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## CORONA AN UNWELCOME VISITOR BUT AN INVISIBLE TEACHER

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**Abstract** - Education, as we are compelled to think in the present day context, is the single most important means for individuals to improve personal endowments, build capability levels, overcome constraints and in the process, enlarge their available set of opportunities and choices for a sustained improvement in wellbeing. Teachers have been incredible as they leapt with zeal, commitment and creativity into this new way of online teaching. The outbreak of Covid-19 has left the country shut its doors to contain the spread of the corona virus leading to disruption in the lives of people but has not shut the doors of possibilities and opportunities. Teachers are already over burdened with constant barrage of links, passwords, Google classroom, Zoom, hangout, conducting classes, meeting sessions, PTMs and what not many more devices to fight against Covid-19. Corona virus is taking its toll on the teachers who investing time to indulge in browsing hours on the screen together constantly either on phone or in their laptops or in their systems. They are left with no other choice than being exhausted at the end of the day. On the contrary, this activity has left the teachers educated. The scholar has presented how corona was not a welcomed visitor yet became an invisible teacher.

**Key words** : corona, unwelcomed, visitor, possibilities, invisible teacher .

### I. INTRODUCTION

March 2020 will forever be known in the education community as the month when almost all the world's schools shut their doors. The speed of these closures and the rapid move to distance learning has allowed little time for planning or reflection on both the potential risks to safeguard against and the potential opportunities to leverage. With every crisis comes deep challenges and opportunities for transformation.

Education as we are compelled to think in the present day context, is the single most important means for individuals to improve personal endowments, build capability levels, overcome constraints and in the process, enlarge their available set of opportunities and choices for a sustained improvement in wellbeing. It's not a means to enhance human capital, productivity but it is equally important for enabling the process of acquisition, assimilation and communication of information and knowledge, all of which augments a person's quality of life. Education is important as an attribute that is valued in itself, by many individuals. The process of education and attainments thereafter has an impact on all aspects of life. It has the capability of acquiring knowledge, communication, and participation in community life. It alters an individual's perceptions, aspirations, goals as well as the ability and the means to attain them.

Education is an important aspect that plays a huge role in the modern, industrialized world. People need a good education to be able to survive in this competitive world. Modern society is based on people who have high living standards and knowledge which allows them to implement better solutions to their problems.

Education is the social institution through which society provides its members with important knowledge, including basic facts, job skills, and cultural norms values. One of the most important benefits of education is that it improves personal lives and helps the society to run smoothly. By providing education, poverty can be removed and every person can provide their contribution to developing the country.

### II. OBJECTIVES OF THE STUDY

- i. To know features of education and challenges of school because of unwelcomed visitor as Covid-19.
- ii. To understand risks, challenges and opportunities to leverages.
- iii. To understand paradigm shift due to covid-19 and way forward for a better world.
- iv. To asses new directions and implications of invisible teacher .

### III. REVIEW OF RELATED LITERATURE

**Jarahi L, Najaft M. (2013)** in their article titled, "Evaluation of teaching through lecture with new methods of students centered teaching in medical students". This study showed that students active role in teaching process can provide a better outcome and higher satisfaction for learners.

**Negi .P, & Rawandale C.J., et al. (2013)** et al. in their study titled, " Information, Communication and Technology Method versus Traditional Method : A study of law students," It was found it more interesting when presentations using photographs, videos, storylines, cases etc. were presented in the class using ICT Method, finally they concluded that ICT method of teaching generated more interest in the class, enhanced integration in class by bringing in better teaching material and also stated that well structured classes gives ample scope of learning by doing, seeing, hearing, thinking and reading rather than just by learning through listening.

**Mersal F.A. , Mersal N.A. (2014)** in their article titled, " Effect of blended learning on newly nursing student's outcomes regarding new trends in nursing subject at Ain Shams University," The study stated that blended learning improved newly nursing student's outcomes both academic achievement and student's satisfaction than lecture regarding new trends in nursing subject at Ain Shams University, further the authors recommended that blended learning can be used to facilitate nursing education.

