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EDUCATION IN THE POST-COVID WORLD

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Abstract

Recently COVID-19 has turned into a pandemic and it has affected our Indian socio-economic sector as well as the education sector. All schools, colleges, universities, all educational institutions have been closed for a long time due to COVID-19, the whole process of education has been replaced by online learning, some aspects of this paper information online search a data As does the analysis. The challenges faced by the education sector of India in relation to the number of people going for higher education and due to this pandemic, there have been many changes in education. The COVID-19 pandemic and the ensuing lockdown have had an adverse impact on people's lives, especially those living in middle and poor households, with food shortages and disruption in access to health services and education. , this report is applicable for all the states of India during the period from July 2020 to June 2021. Based on the findings using outcome based monitoring (CBM) of COVID-19. The report has brought to the fore the sufferings of the vulnerable population, as they have not experienced the disruptions caused by COVID-19. The schooling of children from vulnerable families has come to a standstill due to the COVID-19 pandemic and the lockdown. Almost all the schools are closed, the year 2020-2021 has become the main way of learning online classes. The digital divide has adversely affected the poor and middle class households as these classes could not afford devices like smartphones and lacked digital literacy, as well as lack of access to adequate internet connectivity. The children of such families are unable to take education in this way, as a result of this, the future of poor and middle family children in the education sector is at risk of falling completely.

Keywords: *COVID-19, Education, India, Socio-economic, Pandemic, Online Classes.*

INTRODUCTION

COVID-19 is a contagious disease whose name was first used by WHO on January 11th, 2020. It is caused by the coronavirus that causes severe acute respiratory syndrome (SARS-CoV-2). Fever, cough, and shortness of breath are common symptoms of this disease. The city of China is not only where the first incident of corona virus was reported, and WHO was notified on December 31, 2019. This disease has now spread throughout the country, with a high mortality rate throughout the world.

COVID-19 has strengthened school support. As a result of school closures, societal knowledge and understanding of schools' caring role has grown. Parents admire teachers' experience and commitment as their children struggle to study at home. Policymakers must devise new approaches to feeding, educating, and caring for vulnerable children and youth.

It is also critical to consider schooling after COVID-19. It's difficult to recall a point in history when the value of education was so obvious and widely acknowledged. Now is the time to capitalise on education's growing global popularity.

This paper accomplishes this. We want world leaders to take seriously the public's desire for safe, secondary schools. Strong and inclusive school systems are critical to the short- and long-term recovery of society, and we can accelerate the process.

The pandemic coronavirus has swamped the world with escalating cases and mortality rates. Most countries have temporarily closed schools to curb COVID-19's spread. Schools and institutions increasingly provide remote schooling, so learning continues online. It examines direct and indirect ways the virus and containment measures affect children's achievement. 'Conservative' estimations for a few EU countries consistently show a learning loss. COVID-19 may not affect kids evenly, negatively impair both cognitive and non-cognitive skill learning, and have long-term consequences in addition to short-term ones.

COVID-19 had many bad effects on education, but it also had a good impact that may improve the system and its approaches. The pandemic has led to creative knowledge-sharing approaches. Many Indians live without internet, and others attend poorly equipped government schools. Many attempts were made to continue education at all levels online, but not everyone had access.

Looking at the positive side of the pandemic's impact on education, I'd say our brains' learning cells were active to assess ways to continue educating young minds. "You don't grasp anything until you learn it multiple ways," said Marvin Minsky. During the pandemic, teachers adopted varied instructional strategies.

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COVID-19 boosted digital education implementation. Education institutions encouraged teachers and students to learn technology. Soft technology, internet, webinars, virtual lecture rooms, teleconferencing, and digital tests and evaluations became commonplace when they might not have been used for a decade or more.
Administration, teachers, students, parents, and entrepreneurs producing software for creative information transmission collaborated in unexpected ways. Many who seek it discovered global education and exposure to views.
Travel, vacations, and study material purchases have decreased, which could save money in tough circumstances. Though COVID-19 improved education's technology, it also had negative effects.
Educational activities are affected, and we detect confusion, postponement, or delay in exams, academic sessions, etc. Co-curriculum didn't fit. Teachers who were experts in book, talk, chalk, and classroom approaches struggled with the digital environment. They needed training to face the problems of online teaching. Many pupils couldn't afford digital learning equipment.
Many teachers sought alternate jobs after losing their teaching careers or having their pay withheld. Former teachers now take any job they can.
Educated parents assisted their children, but it's time to appreciate the helplessness of those who couldn't. As the midday lunch is a blessing for many pupils in India, lockdown meant many youngsters went hungry. Pandemic caused inadequate fee payment at educational institutions. Low-income schools closed.
When will life normalise? The vaccine? Life and education continue. We feel the coronavirus's impact to schooling. COVID-19 is also a benefit. The epidemic has created new prospects like digitization. The scenario requires updating infrastructure and expertise for future events.

