Changing Face of School Education System During the COVID 19 Pandemic and Future Beyond.

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ABSTRACT: After the outbreak of COVID 19, schools and universities were closed and since then they have been educating their students using digital platforms. The COVID19 pandemic produced at least one positive result. It is a much higher awareness of the importance of changes in education system. As schools were closed and parents struggled to work from home with their children, public awareness of the important role that schools play in society soared. As school going children struggled to study from their home, parents have became more thankful to teachers, for their skills, and their irreplaceable role towards the student well-being. As communities struggle to care for vulnerable children and adolescents, decision makers need to develop new mechanisms to provide basic services from nutrition to education and medical care. We believe it is also worth seeing what is possible to form the other side of the COVID 19 pandemic beyond these pressing concerns. The central role of education in the economic, social and political prosperity and stability of the nation is so clear that it is hard to imagine that there will be another moment in history that is well understood by the general public. Now is the time to imagine that education can be stronger than ever from this global crisis and propose ways to harness the newly discovered educational support in almost every community around the world. The paper has begin with a dialogue on what can be achieved in the medium to long term if world leaders take the public's demand for safe and quality schools for their children seriously. Finally, It is argued that a brawny and comprehensive public education system is very much essential for the short-term and long-term improvement of society and that there is an opportunity to skip to power-up schools. The author in this paper provides views on some practical educational practices that can be well adapted in Indian schools. The authors consider effective educational practices, especially during the COVID 19 pandemic, based on own experience and theoretical knowledge from comprehensive web searches in various databases of the time. The author performed a careful manual content analysis of the selected research papers. The paper in sighted an effective mixed environment for Indian school students and teachers, including meaningful participation and conflict resolution, goal-oriented inquiry-based learning for Indian students, and experiential learning with India's comprehensive online pivot, basic teaching methods to create Apps are being discussed to help reach the Indian schooling and parenting community. These initiatives could impact scholars, educators, podcasters, and the entire association of teachers to develop an efficient and appropriate curriculum for the Indian student community for effective learning and teaching.

Key words: COVID19 Pandemic, Education system, Online learning, Schools, Teaching and Learning, Work from Home.

INTRODUCTION: COVID 19 is an infectious disease caused by the newly discovered virus "New Coronavirus" (Dawan, 2020). The virus has now created an unprecedented global sensation for three main reasons: widespread contamination, increased mortality, and significant delays in vaccine prescribing. All of this urged the government to implement enormous measures (Chaturvedi et al., 2020). Great efforts have been made to maintain social and physical distance by persuading the public to stay home. These efforts are primarily aimed at breaking the chain of infections and reducing the burden on private medical institutions. The burden of all difficulties has been placed on the medical facility, but the changes made are massive. This led to the subsequent defeat of commercial and local governments. The resulting social distance taxes and community exercises have resulted in some fundamental policy changes in the way higher education works towards an "online pivot." For the first time in the history of the Indian education system, there has been a shift from classroom education to a completely online education model.

Extensive use of digital media is possible. Teachers in all parts of society had to get used to digitally-minded online education in different ways or at all times quickly. The Student community also got affected very badly. In majority of the cases they had to set off of their campus life, and stay completely indoors and attend courses in online mode (Chaturvedi & Pasipanodya, 2019, Govindarajan & Srivastava, 2020). Some researchers believe that students who use the online learning mode are slightly more receptive than students who "prefer to study in a traditional personal setting." However, some other researchers have proven that mixed teaching modes give the best results. The educational community remains cynical about the success of online education and learning patterns.

Powering Up Schools will certainly put strong public schools at the center of the community and use the most effective partnerships, including those which were built at COVID 19 pandemic times, to help learners grow and develop a wide range of skills and skills both domestically and internationally. It is something to do with developing the school. For instance, such schools provide support, including technology, to enable allies in the parent-employer community to enhance, complement, and enable learning experiences in and out of the classroom. Recognize and adapt to learning taking place outside the walls, assess student skills on a regular basis, and tailor learning opportunities to the student's level. These sort of new allies in children's learning have the more significant potential to harmonize and prop up teachers and finally support their children's healthy physical and mental development. Literally, a community-centered school drives student learning and development in every possible way. This vision is desirable, but never unrealistic. Schools, at the heart of the collaborative and support ecosystem, are an idea of the time, and some practices that have emerged as a result of COVID 19, such as allowing parents to support their children's education as the pandemic subsides must be maintained constantly.