**Noel M.D, & Daniels F.M, et al. (2015)** in their article, "The future of lecture method as a Teaching strategy in community nursing education," asserted that teaching requires two way communications in any field of education particularly in nursing, this leaves lecture method out of control in nursing education. The introduction of new technology like computer and handset remote talking and listening devices is intercepting the traditional teaching strategy of lecture. Nurse tutors must also transitioned from preceptor centered approach of teaching to interactive approach that makes both nurse tutors and nursing students actively participating in teaching and learning process.

**Lee J, & Lee Y, et al. (2016)** in their article titled, "A meta analysis of the effects of non-traditional teaching methods on the critical thinking abilities of nursing students," it is necessary to focus on measuring capabilities in practice rather than by evaluating critical thinking by dividing it into cognitive and affective domains.

**Xu J.H. (2016) in his article titled,** "Toolbox of teaching strategies in nurse education," it was found that teaching strategies can engage students in an active learning process, if they use these strategies well; nursing students are more likely to memorize the information associated with the lesson. So it is important for nurse educator to select appropriate teaching strategies in order to deliver high quality education.

**Lawal J, Weaver S. et al. (2016)** in their article, "Factors that influence the clinical learning experience of nursing students at a Caribbean School of Nursing," stated that in clinical learning experience students are facing many problems like lack of communication, poor interpersonal relationship, no practical real experience, no demonstration of procedures.

### IV. METHOD AND DATA

Secondary data are used in this study. The scholar has focused mainly on the scholarly views, debates, writings in various magazines and journals for elaborately discussing the concept. The primary purpose was to understand the concept of being locked down because of COVID-19 and yet the schools and higher educational institutions made a space for themselves and continues teaching professionally. Moreover, the judicious utility of technology, the success story by taking regular classes online, creativity and collaboration among the teachers, parents and the students was unimaginable.

### V. ANALYSIS AND DISCUSSION

The important terms that affected the world in all the sectors that one need to understand the meanings . They are as follows:-

## A. FEATURES OF EDUCATION

Education empowers everyone. Some of the areas where education helps are:

**i. Removing Poverty:** Education helps in removing poverty as if a person is educated, he can get a good job and fulfill all the basic needs & requirement of his family.

**ii. Safety and Security against Crime :** If a person is well-educated, he will not be fooled by anyone easily. An educated person is less prone to involve in domestic violence & other social evils. They enjoy healthy relationships in life. This means people are less susceptible to being cheated or becoming a victim of violence.

**iii. Prevention of Wars and Terrorism :** To lead a safe & secure life, one needs to understand the value of education in our daily life. One needs to take an active part in various educational activities. These types of productive activities provide knowledge to live a better life.

**iv. Commerce and Trade :** A good education doesn't simply mean going to school or college & getting a degree. Trade & commerce of the country will also be flourished easily if its citizens are well-educated. Education helps to become self-dependent and build great confidence among them to accomplish difficult tasks. On getting an education, their standard of life gets improved.

**v. Law and Order :** Education enables the process of the Nation's Fast Development. If you have a good education, you can serve your country well. It develops a good political ideology.

**vi. Women Empowerment :** Education also helps in empowering women. Certain old customs like Not Remarrying Widows, Sati Pratha, Child Marriage, Dowry System etc. can be demolished with the power of education. Women, if educated, can raise voice against the injustice done to her. This will bring a lot of development in society as well as in the nation. In short, Right to Freedom of speech & expression can be used in the right way if all women will become educated.

**vii. Upliftment of economically weaker sections of society :** Education is the most important ingredient to change the world. Due to lack of education, many illiterate people suffer the hardships of discrimination, untouchability & injustices prevailing in the society but with the advancement of a good education. If all the people will be educated; this ultimately leads to the upliftment of economically weaker sections of society.

