also seen and found that significant number of students and teachers have been selecting Commerce discipline as their core subject after engineering courses. Bothersome observation at the end was, faculty was not paid either on far with their counterparts working in the government sector or even respectable emoluments to meet their family requirements.

Further faculties were also not paid their salaries for almost 4 months, as class room and physical work missing. But a few institutions have mitigated them with half of their pay roles. Hence it may be concluded that neither students not teachers were happy with the changed paradigm during the novel COVID-19 period.

They were strongly felt the more concerned intervention of government regarding salaries payment to teachers and supply of devices or tools to students to attend their new teaching, learning and evaluation methods, initiated by their respective teachers and Colleges. Above numbers can be found in the below given table-1 lucidly.

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Table-1: Respondents Profile

Students (200)			Faculty (100)		
Characteristics	No	%	Characteristics	No	%
Age:			Age:		
20 years and Below	74	37%	30 years and Below	37	37%
21 years and Above	126	63%	31 years and Above	63	63%
Sex:			Sex:		
Male	126	63%	Male	69	69%
Female	74	37%	Female	31	31%
Residential Area:			Residential Area:		
Rural	168	84%	Rural	28	28%
Urban	32	16%	Urban	72	72%
Community Status:			Community Status:		
SC	31	16%	SC	08	08%
ST	19	09%	ST	04	04%
BC	142	71%	BC	46	46%
General	08	04%	General	42	42%
Core Program of Study:			Program of Teaching:		
Arts	28	14%	Arts including languages	17	17%
Commerce	74	37%	Commerce	40	40%
Science	46	23%	Science	27	27%
Computers	52	26%	Computers	16	16%
Family monthly income:			Monthly emoluments:		
10,000 to 20,000	128	64%	20,000 to 30,000	31	31%
20,000 to 30,000	52	26%	30,000 to 40,000	57	57%
30,000 and Above	20	10 %	40,000 and Above	12	12%

Source: Primary data collected through a structured questionnaire link using 'Google form'

IV. TECHNOLOGY ADOPTED IN NEW PARADIGM

As all we believe, change is dynamic, constant, pervasive and inevitable. In almost all walks of our day to day conversations and professional association, we witness it as the most invaluable. But people have the tendencies of resisting change without contemplating in to its need, significance and purpose, here as they have no suitable alternative to cope up the change have adopted the technology with mixed perceptions. Selected institutions of the study have used variety of pedagogy in their new teaching, learning and evaluation process. Amicable orientations to students and required need based training to the faculty members on application of virtual class rooms have regulated the resistance of usage of technology for new normal and to tune their mindsets for the same. Therefore the researcher has tried to know the devices and tools used by the both respondents. So from the given below Table-2 it is found that to attend the virtual classes through online significant number of students (90%) have depended on their Cell Phones, whereas 48% of Cell Phones and 34 percentage of Laptops were used by the faculty. In both cases usage of desk tops was very meager.

Hence from the study it may be read between the lines that despite of much trauma nexuses with qualitative internet connection, bandwidth, uninterrupted power supply and gigantic challenge of students engagement, higher education institutions and their respective stakeholders have either willingly or unwillingly have accepted journey with available technology to embrace the present but temporary pandemic crisis. Surprisingly, it was also found that, after short trainings and periodical instructions of the Commissioner of Collegiate Education (CCE) Telangana state, huge sunk of faculty and students were using virtual modes for their informal meetings, orientations, faculty development programs, seminars, conferences, workshops, staff meetings, students mentoring & counseling, alumni meetings, club activities, conduct of various competitions to students and even to organize condolence meetings to sad demise of any faculty member (Veeresham, retired faculty, GDC-Siddipet) during this catastrophic COVID-19.

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Table-2: Devices used for attending/engagement of online Pedagogy or online TLE

	Students (200)		Faculty (100)		
Component or tool used	No	%	Component or tool used	No	%
Laptop	12	06%	Laptop	34	34%
Cell Phone	179	90%	Cell Phone	48	48%
Desk top	07	03%	Desk top	12	12%
Others	02	01%	Others	06	06%
Total	200	100%	Total	100	100%

Source: Primary data collected through a structured questionnaire link using 'Google form'

V. PLATFORM USED FOR ATTENDING/ENGAGEMENT OF ONLINE TLE:

To find the results pertaining to the third objective of this empirical study, research was also included a few questions pertaining to online platforms, with which students and faculty were associated during this disaster. The tools used by the faculty for engagement of their assignments and students to attend their classes includes Zoom App, Google Class Room/ Google Meet, Skype, YouTube Live and other sources such as Google hangouts, LMS and ICT etc.

