Evolution of New Teaching Practices in COVID-19

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AKHAND PUBLISHING HOUSE
DELHI (INDIA)

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Published by



AKHAND PUBLISHING HOUSE

Publisher, Distributor, Exporter having an Online Bookstore

Head Office : L-9A, First Floor, Street No. 42,
Sadatpur Extension, Delhi-110094 (INDIA)
Phone No.: 9968628081, 9555149955 & 9013387535
E-mail : akhandpublishinghouse@gmail.com,
akhandpublishing@yahoo.com
Website : www.akhandbooks.com

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© Editors
Ist Edition 2020
ISBN 978-81-947936-5-6

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Printed in India

Published by Jhapsu Yadav for Akhand Publishing House. Cover Designed and Laser Typesetting at VM Graphic and Printed at Aarna Enterprises, Delhi.

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Preface

To design and develop capable, dependable, and affordable intelligent teaching methods, approaches, and practices, their performance must be comprehensible and measurable. Sound teaching methodologies and evaluation techniques for standardization and benchmarking are crucial for quantitatively evaluating the performance of students especially in online teaching in COVID scenario. There is currently no accepted standard teaching methods and approaches for smooth and constructive teaching used in remotely conducted online teaching against traditional methods; and furthermore, there is no consensus on what teaching and evaluation procedures need to be followed to understand the performance of students.

The pandemic has suddenly forced educators to switch on to online teaching and most of the academic institutions were ill-equipped and unprepared to do so. This lack of cohesion in the educators hindered progress in many domains, such as teaching, research, assessment, evaluation, well-being, safety, and security of students. By providing the educators with access to standardized tools, applications, content, course design, innovative practices, and solutions to existing problems, the teachers, students, parents, and researchers will be able to evaluate the benefits associated with intelligent teaching practices and associated technologies. In this vein, the edited book volume addresses educators' problems, performance evaluation and speedy remedies for online teaching problems, in general, while emphasizing the need and solutions for standardized methods of teaching and learning in the post-COVID era.

We hope this book is widely read. If we are to avoid the blunders of the past, then we need to change the direction and start benefiting from the knowledge base created by the chapters' authors. We did not have this chance before COVID, but, now is the right time.

Dr Savita Mishra
Dr Vipin Sharma
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School Education Scenario in India During Times of Covid

Professor Sharad Sinha

Introduction

We, as Indians are constantly working on something or the other. Keeping busy runs in our blood. Then came COVID-19, an unprecedented calamity that took the world by surprise. Everything came to a screeching halt. The activity, the economy, the education around the world toppled and headed downstream. The world headed towards a new normal, where social distancing, quarantining, sanitising, protective gear became part and parcel of life. We were enjoying the fruits of globalisation and life moved fast. However, this pandemic changed all our social constructs, perceptions and how we dealt with the world to a new understanding. The businesses closed. Everyone withdrew inside the safety of their homes, to protect themselves as well as others from the deadly virus. The whole world came to a standstill. Children were confined to homes, stopped playing outdoors and were glued to the screen for one reason or the other, due to lockdown. Businesses plummeted to a new low amidst the total lockdown. Overall education, particularly, school education faced challenges of a totally different nature.

Indian Education system has evolved from our enriched culture. It is deeply intertwined with our social and traditional values. Teaching-learning primarily banks on face to face interaction. The stakeholders in the Indian Education System - the administrators, the educators, the students and the parents were caught unawares. The deep effect, was felt at multiple levels and

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ways. For instance, no longer could a teacher turn around and instinctively callout the inattentive student and shake him from slumber. No longer could a teacher look at a student's expression and assess whether they have understood the concept being explained for the past 15 minutes.

This pandemic has brought along its own set of challenges for all the stakeholders. What is changing? How is it changing? Is this change permanent? How to adapt? These are some of the questions which need deep thinking, understanding and an action plan.

The classroom, in the new normal, is a changed one. It has a stark resemblance to that of Isaac Asimov's story, *'The fun they had',* written way back in 1950. When Tommy and Margie talk about a classroom that had a physical element Teacher to teach and textbooks to read, instead of a programmed machine that taught them, they were immensely surprised. It is evident by now, that this pandemic is here to stay, which calls for us to evaluate, what has worked and what hasn't so far. The crucial task of achieving learning outcomes, inspite of the road-blocks due to the pandemic is the biggest challenge in School Education. How would we as educators, are devising strategies to cope up with the time the students have lost to the pandemic? Although, we are continuously evolving to ensure that learning must go on, the assessment in the current situation is still a grey area.

A school building leaves little to no room for social-distancing. To begin with countries like Japan, New Zealand, Australia and Vietnam have dealt with this pandemic and now, they have reopened the schools with preventive measures - primary being masks and strict sanitization protocols.

