

## THE POTENTIAL PARADIGM SHIFTS IN EDUCATION POST COVID-19

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### Abstract:

As the world becomes increasingly interconnected, so do the risks we face. The COVID-19 pandemic has not stopped at national borders. It has affected people regardless of nationality, level of education, income or gender. 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, supported by their parents and eager and able to learn, could find their way post closed school doors to alternative learning opportunities. Those from disadvantaged backgrounds often remained shut out when their schools shut down. This crisis has exposed the many inadequacies and inequities in our education systems – from access to the broadband and computers needed for online education, and the supportive environments needed to focus on learning, up to the misalignment between resources and needs. The present paper discourses that with COVID-19, schools are rapidly changing the basic way they do their work. Some have become old-fashioned correspondence schools, with the vast majority of interaction happening by written mail. Others have tried to recreate the school setting online using digital tools like Zoom, Google Meet etc. Others are in-between, directing students to online tutoring and practice programs and posting videos. Most people think that they just want to get things back to normal. But when others say “things will never be the same,” they’re talking about how we will live- about our habits, norms and ways of living. For parents, teachers and students, it’s possible that some aspects of schooling might not go back to the way they were before. The present paper highlights the impact of lockdowns in response to COVID-19 with school closures in most countries. The present paper aims to discuss about the potential paradigm shifts in education sector which includes use of online tools, shift to home schooling and fully virtual learning, shift to charter schools, shift from private schools, shift to competency based learning and shifting roles of teachers and parents.

**Keywords:** Use of ICT and ICT enabled tools, Home-schooling, Charter schools, Private schools, Competency based learning, Shifting roles of teachers and parents.

### Introduction

As the world becomes increasingly interconnected, so do the risks we face. The COVID-19 pandemic has not stopped at national borders. It has affected people regardless of nationality, level of education, income or gender. But the same has not been true for its consequences, which have hit the most vulnerable hardest. Education is no exception. Those from disadvantaged backgrounds often remained shut out when their schools shut down. This crisis has exposed the many inadequacies and inequities in our education systems – from access to the broadband and computers needed for online education, and the supportive environments needed to focus on learning, up to the misalignment between resources and needs. “As more schools close, we must pay special attention to the most vulnerable, not just physically, but also academically and psychologically. All responses must be designed to avoid deepening educational and social inequality,” says Burns. As systems massively move to e-learning, the digital divide in connectivity, access to devices and skill levels takes on more weight. It seems that bricks-and-mortar schools will be replaced by e-learning anytime soon. Nevertheless, being an optimist educationist we need to find out the way out of clouds. With this, we begin with the potential paradigm shifts in Education post COVID 19 which have all possibilities of new dimensions in Education sector in long run.

▪ **SHIFT TO USE OF ICT AND ICT ENABLED TOOLS**

The schools with better infrastructure will make much greater use of online tools. Most of the students will soon have to have laptops and internet access. Online tools can be helpful complements to in-person instruction- instead of replacement for it-allowing teachers to focus more on engaging students and mentoring them.

Information and Communication technologies are defined as all devices, tools, content, resources, forums and services, digital and those can be converted into or delivered through digital forms, which can be deployed for realizing the goals of teaching-learning, enhancing access to and reach of resources, building of capacities, as well as management of the educational systems. These will not include hardware devices connected to computers, and software applications, but also interactive digital content, Internet and other satellite communication devices, radio and television services, web-based content reposition, interactive forums, learning management systems and management information systems.

These will include processes for digitization, deployment and management of content, development and deployment of platforms and processes for capacity development, and creation of forums for interaction and exchange. In primary and secondary level, the use of various multimedia devices such as Computer Applications, OHP, videos, television etc. offer more challenging and enhancing learning environment for students. In the 21<sup>st</sup> century, teaching learning skills underscore the need to shift from traditional teacher-centered pedagogy to more learner-centered method. Active collaboration and cooperative learning environment is facilitated by ICT and its gadgets. Not only teaching learning system but also the administrative system can be improved by the use of ICT.