**viii. Communications :** The relation between education & communication is apparent. Good education helps to communicate better with other people. It also improves our communication skills such as speech, body language etc. A person who is educated feels confident within him to confront or give a speech in front of a large public or can held a meeting or seminar. Writing emails, letters, typing messages, reading magazines & newspapers or even using a Smartphone can never be possible without getting a basic education.

## B. CHALLENGES IN SCHOOL EDUCATION

**i. Raising the professional status of teaching :** A first challenge is to raise the status of teaching as a career choice, to attract more able people into teaching and to develop teaching as a knowledge-based profession.

**ii. Reducing disparities between Indian schools :** A second challenge is to reduce the disparity between the schooling experiences of students in India's most and least advantaged schools.

**iii. Designing a 21st-century curriculum :** A third challenge is to re-design the school curriculum to better prepare students for life and work in the 21st century.

**iv. Promoting flexible learning arrangements focused on growth :** A fourth challenge is to provide more flexible learning arrangements in schools to better meet the needs of individual learners.

**v. Identifying and meeting the needs of children on trajectories of low achievement :** A fifth challenge is to identify as early as possible children who are at risk of falling behind in their learning and to address their individual learning needs.

## C. RISKS AND CHALLENGES

**i. Distance learning will reinforce teaching and learning approaches that we know do not work well:** Many countries are shifting to distance learning approaches, whether through distributing physical packets of materials for students or through using technology to facilitate online learning. And there are real risks because many of these approaches can be very solitary and didactic when you're just asking students to sit and quietly watch videos, read documents online, or click through presentations—that's really dull. The worst form of learning is to sit passively and listen, and this may be the form that most students will receive during school closures. It serves no one well, especially those who are the furthest behind.

**ii. Educators will be overwhelmed and unsupported to do their jobs well:** Teachers had little or no notice about their schools closing and shifting to online learning—this can be challenging for anybody. They've shared that they are

overwhelmed with all sorts of materials and products, and we are seeing educators begin to push back and request help filtering through all the resources to find those that are quality.

**iii. The protection and safety of children will be harder to safeguard:** Schools have safeguard measures in place to ensure that predators toward children, such as pedophiles, can't access young people. Now, once you move to online learning in a home environment, you can't safeguard against this. People have to be mindful about the design of online learning so that bad individuals don't get to children outside of their home.

**School closures will widen the equity gaps:** progress has been made in the number of students who have access to devices and connectivity, making this move to online learning possible. At the same time, not every child has access to digital devices or internet connectivity at home, and we need to ensure those kids get access to learning resources as well. This means that learning resources need to be available on every kind of device and it means, for kids who don't have access, we still need to find a way to reach them.

**iv. Poor experiences with ed-tech during the pandemic will make it harder to get buy-in later for good use of ed-tech:** students who use ed-tech during the pandemic will have a poor experience because they're not used to it. People will become unhappy because the mental health effects of being isolated will be profound. We must be prepared for that. Those poor experiences are really important to learn what does and doesn't work.

#### **D. OPPORTUNITIES TO LEVERAGE**

**i. Blended learning approaches will be tried, tested, and increasingly used:** that the more engaging learning styles are ones that are more interactive, and that face-to-face learning is better than 100 percent online learning. We also know blended learning can draw on the best of both worlds and create a better learning experience than one hundred percent face-to-face learning.

**ii. Teachers and schools will receive more respect, appreciation, and support for their important role in society:** it will be easier to understand that schools aren't just buildings where students go to learn, and that teachers are irreplaceable. There's something magic about that in-person connection, that bond between teachers and their students. Having that face-to-face connection with learners and being able to support them across their unique skills —that's very hard to replicate in a distance learning environment.

**iii. Quality teaching and learning materials will be better curated and more widely used:** Educators are looking to other educators as well as trusted sources to help curate high-quality online learning tools. During this transition, we want students and families to have access to that larger world, in addition to their own backyard.

**iv. Teacher collaboration will grow and help improve learning:** There are other platforms where teachers can see what others have done. teachers can do now is draw on what others are doing: Form community online, share the burden, and make things a bit easier.