Countries where masks were already widely accepted as a social norm during frequent flu seasons viz. China, South Korea, Japan, and Vietnam, schools require them for almost all students and their teachers.In Israel, under immense social pressure, classrooms welcomed back all students, with a student to teacher ratio of 40:1. Elsewhere, masks are less central. In some schools in Germany, students wear them in hallways or bathrooms, but can remove them when seated at their (distantly spaced) desks. Austria reopened with this approach, but abandoned masks for students a few weeks later, when officials observed little spread within schools. In Canada, Denmark, Norway, the United Kingdom, and Sweden, mask wearing was optional for both students and staff.

These countries have gone back to how things used to be, with added safety measures for the children and the teaching staff. There wasn't any major change in methodologies and education pedagogy to facilitate learning.

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The School Education structure in India

Elementary - Grades 1-8

Secondary - Grades 9-10

Senior Secondary - Grades 11-12

Affected Learner in India : 320,713,810

Total females : 158,158,233

Total Males : 162,555, 577

School Type	Females	Males	Total
Pre-Primary	45,57,249	54,47,169	10004418
Primary	72877621	70349806	75796975
Secondary	69160694	63983677	133144371
Tertiary	16739686	17597908	34337594

This data from UNESCO shows total affected learners from preprimary, primary, secondary, and tertiary schools.

India caters to diversity of approximately 33 crore students in various types of schools viz. Government Schools, Government aided Schools, Private schools and schools run by various religious minorities. Most of the schools follow face to face mode of teaching.

Changed School Educational System in India - A chronology

In the Pandemic, despite the technophobia and limited technical skill sets of teachers, the stakeholders embraced technology with open arms. Despite a high learning curve, they resorted to available tools and ways at hand. They left no stone unturned and resorted to whatever means necessary whilst constantly updating their technological skillsets.

Stage One

When the pandemic started showing massive casualties across the country, all the Schools were closed. As the fear percolated, all Board and Entrance Exams were also postponed.

Stage Two

- All schools turned to Online mode of teaching in haste.
- Alternative academic calendar was launched by NCERT for primary, upper-primary, secondary and senior secondary classes.
- The privileged schools which already had online learning platforms and

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management systems, had an easy transition. The schools with no digital infrastructure in place had a tough time acclimatising to the situation. They started with almost no digital resources at hand and used smart phones for recording their video lectures, and Whats App messages as a mode to circulate assessment sheets and exercises.

- Initiatives like DIKSHA (Digital Infrastructure for Knowledge Sharing) were in place from September 2017. It provided access to large number of curriculum linked e-content and solutions such as QR coded, Energised Textbooks (ETBs), courses for teachers etc. It can be accessed through web portal and mobile application.
- PM announced E-Vidya programme under the Atma-nirbhar Bharat programme in May 2020.
- Those who did not have access to Internet, the Swayam Prabha (DTH) TV channels supported them. The school education and higher education were dealt with separately in the channel. Live interactive sessions for various classes and subject were regularly aired on this channel. In order to make them widely accessible, many private DTH operators relayed them free of cost.
- Radio Broadcasting was being used for children (class 1-5) in remote areas, who were devoid of online accessibility.
- 289 community radio stations were used by National Institute of Open Schooling (NIOS) to cater to classes 9-12.
- Central Board of Secondary Education (CBSE) started a podcast for students of 9-12 grades.
- One special channel was dedicated to hearing impaired children in Sign language. Study material for visually and hearing impaired was developed in Digitally Accessible Information System (DAISY).
- NCERT developed 600 digital books including 377 e-textbooks(Grade 1-11) .It also developed 3500 pieces of audio and content in 4 languages viz. Hindi, English, Sanskrit and Urdu to the benefit of learners.

Stage Three

Many states actively responded and launched their own initiatives other than Doordarshan for relaying such as:

- Tele-classes
- TV, Radio lessons in regional languages were being regularly broadcasted.
- Webinars for training the teachers in using ICT have also been taken up.

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- Started their very own dedicated Youtube channels and Facebook live streams.
- States like Bihar have developed platforms to make their educational programmes available online as well as offline.
- Education departments have started toll-free centres for addressing the doubts and queries of students.
- Forged partnership with civil society to develop and implement guidelines to reduce the spread of Virus, sensitise teachers, students and parents.
- Programmes like Padhai Tunhar Dvaar (PTB) (Chattisgarh), Online Teaching for Special Educators, Quiz competitions, providing various digital links, Has Ghar Paathshaala & Swayam Siddham (Himachal Pradesh), DigiSaath (Jharkhand) have also contributed widely to student's learning during COVID times.
- With so many approaches to facilitate accessibility and learning, teachers and students got accustomed to new ways of teaching learning. However it raised a lot of questions from various quarters. The teachers were subjected to continuous scrutiny by parents and peers. They were constantly being put under the lens and were extremely conscious of their online-presence whilst adapting to the online mode of teaching.

Stage Four

- Online classes were under scrutiny, banned in certain states (Karnataka) due to excessive screen time for the students and cases to abusive behaviour towards the teachers.
- The transition from traditional mode of teaching to online was so rapid, that teachers were not able to take into account the cyber security and web privacy issues of various platforms that they were using.
- Availability of wide array of platforms to teachers and students, helped to establish a new normal for teaching since the schools were not reopening soon.

