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THE SCHOOL EDUCATION SYSTEM 2020 IS ON VIRTUAL PLATFORM- ADDRESSING CHALLENGES IN POST COVID SCHOOLING

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ABSTRACT

COVID-19 Pandemic has created havoc among the people worldwide, a life threatening disasters and has disrupted the education of 75 million children and youth globally. All the Educational Institution is being closed across the world. Education has been hit particularly very tough by the COVID-19 pandemic with 1.53 billion learners out of school and 184 country-wide school closures, impacting 87.6% of the world's total enrolled learners. While other critical needs such as health water and sanitation are being responded to, educational needs cannot be forgotten and these have an equally detrimental impact if left unaddressed. Without access to education, as shocks are experienced- including loss of life, health impacts are loss of livelihoods-children are more vulnerable and unprotected. Dropout rates across the globe are likely to rise as a result of this massive disruption to education access.

KEYWORD:- Innovative approaches, learning accessibility, skills, classroom on virtual platform, alternative or online programs.

INTRODUCTION

COVID-19 pandemic has unleashed a wave of panic throughout the world. The new mutant of the virus is accompanied in general and in the country in particular. The new mutant of the virus is accompanied with some new symptoms and health complication. Only awareness and precaution on our part can help defeat the virus. With the spread of the contagion across the entire world without sparing any part, countries have taken swift and decisive actions to mitigate the effect as far as the understanding of human minds could work. We have seen in

the past two-four weeks, multiple announcements of suspending attendance at schools and universities to avoid mass gatherings, which is the urgent need of the hour. Due to the school closure announcements and implementation in over 39 countries, and another 22 countries announcing partial “localized” closures about more than 421 million children are affected.

INITIATIVE

As school buildings closed, teachers began to Partner with parents in ways never done before, schools formed new relationships with community, health and social welfare organizations, media companies worked with education headers, technology companies partnered with nonprofits and governments, and local nonprofits and business contributed to supporting children’s leaning in new ways. It was an urgent need of alternative learning pathways, to ensure the interruption to education is as limited as possible. It was urgently required to support teachers, parents/students and all the stakeholders the means of innovative communication to built up the gap of the classroom teaching and education, whether through radio programs, home-schooling, online learning and other innovative approaches- which means we must maintain access to learning and ensure the learners retain knowledge and skills (i.e through temporary remote, alternative or distance learning programmes.)

IMPACT OF COVID-19 ON EDUCATION SECTOR

As we know the Diversity is the mother of creativity, irrespective the other side of the COVID-19 Pandemic it is valuable to look beyond the immediate corners to what may be possible for education. It is hard to imagine there will be another moment in history when the Central role of education in the economic, social and political prosperity and stability of nations is obvious and well understood by the general population. When the entire Globe was struggling and striving to work with the future of future generation at home due to school closures, Pubic recognition of the essential caretaking role schools play in society has skyrocketed. It is truly praiseworthy and admirable for the initiative taken by the school and teachers-really a blended feeling of gratitude for teachers, their skills, and their invaluable role in student well-being, has risen. Educators and students all over the world are going through a phase quite unknown to them due to the rapidly spreading of the COVID-19. Within weeks, students saw a drastic change in education which they have been experiencing continuously for years. These changes give us a glimpse at how education could possibly change in the long run.

ROLE OF TEACHERS AS A TECHNO-LEARNER DURING PANDEMIC



Class room is on virtual Mat

The role of teachers has brought a significant change during the pandemic. Teachers have been forced to make pedagogical adaptations for online classes. PowerPoint and audio-visual presentations have become the norm, and teachers including senior educationists are forced to learn the use of technology to make them viable to take classes during the pandemic so that the learners will not lose the study temperament.

Also, teachers have to be creative in how they teach and engage with students to gain the attention of their students. The traditional role of teachers has been disrupted and there is a need for teacher training in pedagogy as well as in the use of modern tools and aids to make teaching more effective and engaging.

The private sector will have to play a major role in teacher training to cater to those in the private sector and government-run teacher training centers will have to upgrade their curriculum and infrastructure as well.

PRE PANDEMIC ANALYSIS:

The estimation of the severity of a pandemic on a population level to allow better forecasting of the impact of a pandemic and to enable recommendations to be made on the use of mitigation interventions that are matched to the severity of future influenza pandemics, particularly among those who are 50+ and with 20+ years of tenure. Schools are also facing a record shortage of substitute teachers, putting even more strain on their fatigued and overworked teaching staff.

Some of the ways teachers have been impacted during COVID-19 include:

- Adopting new system like online digital platform e.g. Zoom, Ms- Team, Webex, Google Meet, etc.
- Preparing multiple lesson plans to serve both in-class and at-home students.
- Learning new technologies, such as learning management and collaboration software, to teach classes online.

- Working with counselors and administration to handle chronically absent, depressed, unmotivated, or stressed students.
- Counseling the students to keep them emotionally balanced and physically sound.
- Educating parents on how to monitor their kids' progress or effectively teach at-home lessons.
- Keeping up with irregular grading due to student (or teacher) absence due to illness.

While these changes have been overwhelming for some educators because they happened so quickly with little time for training or preparation, they may be beneficial in the long run. Some of the educational efficiencies that may result are:

- Connecting a bridge and better transparency between teachers, students, and parents.
- Self motivation and motivating the students as well as parents to maintain the social ecosystem.
- Taking the risk and challenges for upcoming & unknown phenomena.