From this study, Table-3 reveals that 88% of Faculty and almost equal size (87%) of the Students have been using Zoom App for their virtual teaching, learning, and evaluation activities. When it was attempted to find the reason for the same majority of the respondents have opined, Zoom App is user friendly, less associated with technical jargons and less dependency were contributing factors for choosing the App.

Therefore, regarding to online platform it may be concluded that majority of the students and staff were well versed with Zoom app for their virtual engagement. Apart to this faculty were also sharing own made E- content, PPT,s and Recorded & downloaded Videos to students in general and among themselves in particular. For this they were using students Watsup groups, College websites and Mail id,s.

Table-3: Platform used for attending/engagement of online Pedagogy or online TLE

Variable	Students (200)		Faculty (100)	
Platform used	No	%	No	%
Zoom App	174	87%	88	88%
Google Classroom/Google Meet	14	07%	08	08%
YouTube Live	02	01%	02	02%
Skype	00	00%	00	00%
Others	10	05%	02	02%
Total	200	100%	100	100%

Source: Primary data collected through a structured questionnaire link using 'Google form'

VI. SATISFACTION LEVELS OF STUDENTS AND TEACHERS WITH ONLINE TLE:

The researcher has also made a lucid attempt to find the satisfaction level of structured respondents in particular and student's parents in a cursory way. To find the degree of satisfaction over online teaching, conduct of examination, evaluation of students' performance application of technology, teacher-student relationship and other secondary aspects like timing of classes, usage of devices after class activities of their wards etc. Further an attempt was also made to know the faculty perception and level of content on new paradigm and its innovative attributes. From Table-4, it is found that there is vague and mixed response from the students regarding their satisfaction with online pedagogy and its components. It seems they were forced to adopt virtual platforms for coverage of uncompleted syllabus, competition of leftover assignments, test and examinations. Out 200 respondents major portion, i.e 124 (62%) were in the range of very poor to average and only 38% were between good to excellent bracket. But it is reverse with faculty members. About 71% were feeling very happy and expressed they were doing quite excellent with changed TLE methodology and only 29 percentage of respondents were at 3rd, 4th and 5th point in 5 Point scale of satisfaction analysis.

Therefore, based on this available data it may be strongly inferred that students have no alternative to learn their academics except cope up with the present scenario. Similarly faculty too is adoptive with technological advancement for their sustenance and progress in their career.

Table-4: Satisfaction levels of Students and Teachers with online Pedagogy or online TLE.

Sl.No	Attribution	Students (200)		Faculty (100)	
		No	%	No	%
1	Excellent	40	20%	31	31%
2	Good	36	18%	40	40%
3	Average	80	40%	19	19%
4	Poor	34	17%	06	06%
5	Very Poor	10	05%	04	04%
	Total	200	100%	100	100%

Source: Primary data collected through a structured questionnaire link using 'Google form'

VII. EVALUATION SYSTEM DURING COVID PERIOD

Assessment and evaluation system of higher education was vehemently affected. College level assessments like internal examinations, various kinds of tests, project works and class room presentations were completely cancelled. Most of the external and semester-end examinations and project viva voce have been postponed. Perhaps, this phenomenon may have absolute and direct impact on the students' academic and occupational career. Further this disruption may also create huge anxiety, panic and psychological imbalance for the future of students, not only among students but also in faculty and parents. Pravat (2020), has warned prevalence of reduced employment opportunities and people's struggle for food rather education. However, after certain initiatives being drawn by the state and central governments at different levels, many colleges have been managing said internal examinations, tests, assignments and even viva-voce for final projects, dissertations and thesis evaluation through online modes.

VIII. GOVERNMENTS INITIATIVES TO STRIKE THE BALANCE

Central and state governments of India through their apex level educational agencies, bodies and commissions, such as MHRD & UGC and Telangana State Council of Higher Education (TSCHE) and their affiliated organizations and universities, have designed some digital platforms to ease the students and teachers from unforeseen distress and devastation. The brief description on a few such initiatives can be seen as under (UGC Website).

1) To store and share the digital learning resources, 'e- Gyankosh', a national digital repository has developed. It is indeed created and protected with registered copyright by IGNOU.

2) 'Swayam', the massive open online courses (MOOC,s) with 140 universities approved credit transfer facility is facilitated by the UGC. This program also includes 32 DTH channels enabled, swayam prabha and e- PG pathashala.

3) Through 'e-Adhyayan', provided more than 700 e-books and play-list of video content to the PG courses across the nation.

