



Education From Physical World To Virtual Platform During And After Covid 19 Pandemic

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To Cite this Article

Ruchira Srivastava and Vijay Kumar Srivastava, "Education From Physical World To Virtual Platform During And After Covid 19 Pandemic", *International Journal for Modern Trends in Science and Technology*, Vol. 07, Issue 01, January 2021, pp.- 81-84.

Article Info

Received on 22-November-2020, Revised on 18-December-2020, Accepted on 28-December-2020, Published on 04-January-2021.

ABSTRACT

The COVID-19 pandemic has disclosed amenability; it has also come up with exemplary human resourcefulness patience and potential. Decisions made at present will have long-term results, effects and consequences for the future perspective of education. Choices and options must be dependent on a humanistic as well as realistic vision of education development, and human rights. About 1 billion children are at verge of falling behind due to the shutting down of schools and colleges aimed at containing the spread of COVID-19. To keep the world's children learning, countries have been implementing remote education programs. The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 per cent of the world's student population, up to 99 per cent in low and lower-middle income countries. The main aim of the paper is to study the opportunities as well as the challenges of Covid 19 in the education sector

KEYWORDS: Covid19, education, development

INTRODUCTION

As the world has become increasingly dependent and interconnected, so does the possibility of the risks we are facing. The COVID-19 pandemic has not restricted itself at the borders. It has affected entire population by being indifferent of nationality, degree of education, Salary Structure or sex. But the same has not been true for its consequences, which have hit the most vulnerable hardest. Education is no exception. Students from privileged backgrounds, held up by their guardians and parents and eager and allowed to learn, could discover their way past closed school doors to substitute learning the right set of circumstances.

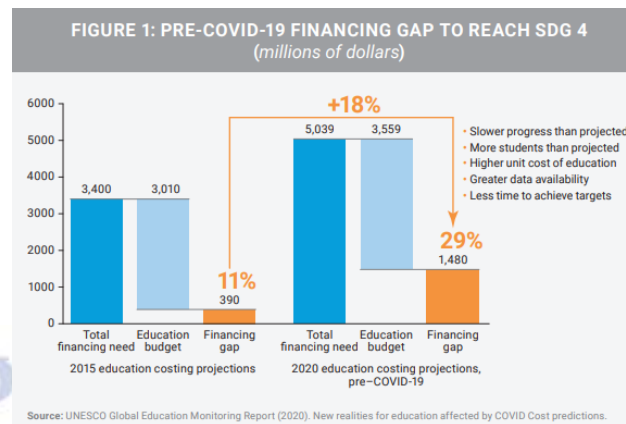
Those from degraded or backward environment often remained closed when their schools shut down. This catastrophe has exhibited the many scarcity or paucity and injustice in our education systems – from access to the broadband and computers required for online education, and the supportive background required to point out on learning, up to the disarranged between assets and needs. The lockdowns in answer to COVID-19 have disturbed conventional and old method of schooling with nationwide school closures in most OECD and partner as well as neighboring countries, the major part ending at least 10 weeks. Whereas the educational community has formed

collaborated efforts to sustain learning continuity through this period, children and students have had to be dependent more on their self-assets and resources to carry on with their learning unexpectedly through the Internet, television or radio. Teachers and Professors have also had to make alterations to new pedagogical concepts & theory and approach of delivery of lecture, for which they are not skilled and have not been trained. Particularly, learners from deprived background and fall off environment, who don't have access to digital learning resources or lack the resilience and engagement to learn on their own, are at risk of falling behind. The catastrophe is aggravating former education discrepancy by minimizing the opportunities for many of the most endangered youngsters or children, youth, and adults – those living in poor or rural areas, girls, refugees, persons with dysfunction and compulsorily replaced people – to carry on with their learning. Learning losses also threaten to stretch beyond this generation and eradicate or omit decades of advancement, not least in support of girls and young women's educational access and retention. Some 23.8 million additional children and youth (from pre-primary to tertiary) may leave or not have acquisition to school next year due to the pandemic's economic impact alone.