**v. This crisis will help us come together across boundaries:** it's an opportunity for the education sector to unite, forge connections across countries and continents, and truly share what works in a global way. I don't think, prior to this crisis, that we've been able to do this, and we will have missed a big opportunity if we don't try to do that now.

#### **E. PARADIGM SHIFT IN EDUCATION**

The term "paradigm" is another word for pattern. Pattern forming is part of the way we attempt to make meaning from our experiences (Ausubel, 1968). We use these patterns to understand situations, raise questions, build links and generate predictions. The human brain is designed to generate, discern and recognize patterns in the world around us. We resist the notion that no pattern exists.

When a paradigm shift takes place, we see things from a different perspective as we focus on different aspects of the phenomena in our lives. This indicates and highlights the teachers of traditional way as well as indicates the doors to be opened for innovative strategies and reshaping in methodologies in education.

With the advent of knowledge and a revolution in technology, there has been a drastic change in Indian society. It is needless to say that, "change is pertinent," resulting in a complete paradigm shift in the roles and responsibilities of family and school towards children. The world of education is particularly affected by change. This change brings with it challenges for everyone involved in teaching and learning, but it also offers huge opportunities for schools to look at how they can best meet the needs of their students, both now and in the future. This change is intended to promote quality and excellence for the improvement of universities and colleges. The UGC has seven main objectives in order to promote quality and excellence for the improvement of universities and colleges:-

- i. Promoting effective and flexible governance
- ii. Using a more flexible credit based system for enhancing the quality of learning at undergraduate and postgraduate levels
- iii. Achieving excellence in teaching and research by strengthening academic and physical infrastructure

- iv. Focusing on networking between departments, laboratories and research centres around India
- v. Approving the delivery of foreign non-technical degree programmes in India
- vi. Promoting the academic programmes which are beneficial to the economic and social needs of India
- vii. Improving undergraduate education in colleges through better connection and coordination with post graduate programmes in the universities.

What are the concrete steps the teachers have been compelled with:

- i. First response: Gone digital
- ii. Transition to digital
- iii. Technology enables; it can limit, too
- iv. Not just about classes
- v. Going forward

Students have complained about lack of clarity going forward and what the plan of action would entail, especially with respect to examinations, results, internships, and placements. While most institutions of higher education are trying their best in this situation, nobody knows what will happen next.

Most educators across institutions agree that there is a need to invest in creating standardized online education platforms, and not using apps and Google hangouts only; and to train both students and teachers. Others highlight the necessity to introspect on the nature of these platforms and how students are taught using different online tools and methods, while keeping accessibility and equity challenges in mind. There is also the need to understand all this across academic disciplines and institutions.

The way ahead can be charted only if we take into account the diverse views of experts, and incorporate all the lessons learnt from the summer of 2020.

## F. ONLINE EDUCATION FOR TEACHERS

### Advantages :

- \* Allows innovative methods of teaching with the help of technology and online tools
- \* Allows reaching out to a large number of students across geographies
- \* Especially useful for distance learning

### Disadvantages:

- \* Online teaching takes time and practice
- \* There is little consensus on how students can be evaluated in a fair manner
- \* Inability to have a face-to-face connect with students and facilitate free conversations, discussions, and mentoring
- \* Inability to reach all students because of technological limitations

## G. Online education for students

### Advantages:

- \* The ability to learn using different online tools and methods
- \* No disruption in learning because of the pandemic
- \* Listening to recorded and live conversations and working at their own speed

### Disadvantages:

- \* Lack of free flowing conversations, debates, and discussions
- \* Technological difficulties related to weak devices or access to the internet
- \* Getting used to learning and being evaluated online
- \* Studying while living at home, with family and other distractions

While lamentable, the disruption to education systems worldwide offers valuable lessons and provides a unique opportunity to re-imagine education, the curriculum and pedagogy.