Impact on education?
Students promoted without an exam. Knowledge distinctions hurt the future.
Online classes aren't good for focused classes. Online students never participate.
Coronavirus causes depression and prevents students from playing outside, affecting their schooling. Educational material is only online. If a student has a question, they can't ask online and learn the subject as well as in person. Coronavirus is a nightmare for all systems, especially education. Coronavirus reduces the syllabus, but it won't affect entrance exams.
In all entrance exams, you'll get the complete syllabus as a requirement, and if you don't prepare it, you won't pass the exam but will be promoted to the next grade. These factors affect a student's career. Corona time hampered students' education. They waste time playing games and making films on apps like Takatak. Students didn't consider their future while they wasted time on fluff. This is the time to study new things that are not linked to your subject, but will help you in the future.

Coronavirus Interrupts school
Students don't worry about passing or failing because they'll all get promoted. They didn't believe they learned anything. They don't understand why we learn when the government promotes. Social media, chatting, gaming, etc. Covid 19 has harmed schools and institutions worldwide. As cases rose, institutes were closed. Teachers have started instructing kids online during the lockout.
In challenging times, technology has been crucial. Teachers use Zoom, Google Meets, and Microsoft Teams for online education. Students can't converse well with teachers on mobile or computer devices due to connectivity concerns, unlike offline education. Overuse of electronic devices causes eye strain, headaches, etc. among students. Teachers can't interact with kids when at home because it's difficult to monitor them. Covid-19 has a 2-way impact on teachers and students.
Indian education is changing. It would be premature and unreasonable to infer that the COVID19 epidemic is hurting the quality of professionals produced by our universities. The foundations of the Indian education system are strong, yet modifications are being made to adapt to changing societal dynamics. It's sad that the epidemic has disrupted activities and final exams, but we can stay hopeful that long-term aims of providing great education will not be compromised. The crisis has also prompted long-overdue changes in Indian education. Virtual labs/tutorial films have infiltrated higher-degree courses and school education, and students can relate to conceptual learning. The focus has shifted from rote-learning to concepts, and pupils have more time to practise problem-solving. Traditional educators who were afraid of online materials increasingly realise their potential. Their scepticism regarding online materials and technologies is waning, and they are embracing the change in teaching methods without sacrificing traditional ways. Instead of getting caught up in the rat race of numbers, students are encouraged to learn through project-based learning. The government is also considering instituting a comprehensive and non-contentious unified online entrance exam system, similar to GRE/GMAT, to assess candidates' readiness for admission into higher-education systems. Instead of CAT, MAT, and XAT at famous institutes, a unified management exam will be held. GATE exam for admission to prominent private and government education and research institutes will also expand. JEE Main or JEE Main advanced will include more features to assess candidates for engineering or science undergraduate programmes at top universities (private and government included). Separate state-level entry tests may disappear. We're gently and methodically redesigning our instructional organisation and curriculum for the benefit of pupils, despite the epidemic and

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emergency measures to restrict assemblies. The current scenario may be a wonderful opportunity to condense the school curriculum, focus on core topics, add self-tutoring learning tools, and create an evaluative curriculum for students such that rural pupils without access to online-resources are not harmed. These adjustments will reduce worry and promote optimism (even psychologically) among pupils recovering from the pandemic. Needed: a more appealing curriculum.

The public now recognises the importance of schools, creating an opportunity to strengthen them.

Globally, school ends in 2020. Parents and families that rely on schools were shocked. Working parents applauded teachers online. Gabriel Zinny, a Buenos Aires government official, says schools and teachers are heroes. "Schools help us grow, attain our goals, and live together." Doctors, nurses, and instructors were cheered in Buenos Aires.

Global publications advance education. New activist coalitions support education. Save Our Future advocates for continuous education funding in low- and middle-income countries.

Since universal education began, most parents want their children to attend a safe, high-quality school. This has brought education into the homes of middle-class and wealthy parents worldwide. Many of the world's 1.9 billion school-aged parents are reunited. Education stakeholders will follow.

Parents and social welfare groups are helping children learn.

The pandemic galvanised non-educational groups. Teachers worked with parents as schools closed, schools formed new relationships with health and social care organisations, media companies worked with education leaders, technology companies worked with non-profits as well as governments, as well as local non-profits as well as businesses supported children's learning.

Educators believe that both in-school and out-of-school learning should supplement children's education. Children's education and development are aided by collaboration between health and social services and community schools. All-day schools emphasise community service and problem solving. Proponents of "life-wide" learning believe that students spend 20% of their waking hours in school and that the community provides many learning opportunities outside of school. Trying to diversify teachers and learning spaces can lead to new pedagogical approaches. Local learning ecosystems are made up of schools, communities, businesses, and governments. Experimentation and direct training are used.

Extracurricular activities and nonformal education can aid UK and Nicaraguan children. New local learning spaces. Catalonia, Spain's Educacio360, and Pennsylvania's Remake Learning offer lifelong learning. The COVID-19 epidemic could improve children's learning.

Five educational reforms

It offers five solutions for improving education for all children and teenagers, especially the underprivileged. Public schools should be the heart of any anti-inequality education system. Innovative applications of technology, especially mobile phone connection with parents, could increase public school children's learning. As time goes on, we'll examine how the highlighted scenarios function. Plan ahead before using unusual tactics. A powered-up school will benefit from innovations that improve teaching and learning. To find out what works in real time, use a flexible, iterative approach. Use improvement science to develop evidence and adjust course.