4) 'Gyandhara' is another initiative, being designed by the IGNOU, which provides internet audio counseling service. As it is a web based radio, students can listen to the live discussions by the concerned subject experts and teachers.

5) 'FOSSEE', it is short form for free/Libre and Open source Software for education, which is developed to promote open source software for education as well as professional use.

6) 'e-ShodhSindhu' is one more important resource. It is a collection of e-journals, e-journal archives and e-books. This source is much praised and equipped with more than 10,000 e-journals and around 3.5 Million e-books.

7) For the benefit of research students with repository of Ph. D thesis, a novel platform is created, called 'Shodhganga'. It has ability to capture, index, store, dissemination and preserve, electronic thesis and dissertations submitted by the research scholars.

8) VIDWAN, e-pathya, Gyandhara, SAKSHAT, NEAT and virtual labs are other facilities provided by the MHRD & UGC together for procurement of needy information on education, research and developmental aspects of the students and teachers.

9) Commissioner of Collegiate Education, Telangana (CCE-TS) has come forward with wonderful vision of creating big pool of e-content to almost all undergraduate students of varied disciplines. It has trained its 2000 plus teaching staff to gear up to create video lessons in their respective disciplines for their 1.5 lakh students. All of them have produced at least One video lesson on every day with 40 minutes span. This process has continued for about 30 days, by which more than 60,000 video lessons have been produced and uploaded in YouTub channel. It has made great help to students and equally to the faculty members for future reference.

IX. CONSOLIDATED OBSERVATIONS AND CONCERNS

Therefore, now after panic and pathetic situation prevailed and penetrated in to the minds of all the people, institutions, agencies and governing authorities at utmost level, the debate, discourse and contemplation has been shifting from frustration to alternative solutions, to restore the imperative previous days with added features and breakthrough. As blessings in disguise, online and blended teaching- learning apparatus, various LED/TED/PEP/MED/QED talks, usage of virtual platforms and applications (App,s), Live TV and recorded Video lessons have arrived to redeem. For more conducive and to resilience, new pathways have been paved, such as optimum utilization of IT, design of effective integrative & collaborative teaching-learning, MOU,s with pioneering institutions of higher education and devices for play mode learning. Further, LIW (living, innovating and Working), LIC (Learning Is Continuous), SMART, Team & Digital learning and delivering variety of Talks by experts have perpetuated as new success mantras to reinstate the higher education and its fascinated stakeholders. The significant role and contribution of College websites, Social networking sites, Columnist writings, Psychologists counseling, advisory essays of professional doctors in their respective specialization and benefaction of qualitative E-content developers is paramount and highly applauded. Eventually it is worth to note and follow that "The only thing we know about the future is that it will be different" (Peter F Drucker), hence we should *make* future ready for COVID like situation with optimum utilization of our most exponential demographic dividend (68%) in one hand and espouse with ever innovative & creative think tank coupled with human touch on the other hand.

X. FINDINGS OF THE PRESENT STUDY

After through study of the available literature, meticulous computation of the collected data and keen analysis of the opinions and perceptions it is found that majority of the respondents jointly from both groups were in the productive age bracket of 21-31 years, which is on far with close to the nation's mean productive age of 30 years. It was further found from this study that close to 84% of the students and 72% of faculty are the habitants of rural and urban areas respectively. This finding also reflecting the statistics of majority of students is hailing from rural and semi urban places in the country for seeking their higher education. When socio-economic status of the respondents was analyzed, 96 percentage of students and 58% of faculty were belonging to SC, ST and BC together and their monthly economies fall under the range of ten to twenty thousand and twenty to forty thousand respectively. Faculty members of the private colleges have openly expressed their agony for not being paid salaries during lockdown period; similarly government employees have expressed their dissatisfaction over deferment of their three months salaries. Regarding usage of tools and platform for attending virtual classes whooping size of students (90% and 87%) were using cell phones and Zoom App respectively. But faculty are using both cell phone and lap top together as tool and Zoom App as platform. Subsequently for evaluation process predominantly faculty were depending on Google forms. Finally it was found that they were not much satisfied with virtual or online teaching, learning and evaluation. But forced adopt as there was no other suitable and amicable either substitute or alternative.