**i. Address the digital divide :** Technology has the potential to achieve universal quality education and improve learning outcomes. But in order to unleash its potential, the digital divide (and its embedded gender divide) must be addressed. Digital capabilities, the required infrastructure, and connectivity must reach the remotest and poorest communities. Access to technology and the internet is an urgent requirement in the information age. It should no longer be a luxury.

**ii. Reorient the curriculum:** While teachers are struggling to learn digital ways of communicating with their students, it is clear that we need to pay close attention to what we teach. This crisis is teaching us that curricula must be grounded in students' realities, cultivating critical, creative, and flexible thinking, resilience, and empathy in students. Developing a symbiotic relationship with our environment has taken on a new urgency, and teachers must help students think about their relationship with the universe and everyone and everything in it.

iii. **Empower a wider cadre of teachers.** This crisis is forcing teachers to reinvent their roles from that of transferring information to enabling learning. The shift to distance learning has afforded many opportunities to teach differently, encouraging self-learning, providing opportunities to learn from diverse resources, and allowing customized learning for diverse needs through high-tech and low-tech sources.

iv. **Crises are a difficult, confusing and stressful time :** The COVID has brought about so much of difficulty in all spheres of lives. The methodology, the knowledge and above all the existing knowledge of tackling the problems remained static . They remained in futile.

v. **Leaving no learner behind:** Education is meant for all. At the time of such situations how the a teacher becomes accessible to learners at every nook and corner. All the learners should have accessible to education.

vi. **As simple and quick as possible:** the remedy to any crises is to be quick in order to be relieved. The complication of any situation need to be attended to immediately without delay. More the delay more the complication.

vii. **Good teachers are best hopes for students to learn:** Those teachers who are experts in their field of are the ones who would be able to respond to the crises appropriately. They can help , motivate and tackle the issues according to their temperaments and tendencies.

## G. WAY FORWARD FOR A BETTER WORLD

The initiatives to evolve must be centered around the following

- i. Ensuring equal opportunities
- ii. Empowering communities
- iii. Promoting peace
- iv. Fostering citizenship
- v. Holding governments accountable
- vi. Innovations required
- vii. Quality of education
- viii. Making education affordable

## H. COVID-19 new direction to educate future generations

Educators around the world have been talking about the need to rethink how we educate future generations. This might just be the disruption that the sector needed to get us all to rethink how we educate, and question what we need to teach and what we are preparing our students for. So, as we educators grapple with the new ways of communicating with our students away from our classrooms and lecture theatres, it is a good time to reflect on how this disruptive crisis can help us define what learning should look like for Generations Z, Alpha and beyond.

The majority of students in our educational institutions today are from Generation Z, a generation that has grown up in a truly globalized world. This generation, the oldest of whom are now 25 years old, is likely to be reflecting on their education as a result of a truly global pandemic, with many facing cancelled exams, sporting events and even graduation. This generation is defined by technology, where the terms FOBA (Fear of Being Alone) and FOMO (Fear of Missing Out) express their expectation of instant communication and feedback – effected through apps like Instant Messenger, Snapchat and WhatsApp. That includes from parents and educators, something being amplified with the current remote learning.

- i. Coronavirus - related disruption can give educators time to rethink the sector.
- ii. Technology has stepped into the breach, and will continue to play a key role in educating future generations.
- iii. In a world where knowledge is a mouse-click away, the role of the educator must change too.

The COVID-19 crisis may well change our world and our global outlook; it may also teach us about how education needs to change to be able to better prepare our young learners for what the future might hold. These lessons include:-

i. **Educating citizens in an interconnected world :** COVID-19 is a pandemic that illustrates how globally interconnected we are – there is no longer such a thing as isolated issues and actions. Successful people in the coming decades need to be able to understand this interrelatedness and navigate across boundaries to leverage their differences and work in a globally collaborative way.

ii. **Redefining the role of the educator :** The notion of an educator as the knowledge-holder who imparts wisdom to their pupils is no longer fit for the purpose of a 21st-century education. With students being able to gain access to knowledge, and even learn a technical skill, through a few clicks on their phones, tablets and computers, we will need to redefine the role of the educator in the classroom and lecture theatre. This may mean that the role of educators will need to move towards facilitating young people’s development as contributing members of society.