A study of complete reliance on online education modes based on technology reception case studies showed that students and faculty members share common concerns about internet availability, faculty and staff involvement, and constant workload. Therefore, this study will contribute to the existing literature on education and classroom practice. In addition, it presents a research-based framework that educational institutions can use to design effective learning and teaching methods.

LITERATURE REVIEW: Literature pertaining to teaching learning process during the COVID 19 pandemic was reviewed to highlight various facts related to the research area, some of them include:

Reddy, R. Krishna Vardhan (2021), emphasized that teaching and learning is seen as the practice of giving and taking, it is simply seen as a process of upgrading and perfecting in life. Learning is the key, not only to getting ahead, but also to earning a healthier life. Teaching is the key to understanding learners' inner potential and nurturing it to rise, prosper and conquer the world. The basic qualities of the teacher and the learner elevate the learning process to a divine connection. Knowledge and effective communication are two ways for teachers to turn ordinary students into extraordinary students. Most countries around the world have now closed educational institutions such as schools, colleges, training institutions and universities to prevent the spread of the new coronavirus COVID 19 (Swapna (2021) and Dhawan, S. (2020)) . This closure has had an impact. Impact on the educational process in general and the learning and teaching process in particular. This COVID 19 pandemic has forced educational institutions around the world to adopt online education in an effort to ensure that the learning process continues unrestricted. The evolution from offline to online has been forced, necessary by the Corona virus, it will certainly make a radical change to the current method of education, and will prove to be a disruption

(Govindarajan, V., and Srivastava, A. (2020)) large to reorganize and restructure learning and teaching systems. The future education system will mainly rely on blended learning methods, which is a combination of online and offline learning methods.

Reddy., R. Krishna Vardhan,(2021), highlighted that 2020 is the year of the coronavirus pandemic, and until the end 2021, we clearly see that the whole of humanity is fighting the virus. It has changed the way of life, isolating and locking every family, and severely damaging health, wealth and happiness. It's just a war, but in this war, we're all on the same side. Like any other aspect of everyday life, people need to be prepared with strategies, schools, colleges and universities have also developed innovative tools and technologies, The teaching and learning process never stops (Swapna (2021) et.al). In recent months, the learning structure has undergone tremendous changes. Despite the restrictions imposed by the COVID 19 pandemic, schools, colleges and universities are using various online apps (like Zoom, Microsoft Teams, Google meet, etc.) (M. Swapna, (2021) et.al) Student practice is not interrupted and happens quickly. Teachers ensure that all students adapt to the changes to continue learning. (Mishra, L., Gupta, T., and Shree, A. (2020)). They work with students individually and in groups. That's why we express our gratitude to the doctors, nurses, paramedics, and other first responders who have worked so hard and achieved great results over the years. It is clear that teachers are the first responders in education, and their efforts must be recognized, and we must also commend students who have been encouraged by their parents, who have been emerging warriors. Despite the challenges and many woes of Covid19, it also has a silver lining. Yes, there are benefits that can allow educators to make this period of confinement much more effective, competent, and enjoyable. His study sheds light on career development activities conducted by the teaching fraternity amid the COVID 19 pandemic.

Reddy, R. Krishna Vardhan, (2021), emphasized that the COVID-19 pandemic is devastating in every way. Of course, people all over the world can hardly avoid psychological effects. Disruptions in daily life, extended quarantine periods, loss of income, and loss of life all caused harm. Children and adolescents also have a fair share and must experience the effects of this unprecedented crisis during the formation of life. This gives governments the opportunity to expand their priority policy areas to include mental health and should prioritize young people. Due to the rapid spread of the coronavirus pandemic around the world, there is a considerable level of fear among the general public, especially among certain groups such as the elderly, health care providers, and people with health problems. , Concerns, concerns arose. Working from home poses new mental health challenges for employees, and with proper leadership, these challenges can be addressed.

REASEARCH GAP: The mission of all educational systems is the same. It is about overcoming the learning crisis we have already lived in and responding to the pandemics we all face. Today's challenge is to reduce the negative impact of this pandemic on learning and schooling as much as possible, and based on that experience, return to the path of faster improvement in learning. As the education system tackles this crisis, it takes on new responsibilities from all stakeholders, bridges the gap of opportunities, and provides the same quality education opportunities for all children.