**Information and Communication Technology (ICT) in School Education**

Concerns of reach and access to education continue to attract widespread attention of all segments of society. Following established initiatives spread over many decades that we can do today in schooling systems. With increased throughput, and ever increasing numbers of students aspiring the higher education, concerns of equity in education and issues of quality in education have also begun to attract attention. The challenge of developing alternate modes of education, continuing education, teacher capacity building, and information systems for efficient management of the school system are being addressed. With Information and Communication Technologies becoming more accessible, reliable and mature, the prospect of leveraging ICT for education is becoming increasingly feasible.

**ICT enabled teaching learning process**

ICT enabled Teaching learning encompasses a variety of techniques, tools, content and resources aimed at improving the quality and efficiency of the teaching-learning process. Ranging from projecting media to support a lesson, to multimedia self-learning modules to simulations to virtual learning environments, there are variety of options available to the teacher to utilize various ICT tools for effective pedagogy. Each such device or strategy also involves changes in the classroom environment, and its bearing effectiveness. Availability of a wide range of such teaching-learning materials will catalyze transformation of classrooms into ICT- enabled classrooms.

In schools equipped with EDUSAT terminals, DTH or other media devices, relevant activities will be planned and incorporated into the time schedule of the school.

There are various ICT tools available which can be utilized for the knowledge creation and dissemination in the modern world. Tools include radio, T.V, Internet, mobile phone, computer, laptop, tablets and many other hardware and software applications. These devices can be used in imparting education and training for teachers and students. Use of radio for pedagogical practices is much known practices in India by IGNOU.

**Benefits of ICT in School Education**

ICT's potential for improving the quality and standards of pupil's education is significant.

Enables greater learner autonomy.

Enables tasks to be tailored to suit individual skills.

Enables students to demonstrate achievement in ways which might not be possible with traditional methods.

Unlocks hidden potential for those with communication difficulties.

**Benefits for students**

Students using voice communication aids gain confidence and social credibility at school to their communication. „Increased ICT confidence amongst students motivates them to use Internet at home for school work and makes their curiosity fulfilled.

Computers can improve independent access of students to education.

Students with profound and multiple learning disabilities can easily communicate more.

**Benefits for teaching and non-teaching staff**

Using ICT gadgets, teachers can easily represent their lecture. Teachers make interesting and fruitful their teaching by using ICT.

Non-teaching staff easily store the records in computers, reduces isolation of teachers working in special educational needs by enabling them to communicate electronically with colleges, and enhances professional development and the effectiveness of the use of ICT with students through collaboration with peers improving the skills of staff and a greater understanding of access technology used by students.

**ICT benefits for parents**

Not only learners, teachers, non-teaching staff but also parents have higher expectations of children's sociability and potential level participation may occur by ICT. Parents also have updated themselves by using ICT. In the Indian school education system ICT has a great role to enhance the quality of education.

▪ **SHIFT TO HOME-SCHOOLING:**

There may be some shift in this direction. Families will get more accustomed to online learning. Home-schooling is about forming close and loving bonds between parents and children and between siblings. This means that parents become the primary influence over their children's development, rather than a group of peers who have the same or less maturity level than the child. Home-schooling is about forming close relationships with people of many ages, rather than only with people in the same grade.

**Advantages of Home Schooling**

Home-school is also a way for families to have more freedom and flexibility in how they live. It's about families setting their own schedules and plans rather than dancing to an institutional school's tune.

Social advantage of quality time guidance from good influences like parents.

Opportunity to interact with people of other ages using intelligent and empathetic conversation.

Flexible Hours for other activities than academic .Hence, all-round development is more possible.

Learning at one's own pace can be done.

▪ **SHIFT TO CHARTER SCHOOLS:**

Which schools will respond better to the current crises?

A charter school is a public school that operates as a school of choice. Charter schools commit to obtaining specific educational objectives in return for a charter to operate a school. Charter schools are exempt from significant state or local regulations related to operation and management but otherwise adhere to regulations of public schools. It could be that traditional public schools respond better.