POST PANDEMIC SHOCKS

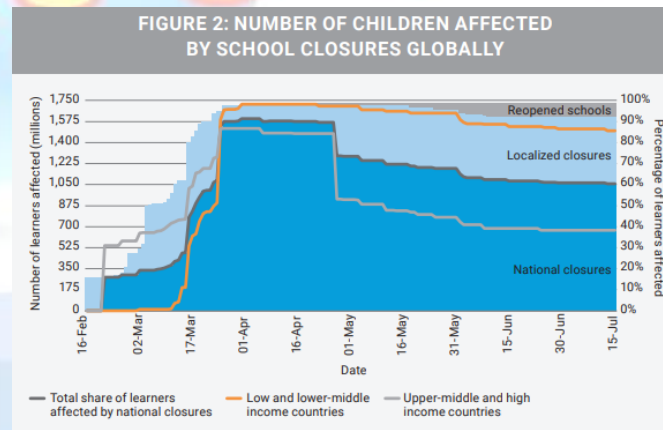
EDUCATION BEFORE COVID-19:

Before the pandemic, the world was already facing formidable challenges in fulfilling the promise of education as a basic human right. Despite the near universal enrolment at early grades in most countries, an extraordinary number of children – more than 250 million – were out of school,² and nearly 800 million adults were illiterate.³ Moreover, even for those in school, learning was far from guaranteed. Some 387 million or 56 per cent of primary school age children worldwide were estimated to lack basic reading skills.⁴ From a financing point of view, the challenge was already daunting before COVID-19.



EDUCATION UPSETTING & CLOSURE OF SCHOOL:

The COVID-19 pandemic has resulted the biggest disturbance of education in history, having already had a near universal impact on learners and teachers around the globe, from pre-primary to secondary schools, technical and vocational education and training (TVET) institutions, universities, adult learning, and skills development establishments. By mid of April 2020, 94% of learners worldwide were overblown by the pandemic, representing 1.58 billion children and youth, from pre-primary to higher education, in around 200 countries.



EDUCATION AFFECTED AT ALL LEVELS

The upsetting of education system caused by COVID-19 to day to day life meant that about 40 million children around the globe have missed out on early childhood education or the pre – education in their critical learning age. They thus dropped out a stimulating and enriching environment, learning opportunities, social interaction and in some cases adequate nutrition. This is likely to compromise their longer-term healthy development, especially those children from poor and disadvantaged families.¹⁴ In technical and vocational education and training systems, vulnerabilities including low

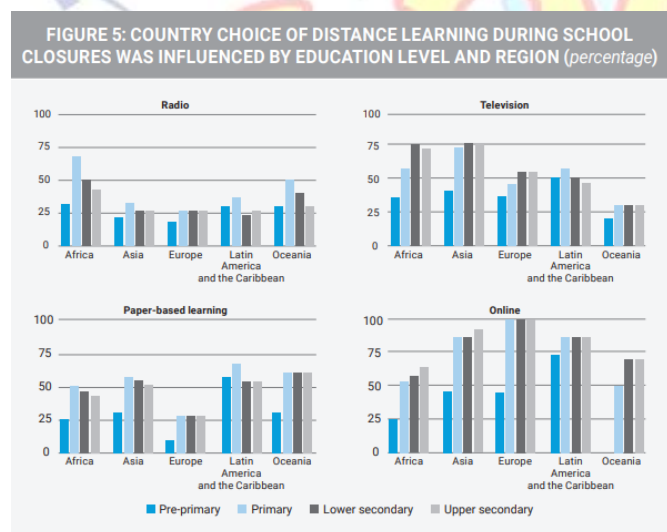
levels of digitalization and long-standing structural weaknesses, have been brought to light by the crisis.

LEARNING IN COVID 19

As the health crisis unfolded, causing massive socio-economic disruptions, education systems around the world were swift to react and adapt. Governments responded quickly to ensure education continuity and protect the safety of learners and education actors by closing schools³⁶ and other learning spaces. However, the unequal provision of learning modalities during closures will likely create inequities in the longer term

Diversity In learning Tools :

Ensuring learning continuity during the time of school closures became a priority for governments the world over, many of which turned to ICT, requiring teachers to move to online delivery of lessons.

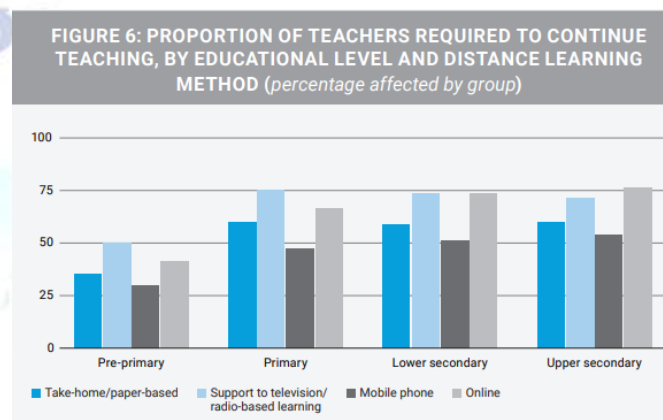


As shown in figure, countries report that some modalities have been used more than others, depending on education level, with variability across regions. In areas with limited connectivity, governments have used more traditional distance learning modalities, often a mix of educational television and radio programming, and the distribution of print materials.