1. To equalise opportunity, prioritise public schools.

Schools alleviate inequity and foster community. In many nations, public schools serve all children and youth, allowing them to grow up with comparable ideals and knowledge that can improve communities.

Independent schools test novel teaching practises and promote great public schools in the private sector. In many low-income nations, low-cost private schools have expanded, helping governments improve education. These for-profit, low-cost schools serve Chile, India, Nigeria, and Kenya. Private schools have expanded in low-income countries, increasing elementary education.

2. Stress learning and teaching.

To develop powered-up schools, it will be important to choose which pandemic-era measures to keep. We encourage policymakers to base decisions on facts on what enhances student learning and how school reform evolves, focusing on the instructional or pedagogical core. Learn how teachers engage with students, educational materials, and technology.

Using the instructional core as a guide can help us explore new learning strategies. Several approaches can improve a school's performance after only a few months of testing. Many of them engage kids, teachers, and parents using technology.

Insufficient evidence-based decisions. Inquire about children's, families', teachers', and school leaders' post-pandemic educational plans. Just Ask Us wants a million student and family responses on pandemic response. To create a powered-up school, communities will collaborate on health and social services. Sierra Leone combines banking and health services to keep girls in school. Cajon Valley, a California school district with many refugees, provides an Extended Day Program.

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3. Use education technology long-term to satisfy teaching and learning goals; otherwise, it risks becoming a costly distraction.

Global schools use technology for continuity. Radios, TVs, laptops, and phones are used. Families can't afford educational tech. In Senegal, youngsters prefer parent-assigned chores to devices, according to a poll. Less than 11% claimed their pupils used radio, TV, or the internet.

Given the history of technology in education, this is not surprising. Despite projections, ed-tech interventions hurt student learning. Most ed-tech interventions overlook the instructional core, according to "Realizing the Promise." Ed tech can increase learning by: (1) scaling up quality instruction (through pre-recorded lessons), (2) facilitating differentiated instruction (through computer-adaptive learning or live one-on-one tutoring), and (3) expanding learning opportunities (through, for example, videos and games).

4. Strengthen parent-teacher ties.

Administrators and instructors prioritise bell scheduling, safety, and class planning over parents. 75% of educators and education administrators in 59 nations indicated instructors were involved in school reopening planning.

Parent involvement was a minor subject before COVID-19. Community outreach and collaboration strategies are often omitted from teacher training programmes and given minimal consideration in administrator professional development courses, according to practitioners. Study curriculum development and evaluation policies. "Teachers" were cited four times more than "parents" in a 20-year ERIC database search.

5. Iteratively analyse, correct, document, and scale new school practises.

A larger learning ecosystem benefits children's education. In most nations, we don't know how to employ technology or change parent participation to power up schools. Due to change's speed and depth, an iterative strategy is needed to understand what works, for whom, and under what conditions. Boost science. Real-time documentation, reflection, and course correction will enhance traditional research. Long-term reviews need early observations and modification ideas. Modelled by CUE's system transformation and scale change work. Real-Time Scaling Labs manage education system transitions. These teams analyse, document, and share emergent discoveries in rapid, iterative cycles, involving peers from across an education system.

Scaling evolves in reaction to fresh data and environmental changes. COVID-19 found this. Real-time Scaling Labs have simplified models, modified scaling techniques, and altered strategies. Adapting the scaling strategy requires timely data, a deep grasp of the situation, reflection time, and a desire to act and make changes.

CONCLUSION

Financial and human resources are needed to strengthen public education after the global epidemic. Vision definition may affect education leaders' daily decisions. Since the epidemic affects vulnerable youth, education is a priority. Incorrect. Many learning efforts broaden our viewpoints. All stakeholders may exploit this disaster to expedite kid education.

COVID-19 has a major impact on education. According to UNICEF-ITU, 1.6 billion children worldwide were affected. Global policymakers call for distant education to solve the crisis. Many people lack Internet access, resulting in an uneven atmosphere.

India's access issues have made education delivery difficult. Unconnected Ness makes this worse. Despite Internet prevalence nearing 50%, just 15% of 5-25-year-olds have access. With more colleges offering online courses and growing tools to strengthen the online model, transformation is possible. Mobile Internet can make education more accessible, individualised, cost-effective, and resilient. Convergence benefits students and teachers. Schools should restructure to reflect this new reality, and colleges might adjust courses and evaluations. Technology is increasing our aim for an excellent education for everybody. Access to technology and the Internet is a necessity. Remote learning has introduced new ways to educate and evaluate and promoted self-learning.

A hybrid model may grow widespread in the future, yet online education is not universally accepted. Blended learning changes the traditional education paradigm and improves four basic relationships: teacher-student, student-student, parent-student, and parent-teacher. A new collaborative model regenerates all four equations. Post-COVID 19 brings new challenges. Managing the transition will involve digital and physical teaching and learning. Phygital is the future of schooling. Educational institutions must adopt this since it permits flexible teaching and learning in the modern environment.

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