While we talked of the various platforms, it is also imperative that we weigh the pros and cons of these initiatives.

Positive outcomes of Pandemic

1. Inertia to adapt to digital modes of teaching was overcome by the momentum of making students learn. Even though, the teachers were caught unawares, they explored and embraced technology like never before, inspite of many being technophobic.

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2. With parents at home, the teachers were under constant vigil. They were conscious, since these tools and teaching techniques were new. As a byproduct of the situation, wherein a house's living room became the new classroom, accountability of teachers has increased manifold.
3. This phase became pre-cursor to innovation. Education system has taken the shape of a startup system - constantly evolving and regularly innovating as per need. All stakeholders were also a party to decisions that effected them. They were catalysed to become proactive and take onus of their actions and learning.
4. Many learning management systems have evolved as a response to the situation. Lot of user friendly Apps are now in place for entire teaching -learning process. Two factors still need to be thought upon:

4.1. Availability and accessibility

4.2. Efficacy and cost effectiveness.

5. Many new paradigms to facilitate learning, which otherwise the teachers were reluctant to practise effectively, have now been implemented, accelerated by the pandemic. Due to lack of presence of physical components to explain concepts to students, teachers have become resourceful and found digital alternatives to teach.
6. The speed at which both teacher and students adapted to the new normal, is indeed praiseworthy. Genuine efforts are being made that no child is left behind. Teachers have even gone to the extent of looking for students who were marked absent in online classes and delivering relevant course material to them in person. Students have learned to manage in limited resources and learnt resilience and gratitude which would not have been otherwise easy to impart.

Issues requiring further deliberation

1. India is a diverse country where access to education is also big issue. Various schemes are in place to make education equitable and accessible. Access to smart devices is still a major problem among the economically weaker sections of the society.
2. A huge number of students is still out of school, owing to interstate migrations which were propelled by the fear of COVID. The children migrated along with their parents, with no access to any of the new mediums of teaching or media access.
3. Atta or Data? Due to loss of livelihoods during the massive lockdowns, parents suffered to make ends meet. The parents were in a dilemma of feeding the young dependants or facilitating their educational needs. As

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a result a lot of students were deprived of any learning opportunities during pandemic times.

4. Lack for social contact with friends has taken a big toll on the mental health of the students. Not being part of a physical space while learning has also impacted adversely. The psychological impact is deep and the repercussions are far reaching.
5. While everyone concentrated on teaching and imparting lessons, assessment was a grey area. Although, teachers circulated worksheets at the elementary level, questions, quizzes and assignments at secondary and senior secondary level, teachers struggled to check and give immediate feedback.
6. Many children due to financial reasons are supposed to loose one year of study. Despite of most of the schools trying to conduct online classes to keep students engaged and occupied, parents are reluctant to pay the academic fee of the lockdown period. A new phenomenon of children shifting to low-fee schools in lieu of various relaxed ways of promotions is being widely observed in various tier-2 and tier-3 cities.

Conclusion

The COVID Pandemic has triggered a new Education revolution. Reforms in Education are in the offing in the new Education Policy 2020. For parents it has given an insight that teaching is not an easy task. Teachers have realised that if they have the will, they have multifarious ways to reach to the student. They also learnt new skills in short time and many were able to overcome technophobia. On one hand, they explored multiple devices to support their teaching. On the other hand, they took the help of technology to reach out to the students. The stakeholders had to deal with problems of availability of digital infrastructure to support teaching and learning. Added to that were internet connectivity issues and uninterrupted power supply in remote areas. Monitoring the learning while teachers themselves were still struggling with the new mediums also was an issue.

The regular counselling that the teachers gave to the students on various issues lacked in the digital interactions. Authenticity of e-learning material and source before it is being circulated virtually is to be ascertained. Radio as a teaching medium has caught up during pandemic. The e-content needs to be continuously updated. It has also provided chance to improve the quality of learning material.

Far reaching consequences on the physical and mental wellbeing of students can be witnessed. While the commuting time to school and back has been reduced, over reliance to a strict rigid structure has been loosened. Many

institutional boundaries were broken in the process. A good teacher and a good lesson in a subject can be accessed across the institutions if recorded.

Most of the teachers started conducting online classes, however some followed the alternative calendar and some did not. Constantly being under the scrutiny of parents and peers motivated the teachers to improve the quality of lessons. The learning outcomes were achieved or not still remain a pertinent question. The pandemic has catapulted the use of technology, which would have otherwise required five more years to happen. Although it took time for teacher to look into the situation, but the education fraternity was quick to gear up and stand up to the challenge. It has posed a big question mark for administration to build up enduring and robust digital infrastructures to support the new normal.

The shift from classroom to computer is now inevitable. Blended learning is need of day. This change in the entire system and perspectives is here to stay. The pandemic is still continuing, but understanding the nature and bouncing back with a new vigour is the key to sustainable development and achieving learning outcomes in the future.

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