**Advantages of Charter Schools**

They provide better educational services to children and their families. This is possible because they are designed to have greater capacity.

They have IT departments and directors facilitating special education, procurement, and more.

They benefit from economies of scale and expertise.

They have fewer rules to follow. With fewer government rules and more limited union contracts,

charter schools can adhere to more proportion of flexibility in academics and administration.

They have greater accountability. If they don't perform and keep families and the community happy, their enrolment numbers may go down and they could lose their charter status or simply close due to lack of students.

They may be able to attract more donations to support specific causes and programs.

▪ **SHIFT FROM PRIVATE SCHOOLS :**

Private school is the one which is established, conducted, and primarily supported by a nongovernmental agency: a school that does not get money from the government and that is run by a group of private individuals.

**Disadvantages of Private Schools**

There's the cost of private education, which can easily run into thousands of rupees.

Private schools are likely to get hit financially. They are not typically „rich“.

With the exception of to a small fraction of students attending with vouchers, families have to pay tuition fees while the middle-class families that attend private schools will not be as hard hit by the COVID 19 economic crises, everyone will be meaningfully affected.

▪ **SHIFT TO COMPETENCY BASED LEARNING:**

The competency-based learning (CBL) approach is the one which allows students to advance based on their ability to master a skill or competency at their own pace regardless of environment. This method is tailored to meet different learning abilities and can lead to more efficient student outcomes.

**Advantages of CBL**

Competency based approaches atomize learning and rely heavily on standardized tests. Students provide their competency and can go on to the next topic only by passing a test.

Competency based learning is „personalised“, in the sense that instruction is adapted based on existing skills, but again, within the confines of the tests.

Competency based learning suffers too much from the same problems as high-stakes testing more generally, which has fallen out of favour.

We will need more competency based approaches in the short run to determine which students will be promoted to the next grade.

▪ **SHIFTING ROLES OF TEACHERS AND PARENTS**

A shift to ICT and ICT enabled tools, Home-schooling, Charter schools, Private schools, Competency based learning could shift the role of teachers, making them more like coaches and mentors. They can point students to very good online lectures and then be there to provide guidance and feedback, and to make connections across topics. The roles of parents could also shift. Now that they have more places to look, they may be more likely to try and address learning needs on their own.

**Shifting roles of teachers**

In current situations of health crisis, students and their families need consistency, routines and reassurance. The kids are feeling scared, frustrated and anxious. The teachers' role extends to fielding the unique emotional needs of our young.

They need to provide the reassuring, familiar face that students and families need.

They need to know that they are key lynchpins in the economic wheel.

They need to provide that their students normalcy and distraction.

They will have to placate little ones with gentle reassurance, informing bigger ones with age-appropriate facts, and assisting the biggest ones with plans to navigate the potential disruption of their all-important senior year.

Right now, teachers are required to give of themselves in personal and emotional ways that are incredibly challenging – most mere mortals couldn't do it.

And as they provide this service, teachers will have to swallow down their own concerns, anxieties and vulnerabilities.

They're dreading the time-consuming and burdensome task of shifting entire learning experiences

online – although when that might happen is uncertain which, of course, adds to their sense of anxiety.

**Shifting roles of parents**

Parents will have to recognize that there should be more to a child's education than just intellectual development. It is the development of a child's moral character and personality. Rather than having this development occur in an unplanned and largely unsupervised setting that is part of an institutional school, parents become the loving and leading influence to help their child become the best person he can be.

Parents will have to play the role of coach about helping children learn how to think and act independently.

**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. 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. Sustainable solutions should build upon experiences with the widespread use of technology to ensure learning continuity during the pandemic, including for the most marginalized. The schools and teachers should no longer be seen as “knowledge delivery systems” and that teachers should be empowered to take greater ownership of what they teach and how they teach it. There has to be number of alternative solutions for sustaining the quality of education and keeping our students going on in good spirits.

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