XI. CONCLUSION

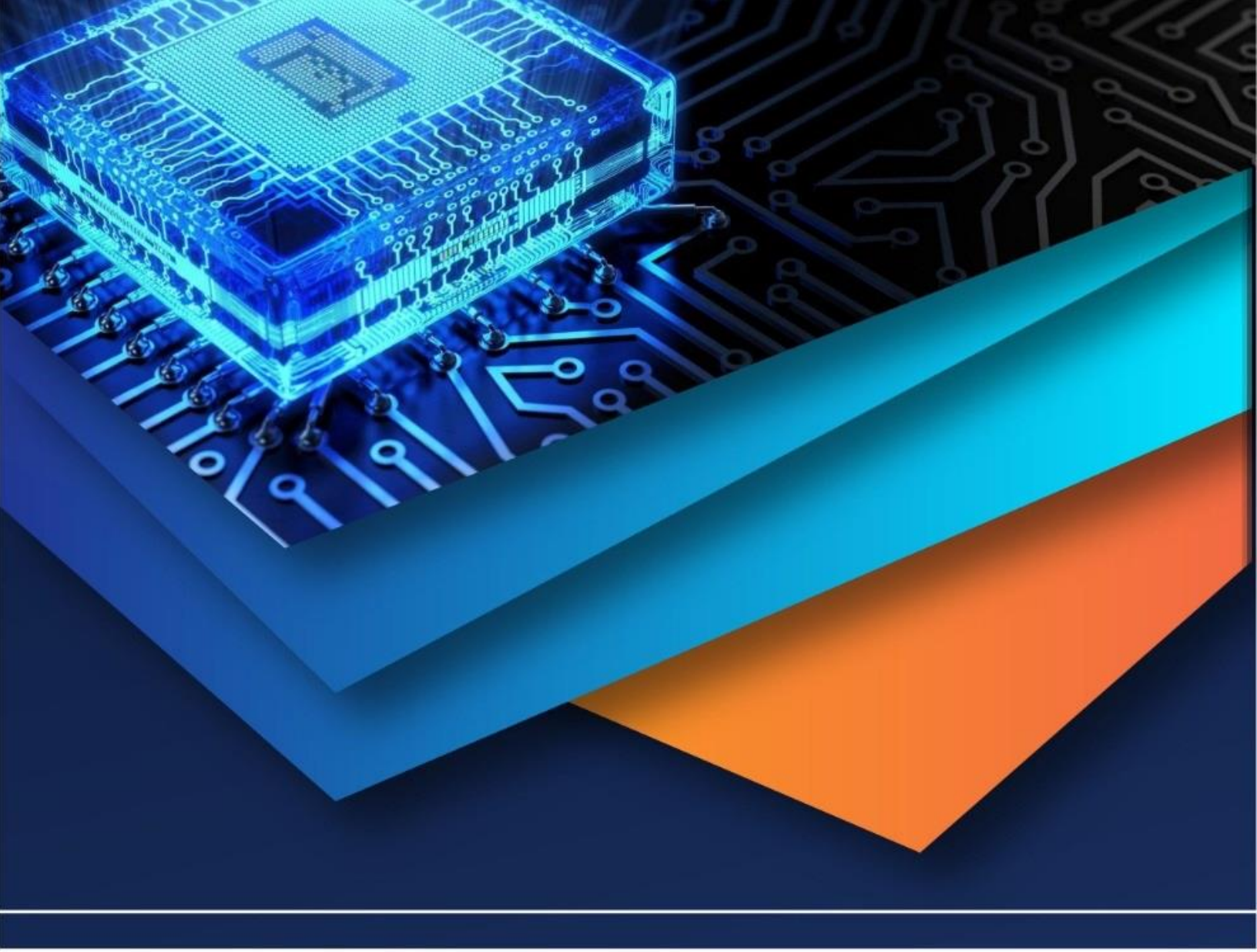
For this jostle journey of paradigm shift, the researcher has also expressed his concern that the teachers of varied capacities must see to resilient their delivery mode than in previous. Further, they should incorporate successive strategies for the betterment of students in their rescue plans and policies. As technology evolving rapidly, we have explored to endless opportunities to connect through artificial intelligence and virtual communication, so we as the prominent pillar and harbingers of the education apparatus, must be equipped with required advancements. Always we should thought students success holistically and find the vulnerabilities of them, so as to build the amicable sterilised environment and design solutions for their stability in success. Hence, the workforce associated or enthusiastically engaged with the broad spectrum of education must gear up to accept, adopt and get leveraged with such kaleidoscopic phenomenon of change. Subsequently, all stakeholders of education must be of the opinion that sensitisation and sanitisation of needy skills, abilities, knowledge and competencies in once core area of specialisation will be BEACON forever. Ultimately a genuine teacher will be perpetuated as the predominant source of information, instruction and inspiration to the students in general and scholastic society in particular. Eventually no other source or resource either substitute or replace him.

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