

### **A POST COVID PHENOMENA of E-LEARNING IN HIGHER EDUCATION: ENSURING TEACHERS' QUALITY THROUGH THE HR SCORECARD**

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#### **Abstract**

Amid the COVID-19 crisis, the education industry had to undergo a radical change by going online, thereby making E-learning the panacea. The pandemic revealed complexities that froze the brains of students and teachers, but those complexities opened the doors for other multiple possibilities. These numerous opportunities could be realized by a paradigm shift in the mode of teaching-learning processes. As the pre-pandemic approach to education was heavily inclined towards the offline mode, shifting to the online format required revision in roles and responsibilities that would be made vis-à-vis the teaching-learning processes across the value chain. Teaching staff and quality of teachers is one of the core components of any institution. The new dawn redefined the role of teachers to be anti-fragile and responsive towards its stakeholders'. Therefore, introducing some outcome- based models in education is the need of the hour. The HR Scorecard is one such model, which can be introduced in the higher education system, as it focusses on the holistic development of teachers through HR interventions. The paper is conceptual in nature and sheds light on the new competencies that come along the way of E-learning. For acclimatizing teachers with the new skill sets, an intervention is required where teachers are trained to acquire these new competencies for E-learning to become successful. The pandemic has triggered a thorough reconstruction of the way education is imparted, its increasing fragility and complexity, and how the HR Scorecard would help in shaping up the system for developing the required proficiencies in teachers.

Keywords: HR Scorecard, E-Learning, Teachers' quality

#### **Introduction**

The one side of the pandemic depicted vulnerabilities and the other side depicted the ability to bounce back even stronger. With a complete lockdown for over 3 months, i.e. March to June, 2020, institutions grappled with the pandemic and a sound digital infrastructure proved to be a mark of difference. Industrial revolution 4.0 has marked the beginning of education 4.0, where teaching-learning is more tech-savvy unlike traditional classroom learning (Industry 4.0: the fourth



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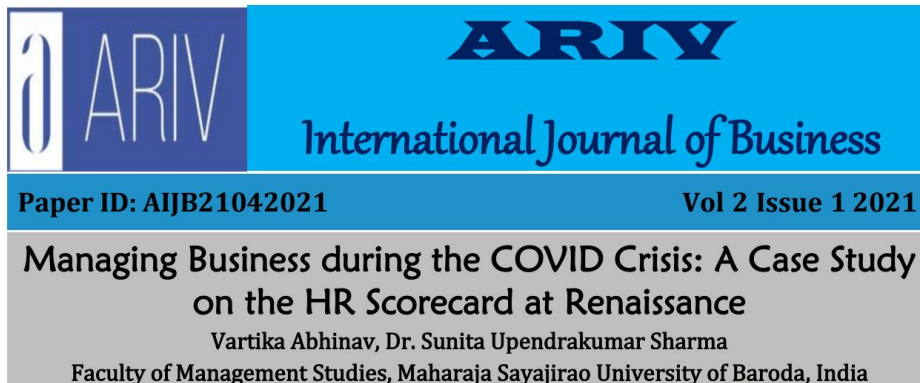
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### Abstract

*The pandemic, COVID-19, posed numerous challenges and opportunities for a new awakening. The new dawn of digital literacy is the new normal, albeit need of the hour. The present paper tries to explore a coaching institute, Renaissance, that is based in Vadodara, Gujarat, and managing its teaching-learning processes amidst the pandemic. The paper is based on a case study that discusses the pre and post COVID-19 scenario of doing business at Renaissance. The main aim of a coaching institute is giving personalized counselling to students and attain satisfaction. There must be some framework through which operational processes of doing business are streamlined to generate satisfaction. Thus, the present study explores such framework, the HR Scorecard through which the vital cogs of managing business are discussed and explained with regards to Renaissance. The study also explores what competencies the HRSC helps in building for teachers that are required by the coaching institute. This is the reason that HRSC becomes food for thought and a reason for action.*

**Key words:** HR Scorecard, COVID-19, Renaissance

### Introduction

#### **Background of the Organization/ Start-up:**

Renaissance Educare Private Limited is a coaching and consultancy company that caters to the changing dynamic forces of education followed by consultation, and delivers high quality service,

Sankalpa means Decision,  
Determination that a true manager or leader must make every day...

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