Teachers Support in Need ;

From the onset of the pandemic, teachers were immediately tasked with implementing distance learning modalities, often without sufficient guidance, training, or resources. As figure 6

indicates, this occurred at every level of education. In many contexts, teacher professional development has moved online or been disseminated via telephone and video applications, but marginalized teachers may have missed out on such support. Web-based class meetings and messaging applications have become useful tools and new ways of communicating with their learners and the education community



POLICY ADOPTED FOR BETTER EDUCATION

Preventing the learning crisis from becoming a generational catastrophe needs to be a top priority for world leaders and the entire education community. This is the best way, not just to protect the rights of millions of learners, but to drive economic progress, sustainable development and lasting peace.

In this regard, decision-makers are encouraged to pursue the following recommendations and actions.

ENSURE THE SAFETY OF ALL: The UN and the education community have developed guidance to help countries through the timing, conditions, and processes for reopening education institutions.⁵⁸ A key condition to reopening is being able to ensure a safe return to physical premises, while maintaining physical distancing and implementing public health measures, such as the use of masks and frequent handwashing

PLAN FOR INCLUSIVE REOPENING: The needs of the most marginalized children should be included in reopening strategies and adequate health measures need to be provided for students with special needs. Conducting assessments to estimate learning gaps and prepare remedial or accelerated learning programmes is essential at the time of reopening. > **LISTEN TO THE VOICES OF ALL CONCERNED:** Given the role that parents,

caretakers, and teachers have played since the onset of the crisis, an essential part of the decisionmaking process is consultation and joint planning for reopening with communities and education stakeholders. A lack of clearly communicated and predictable planning can lead to a loss of teachers to other forms of employment, and to more children entering the labour market, decreasing the chances that they will return to learning. >

COORDINATE WITH KEY ACTORS, INCLUDING THE HEALTH COMMUNITY: Measures to mitigate the risks of transmitting COVID19 will be likely be needed in the medium term, so it will be important to reflect on the impact of various reopening strategies, by using whatever information is available and by learning from other countries. Working with health officials in planning reopening is recommended, particularly as scientific evidence continues to evolve.

STRENGTHEN DOMESTIC RESOURCE MOBILIZATION, PRESERVE SHARE FOR EDUCATION AS TOP PRIORITY AND TACKLE INEFFICIENCIES: As widening the tax base in countries with a large informal sector takes time, other measures (fighting tax avoidance and evasion, revising tax incentives and treaties, etc.) need to be explored without delay.⁶⁰ Indeed, education systems themselves share a direct responsibility to increase the fiscal space by improving the cost-effectiveness of education services. Ongoing reforms and innovations tackling inefficiencies⁶¹ should be prioritized.

OFFER SKILLS FOR EMPLOYABILITY PROGRAMMES: Measures to address these priorities should also fully take into account the necessity of equipping youth and adults with the skills in demand in the labour market. This may require rethinking how these key skills are identified, for both current and future labour markets.

SUPPORT THE TEACHING PROFESSION AND TEACHERS' READINESS: It is essential that teachers and communities be better prepared and supported if equitable and inclusive learning, in and beyond classrooms, is to be guaranteed. Technology alone cannot guarantee good learning outcomes. More important than training teachers in ICT skills, is ensuring that they have the assessment and pedagogical skills to meet students at their level and to implement the

accelerated curricula and differentiated learning strategies likely to emerge in the return to school.

CONCLUSION

The shock of the COVID-19 crisis on education has been unprecedented. It has set the clock back on the attainment of international education goals, and disproportionately affected the poorer and most vulnerable. And yet, the education community has proved resilient, laying a groundwork for the rebound. There remains a risk of a downward spiral, in a negative feedback loop of learning loss and exclusion. Yet every negative spiral of aggravating socio-economic circumstances suggests its reverse image of a positive spiral, one which would lead to the future of education we want: one of inclusive change in education delivery, of unleashing the potential of individuals, and of collective fulfilment, in all areas of life, through education investment. There is unlimited drive, and untapped resources, we can count on for the restoration, not only of education's essential services, but of its fundamental aspirations. It is the responsibility of governments and the international community to stay true to principles and conduct reforms, so that, not only will the children and youth regain their promised future, but all education stakeholders find their role in making it happen.

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