THE CHANGING PARADIGM IN TEACHING: Regulatory authorities can imagine a bright future in education system. School management can take this vision to the next level by putting it into practice. But in the end, it is the teachers who have to work in the field to change. Distance learning courses focus primarily on institutional infrastructure and internet support, as well as the quality of lectures offered online. Research to introduce a complete online education mode is still in the early stages of recommending something. Therefore, educational institutions play an important role in properly and timely supporting the introduction of a complete online education mode.

Educational challenges and opportunities due to COVID-19 pandemic

It is regarded as a well known fact that we are existing amidst what is potentially one of the supreme threats in our life span to global education, a gargantuan edifying crisis. As on the date, the COVID19 pandemic is causing more than 1.6 billion children and youth to be out of school in 161 countries. This is close to 80% of the world`s enrolled students. It is known fact that we were experiencing a global leaning crisis, as majority of the students were in the school, but were found to be not learning the basic skills needed for life. The World Bank`s "Learning Poverty"

indicator the percentage of children who cannot read and understand at age 10 stood at 53% of children in low and middle income countries before the outbreak started.

This pandemic can exacerbate these consequences if we do not act quickly. What do we need to worry about at this stage of the crisis, which can have a direct impact on children and adolescents. Loss of learning, Increased dropout rate, Children miss the most important meal of the day. In addition, most countries have very unequal education systems, and these adverse effects will be felt disproportionate to poor children. When it rains, pour for them. learning. Starting or interrupting a school year late (depending on whether you live in the Southern Hemisphere or the Northern Hemisphere) completely disrupts the lives of many children, their parents, and teachers.

There are many things you can do, at least to reduce the impact of distance learning strategies. Rich countries have a great deal of effort and challenges for teachers and parents, but are ready to switch to an online learning strategy. The situation is very mixed in middle-income and poor countries, and if not acted properly, the large inequality of existing (initially exorbitantly unacceptable) opportunities is exacerbated. It was noticed that several school children do not have proper desks, books, internet connections, laptops, or supporting parents at home all the time. Others do. What we need to avoid or minimize as much as possible is that the difference between these possibilities widens and the crisis leads to a further negative impact on children's learning abilities. Fortunately, there is a lot of creativity in many countries.

Ministry of Education are naturally afraid that the exclusive use of online strategies will only reach children in wealthier families. A good strategy in most countries is to use all delivery modes possible in today's infrastructure. Use online tools to make lesson plans, videos, tutorials, and other resources available to some students, and in some cases most teachers. However, there are also podcasts and other resources that require less data consumption. Working with a telecommunications company to apply zero tariffs also makes it easier to download learning materials to smart phones that more students are likely to have. Television and Radio are also regarded as extremely potent tools. The advantage today is that the Ministry of Education effectively communicates with parents and teachers via social networks, WhatsApp and SMS, and uses radio and television content to provide guidelines, instructions and structure to the learning process. Is what you can do.

RESEARCH OBJECTIVES: This research paper makes use of Up-to-date insights into both the devastating impact of pandemics on children's schooling and new strategies that promise to strengthen post-pandemic children's education. Continuing research to leverage innovation to improve education towards a more equitable and appropriate learning ecosystem for all young people.

RESEARCH METHODOLOGY: The survey reviewed several published online research articles, newspaper reports, conference papers, working papers, and books that included manual content analysis. This is a cross-sectional analysis in which the author searched various electronic databases with the term "school" and found only one article that was less common than specific to our topic. Therefore, search again for keywords such as "educational training at COVID 19", "utilization of technology in higher education at COVID 19", "learning and education of pedagogy at COVID 19", and "online education at pandemic". bottom. COVID19 "and Educational Policy during" Learning During Shutdown "" and a combination of these words. The authors analyzed the works already written, so their citations did not require formal ethical approval. Key issues identified and discussed included "Online Education Practices in COVID19", "Blended learning and teaching", and "Transition to Online Education in COVID19".

DISCUSSIONS: The central question that led the research into reality was based on the following question: Could everyone pragmatically envisage that education will materialize stronger than before from this new COVID-19 pandemic? and further to stimulate the thought provoking debate on this question, key consequences of the impact of COVID 19 on education system around the world and to explain new trends in education system . Finally It is proposed actions to guide the transformation of the post-pandemic education system.

