

CHANGING ROLE OF EDUCATION IN PENDAMIC

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ABSTRACT

The world is fighting COVID-19, and economies all around the world have declared a state of emergency. Work from home (WFH) has grown commonplace, particularly in service industries. Academic institutions were forced to close temporarily as a result of government orders, disrupting academic delivery. As a result, they needed to find new ways to provide academic content, and virtual classes were the way to go. We aimed to investigate the impact of lockdown on the teaching-learning process in this work. The study's goal was to establish the rate of virtual class adoption as well as the numerous benefits, obstacles, and causes for virtual class non-adoption. The biggest obstacles they confront are network troubles, a lack of training, and a lack of awareness, according to them. Those who did not accept virtual classrooms cited a lack of awareness as the most important reason, followed by a lack of interest and questions about their value. Virtual classes have been found to have considerable negatives, including lower attendance, a loss of personal touch, and a lack of contact owing to connectivity troubles. The report also recommended solutions to the problems mentioned above.

INTRODUCTION

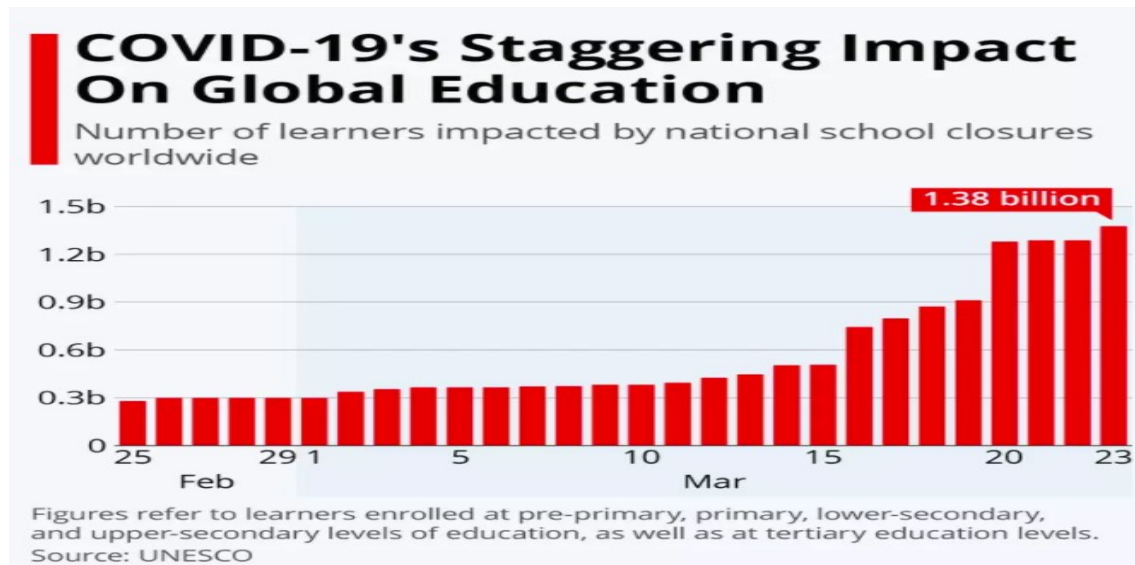
Have we ever considered how many changes the year 2020 will bring once the year 2019 has passed? Children get up in the morning, rubbing their eyes, and get ready to go to school. However, the year 2020 was going to defy the predictions of the previous century. The internet facility, a product of modernity, had informed us of the existence of remote learning, but only 1% of the population would have witnessed its implementation. There isn't anything more common than this right now. It has been going on for the past year, from primary to higher education. Words like social separation and isolation sprang to mind while thinking about the corona outbreak. As a result, no excursion boards were erected at all. This is the first time in world history when parents have asked their children not to use their phones or other electronic devices. It is now difficult to study without a mobile phone and access to the internet. All classes, including examinations, are held online. In 2020-21, the internet will be the most popular educational medium. Even when the situation returns to normal in the future, the process of well-teaching will continue in major part.