MAINTAINING CONTINUITY IN EDUCATION

We have seen the speed with which many working in the aid sector have been able to redirect efforts to respond to the challenges created. The school and teachers have quickly adapted some of new programmes to ensure learning continues for every child. Using the right technology for each context, the teachers have helped, created and distribute online and set up virtual teaching environments. Besides welfare, there are related concerns around learning. Many studies have identified the correlation between parental involvement and academic achievement. The situation calls for better communication, more clarity of process and even greater attention on the smallest indicators of concern. Gradually the school is replaced by e-learning system generated education. But now is the time for developing strategies on how to rebuild education systems that build resilience into their design. With parents becoming the leading actors in their children's education as a result of school closures, those children living in dysfunctional or troubled households will be impacted the most, again potentially increasing inequality.

IRRESPECTIVE OF MANY DISADVANTAGES COVID -19 ALSO HAS A BETTER CORNER

It is about considering greater focus on the role of the professional educator and investing in them to be better placed to manage innovative delivery. It is thinking about whether our curriculums have become too bloated, and if more divergence could also increase the ability to whether any future crises. Therefore, government policies

and remote learning programmes cannot take a ‘one size fits all’ approach. There needs to be targeted interventions to address not only technological, but also socio-economic divides.

Though it was very difficult to cope up with the COVID-19 pandemic the life threatening disaster hence it has strengthen us in many other ways as it helps to be technically sound, developed learning adaptability and adjustment in critical situation, keeping the self imprisoned like Janata curfew, being obliged for lockdown and shutdown, maintain all COVID-19 protocols, etc. Alternatively it has taught us to be self disciplined and techno-learner. This is obviously count as an achievement or boon for the society.

To address this, the ability to assess need, implement policy and monitor impact at speed in a rapidly changing environment is critical. But this is not the normal operating mode of well-established education systems – it requires a different set of behaviors and skills.

MAINTAINING THE WELLBEING OF CHILDREN

With sudden strike of COVID-19 everybody was in panic and nobody was able to understand how to handle the situation and condition. Children tend worry much when they are kept in a dark about what is happening around them and in the community. The sudden announcement of the lockdown really gave a thunder stroke to every individual. Especially toddlers and pre-school children are emotionally disturbed for this uncertain period. The middle aged students are often frustrated and are very aggressive due to staying in a confined area at home and movement was limited and restricted for them. At the same time it is very difficult for the teacher to cope up with this fatal situation of COVID-19 and to maintain the emotional imbalance of the students. Lockdowns, self-isolation and social distancing can put some children at greater risk of neglect or abuse. However teachers took this challenge and decided to move on. They have created a positive environment and started motivating the parents and students.

In normal times children are seen by many different adults every day – not just teachers but also neighbours, grandparents and family friends. Wellbeing comes from physical, mental and emotional health. For children and young people, there are many things that build positive wellbeing.

WELLBEING CAN COME FROM:

- ✓ understanding and managing emotions
- ✓ having good relationships

- ✓ develop a virtual communication among the students and community
- ✓ experiencing a sense of accomplishment
- ✓ develop peer group relationship by organizing different activities
- ✓ using their strengths
- ✓ organizing different competitions, camps, many cultural programmes among the students
- ✓ Taking part in healthy activities, getting lots of sleep and eating well.
- ✓ Build up positive thought and aspiration among them.
- ✓ Develop never give up attitude
- ✓ Utilizing their creative and innovative ideas by transforming the resources / platform

Apart from that the government has made good use of both public and private sector data to track the health and movement of their populations. But how much of this is looking at the vast wealth of other data sets such as supermarket loyalty schemes to understand whether there are changes to the average family shop in disadvantaged communities?

TEACHER AND STRESS MANAGEMENT

Although comprehensive plans were in place to improve school climate by addressing the needs of the students and promoting school spirit, the teachers had limited opportunities to experience supportive activities and to gain new knowledge and skills for managing the increasing demands and stress in their roles. The authority and the school administration took initiative to go for many training oriented programs for teachers as well as for the parents and set the psychologist, who was trained to provide services to support teachers as well as students.

The following concerns are taken into priority:-

- ❖ Retaining and developing capacity of teachers and other education professionals – identifying creative ways to continue teacher development throughout closure to ensure teachers are retained, up to date and motivated for when schools reopen.

- ❖ Supporting continued learning for pupils through remote provision – exploring how to better work with communities so that they continue to demand content, and developing ways to monitor how effectively children are learning during the period of school closure.
- ❖ Supporting national education systems – looking at what gaps and impediments to long-term planning exist in each country and how we can find rapid solutions.
- ❖ Closing the gaps with accelerated learning – promoting accelerated learning approaches to help children to bridge gaps faster, including those gaps that already existed before COVID-19.

CONCLUSION

Online education has been on the fringe for a long time. The COVID-19 pandemic made it the mainstream. The COVID-19 crisis has greatly affected societies and economies around the globe. Particularly the education system is badly damaged and hampered the moral value of the meritorious students. However the education sector and the government initiative put their efforts to meet the challenges and tried to recover from the situation by empowering the youngsters by motivating them to stay stable and face the difficulties with courage. Their efforts are working and they might need to be enhanced to address pressing health and social and economic challenges as well as to secure societies in long term resilience. Rapidly developing and deploying tests, personal protective equipment, clinical procedures and the ultimate holy grail of reliable and safe vaccinations to protect against COVID-19 are a greater aspect and aspiration to live a safety life, which is a greater concern during this pandemic developing appropriate policies and interventions for dealing with social and economic effects, as well as ensuring a secure and sustainable longer –term recovery.

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