iii. **Teaching life skills needed for the future :** In this ever-changing global environment, young people require resilience and adaptability – skills that are proving to be essential to navigate effectively through this pandemic. Looking into the future, some of the most important skills that employers will be looking for will be creativity, communication and collaboration, alongside empathy and emotional intelligence; and being able to work across demographic lines of differences to harness the power of the collective through effective teamwork.

iv. **Unlocking technology to deliver education :** The COVID-19 pandemic has resulted in educational institutions across the world being compelled to suddenly harness and utilize the suite of available technological tools to create content for remote learning for students in all sectors. Educators across the world are experiencing new possibilities to do things differently and with greater flexibility resulting in potential benefits in accessibility to education for students across the world. These are new modes of instruction that have previously been largely untapped particularly in the kindergarten to Grade 12 arena.

Most importantly, it is our hope that for Generation Z, Alpha and the generations to come, these experiences of isolation and remote learning away from their peers, teachers and classrooms will serve as a cautious reminder of the importance of our human need for face-to-face social interaction.

## I. IMPLICATION OF COVID-19 ON EDUCATION

- i. The closure of schools, colleges and universities not only interrupts the teaching for students around the world; the closure also coincides with a key assessment period and many exams have been postponed or cancelled.
- ii. Families are central to education and are widely agreed to provide major inputs into a child's learning.
- iii. The crisis crystallizes the dilemma policymakers are facing between closing schools and keeping them open
- iv. The severe short-term disruption is felt by many families around the world: home schooling is not only a massive shock to parents' productivity, but also to children's social life and learning.
- v. Teaching is moving online, on an untested and unprecedented scale.
- vi. Student assessments are also moving online, with a lot of trial and error and uncertainty for everyone.
- vii. Many assessments have simply been cancelled. Importantly, these interruptions will not just be a short-term issue, but can also have long-term consequences for the affected cohorts and are likely to increase inequality.
- viii. Student counseling operations are also affected.
- ix. Several institutions may pause faculty hiring plans for existing vacancies which in turn affect quality and excellence.
- x. Structure of schooling and learning includes teaching and assessment methodologies and due to closure, it will be affected.
- xi. The necessity to explore digital learning platforms for teachers and students.

## VI. CONCLUSION

Because of COVID -19 school closures and their related challenges with distance learning have taught us anything, everything and everywhere. It is that we must liberate learning from outdated curricula and the disproportionate emphasis on information transfer. The spread of the virus has affected educational settings, from tools and resources for studying to the ways in which knowledge is imparted among students. ICT is emerged as an alternative, its potential as a tool to reach education to primary and secondary grade children is being explored.

The present education system and the dynamics of a student-teacher relationship are likely to change in the near future. With the way that countries are closing their borders across the globe, Indians in foreign lands are returning to their homeland, and rural migrants returning to their villages, there might be a need to formulate new education policies.

Online education, a result of the digital world has brought a lot to the learning table at all levels of education, beginning from preschool up to higher level institutions. The move to remote learning has been enabled by several online tech stack such as Google Classroom, Blackboard, Zoom and Microsoft Teams, all of which play an important role in this transformation. With the development of ICT in education, online video-based micro-courses, e-books, simulations, models, graphics, animations, quizzes, games, and e-notes are making learning more accessible, engaging, and contextualized.

As the digital learning acceleration continues, it also throws light on the digital divide in India. Students from remote districts and those belonging to poor communities lack the infrastructure and the means to reap the benefits of online learning. Greater penetration of telecom network and rolling out 5G services will give a huge impetus to this sector. The sudden, forced immersion of learners into virtual learning during this period of Covid-19 has proved that the education industry is disrupted. Education is going to be digital in the foreseeable future and with the right infrastructure and policies in place, we would be better prepared to handle it.

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