COVID-19 has wrought devastation around the world since its emergence in late December 2019, and education, like any other essential industry, has been particularly hard hit. Students, schools, colleges, and universities have all suffered significant consequences. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), over 800 million students worldwide have been affected; 1 in 5 students are unable to attend school; 1 in 4 students are unable to attend higher education classes; and 102 countries have ordered nationwide school closures, with 11 implementing localised school closures. COVID-19 has wrought devastation around the world since its emergence in late December 2019, and education, like any other essential industry, has been particularly hard hit. Students, schools, colleges, and universities have all suffered significant consequences. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), over 800 million students worldwide have been affected; 1 in 5 students are unable to attend school; 1 in 4 students are unable to attend higher education classes; and 102 countries have ordered nationwide school closures, with 11 implementing localised school closures.

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The challenges of online learning

However, there are obstacles to overcome. Some students who do not have dependable internet access or technology find it difficult to engage in digital learning; this divide exists across countries and between income levels within countries. According to OECD data, while 95 percent of students in Switzerland, Norway, and Austria have access to a computer for schooling, only 34% of students in Indonesia have. In the United States, there is a considerable divide between those from affluent and poor homes: although nearly all rich 15-year-olds indicated they had access to a computer, nearly 25% of those from underprivileged families did not.



Is internet learning as successful as classroom learning?

There is evidence that learning online can be more effective in a number of ways for people who have access to the correct technology. According to several studies, students who learn online retain 25-60% more content than those who learn in a classroom retain only 8-10%. This is primarily due to students' ability to learn more quickly online; e-learning takes 40-60% less time to learn than traditional classroom learning since students may learn at their own pace, going back and re-reading, skipping, or accelerating through subjects as needed. The efficiency of online learning, however, differs by age group. Children, especially younger ones, require a regulated environment, according to the widespread agreement, because they are more easily distracted. To get the most out of online learning, a concerted effort must be made to provide this structure, which must go beyond simply reproducing a physical class/lecture through video capabilities, instead utilising a variety of collaboration tools and engagement methods that promote "inclusion, personalization, and intelligence." Dowson Tong, Tencent's Senior Executive Vice President and President of the Cloud and Smart Industries Group, believes so. According to BYJU's MrinalMohit, as studies have shown that children utilize their senses extensively to learn, making learning interesting and effective through the use of technology is critical. "We've noticed over time that intelligent integration of games has showed higher engagement and enhanced motivation toward learning, particularly among younger pupils, helping them actually fall in love with learning," he says.

A shift in schooling is required.

This pandemic has clearly wreaked havoc on an education system that many believe was already losing relevance. Yuval Noah Harari, in his book 21 Lessons for the Twenty-First Century, explains how schools continue to emphasize traditional academic abilities and rote learning over qualities like

critical thinking and adaptability, which will be more necessary for future success. Could the shift to online learning be the trigger for a new, more effective approach to student education? While some are concerned that the hurried pace of the online move has hampered this goal, others plan to make e-learning part of their "new normal" following firsthand experience with its benefits.

Conclusion

In this way, the pandemic serves as a wake-up call to recommit to the Sustainable Development Goals. At the heart of the global agenda and education's promise to our future society is ensuring that all young people have the opportunity to succeed in school and develop the knowledge, skills, attitudes, and values that will allow them to contribute to society. Our ability to deal with large-scale disruptions has been put to the test by the current crisis. It is now up to us to leave a more resilient society as a legacy. COVID-19 emphasises the significance of knowledge dissemination. Major world crises are frequently a tipping moment for rapid innovation, as evidenced by the rise of e-commerce following SARS. While we don't know if this will apply to e-learning after COVID-19, it is one of the few areas where funding hasn't dried up. The necessity of distributing knowledge across borders, companies, and all aspects of society has been highlighted by this pandemic. If online learning technology has a role to play here, it is incumbent on all of us to fully exploit it. Today, time is required to bring about new changes, as follows:

- To include education in their COVID-19 response protocols and to prioritise education in the first phase of all emergency responses with immediate effect.
- Dedicate adequate financial and technical resources to ensure that everyone's entitlement to a free, high-quality public education is protected during the COVID-19 crisis.
- Increase education financing and support in times of crisis to a minimum of 4.2 percent of emergency aid, as needed.
- To relieve stress on teachers, schools, and school systems that remain open or volunteer to provide additional assistance.

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