Remote learning is not just online learning, but mixed media learning aimed at reaching as many students as possible today. Stay engaged. Maintaining the involvement of children, especially young high school students, is very important. Dropout rates are still very high in many countries, and longer withdrawals can lead to further increases. Going to school is not only about learning math and science, but also about social relationships and socializing. It's about learning to be a citizen and developing social skills. Therefore, it is important to stay in touch with the school by the necessary means. It is also a time for all students to acquire socio-emotional skills and learn how to contribute to society as a citizen.

The role of parents and family, which is always very important, is very important. Therefore, much of the support the Ministry of Education provides through the mass media should also go to parents. You can use the radio, TV and SMS to provide tips and advice to help your children better.

Meals, In many parts of the world, school lunch programs provide children with the most nutritious meals of the day. They are essential for cognitive development and well-being. These programs are complex logistic and administrative tasks. It's not an easy task, but countries need to find ways to serve these meals in organized school buildings, community buildings, networks, or distribute them directly to their families as needed. If food delivery is not logically feasible, a cash transfer program to compensate parents should be expanded or implemented. Planning is necessary, but information about potential pandemic routes changes daily due to the uncertainties of the countries taking containment measures, so we are motivated to flexibly adjust our plans.

The course of action of reopening schools and educational institutions across the globe can be gradual, as authorities want to trim down agglomeration or reduce the likelihood of a third wave of COVID-19 pandemics that otherwise could affect some countries. In this uncertain situation, it may be better to assume a long scenario rather than a short one. Fortunately, many of the improvements, initiatives, and investments that school systems need to make can have positive and lasting effects.

In some countries, teachers can improve their digital skills. Radio and television stations improve the quality of their programs by recognizing their important role in supporting a country's educational goals and, preferably, understanding their immeasurable social responsibilities. Parents are more involved in the child's education process, and the Ministry of Education makes more clear gaps and challenges (in terms of connectivity, hardware, integration of digital tools into the curriculum, teacher preparation) that are being used effectively. It is understood and Technology acts accordingly. All of this can strengthen the country's future education system.

Changing face of education system and its impact on future generations: Different ways of how COVID19 can impact on educating the future generations are listed below, Coronavirus related disorders can give educators time to rethink the sector.
  ❖ Technology will emerge and will continue to play an important role in the education of future generations.
  ❖ In a world where knowledge is just a click, the role of educators also needs to change.

Since World War II, schools and educational institutions in so many countries around the world have been closed at about the same time for the same reason. The effects of this virus are known to be widespread, but what does it mean for long-term education? For instance, learned educators across the globe have talked about the necessitate to rethink of how to educate future generations. This could be a sectoral upheaval needed to get us all to rethink education and ask what we need to teach and what we are preparing our students for. How this devastating crisis helps define Gen Z, Alpha, and generations of learning as educators seek new ways to communicate with students outside classrooms and auditoriums.

This is a good opportunity to think about it. You need to look beyond that. Today, the vast majority of students in our institutions belong to Generation Z, who grew up in a truly globalized world. Now 25, this generation has the potential to rethink education for a truly global pandemic, as many face exam cancellations, sporting events, and even graduations. This generation is defined by technology, and the terms such as Fear of Being Alone and Fear of Missing Out represents the expectations for immediate communication and feedback brought about by applications such as Snapchat, instant messenger, and WhatsApp. increase. This includes participation from parents and educators that are being strengthened by current distance learning. This is also the generation that sees

the power to work together to solve the world's biggest challenges. Climate change and mental health are their agenda and are now their joint responsibility to self-isolate to protect the elderly in the community.

A child of the Millennial generation, Generation Alpha is the most racially diverse generation in the world, where technology is simply an extension of one's consciousness and identity, and social media is the way of life. These young preschoolers are also the generation with the most unconventional family structure, often with "bulldozer parents" who remove obstacles to give their children a clear path. Generation Alpha may not be aware of the impact of the pandemic on their education at this time, but that impact is certainly felt by our youngest learners in the coming years. Will be. In the midst of this COVID 19 crisis, fellow teachers like us are confident that we are wondering what we need to prepare for our students in the future. According to a report of Dell Technologies it is expected that , around 85% of Alpha's work and Gen Z in 2030 has not yet been invented. According to a report of World Economic Forum, it is interesting to note that around 65 percentage of elementary school students today work in jobs that do not yet exist.

EMERGING TRENDS: Following are few emerging trends in educational system in light of COVID-19 pandemic.

> **Widening Educational Gap:** Educational inequality is widening in an unprecedented way.

> **A new educational ally:** The pandemic brings together new community members, from parents to welfare organizations, to help children learn like never before.

> **Expansion of public support:** There is a new public awareness of the importance of schools in society and the opportunity to use that support to empower schools

> **If it is sustainable**, especially if it was high before the pandemic, identify strategies that will help young people be educated to prepare for the changing times.

SUGGESTIONS: Following are some of the constructive suggestions which have emerged out of the research study carried out, which will enable us to increase the effectiveness and efficiency of teaching and learning in COVID19 pandemic gtimes:

- ❖ **Use public schools:** Public schools are at the heart of the education system because they play an integral role in equal opportunity in all aspects of society.
- ❖ **Laser on the core of education:** the core of education, the core of education, the learning process.
- ❖ **Use Educational Technology:** Use educational technology to strengthen the school in the long run to meet the educational and learning needs of students and pedagogues. Otherwise, technology runs the risk of becoming a costly distraction.
- ❖ **Parental involvement:** Build stronger and more credible relationships between parents and teachers.
- ❖ **Iterative Approach:** Adopt the principles of improvement science needed to evaluate, modify, document, and scale new approaches that help strengthen the school over time.

RECOMMENDATIONS: The COVID19 crisis has the potential to change our world and our global outlook. It also teaches young learners how their education needs to change to prepare for the future. These lessons are as follows:

- ❖ **Educating Citizens in a Connected World:** There are no longer isolated problems or actions. Successful people in the coming decades must be able to understand these relationships and navigate across borders in order to take advantage of those differences and work together on a global basis.

- ❖ **Redefining the Role of Educators**: The idea of educators as a knowledge career that gives wisdom to students is no longer suitable for educational purposes in the 21st century. Students need to redefine their classroom and teacher roles in the classroom as they can access knowledge and acquire technical skills

with just a few clicks on their mobile phones, tablets and computers. This may mean shifting the role of educators in promoting the development of young people as members of society.

❖ **Teaching life skills for the future:** In this ever-changing, competitive and complex global environment, individuals really need resilience and adaptability. This is a skill that has proven essential to effectively managing this pandemic. In the future, in addition to empathy and emotional intelligence, some of the most important skills employers seek are creativity, communication and collaboration. Being able to work beyond demographics, and to harness the power of the collectivism through the medium of effective teamwork is the order of the day.

❖ **Unleashing Technology and Enabling Education**: With the COVID19 pandemic, educational institutions around the world are suddenly adopting a range of technology tools available to create distance learning content that students of all disciplines can create. I was forced to utilize it. Educators around the world are experiencing new ways to do things more flexibly in different ways, bringing potential benefits to giving students access to education around the world. These are new forms of education that have rarely been used, especially in kindergartens up to grade 12.

LIMITATIONS OF THE STUDY: This study cannot be generalized without empirical analysis. Therefore, there is room for further research by including data collection. The conclusions drawn from the survey may vary depending on the size and availability of resources in different schools. This study describes the extended infrastructure needed to adopt an online teaching methodology, but little is known about how to develop that infrastructure. This study focuses on the further adoption of technology for education. However, India is a developing country and not all schools and universities have access to the advanced technology needed for this purpose, so it can take some time for universities to start learning and teaching online.

CONCLUSIONS: Based on some established learning theory, the author presents his own educational initiative in this paper to combat the challenges of online education resulting from the new COVID 19 pandemic. Covid19 has made some major changes to the education system. Pandemics are closely linked to the growing potential of information technology. As a result, information technology may be used to reconstruct classroom teaching methods. The importance of offline education systems is undeniable, but in the future it will be blended learning for online pivots and digital mindsets. As we move toward adopting digital technology in education, there are some issues to consider. First, you need to develop an appropriate learning and engagement interface that is compatible with your existing infrastructure, taking into account the institute's financial concerns discussed in the opening section. Second, efforts are needed to further adopt technology for education. Third, because the tasks that students can learn in a natural work environment are limited, it is necessary to identify effective experiential learning methods that can also improve student skills and employability. Finally, we need to quickly consider techniques for eliminating the digital divide for comprehensive learning. The COVID-19 pandemic has led the educational system to a new paradigm that must be explored for effective blended learning. The author firmly believes that schools can handle this situation and applies benchmark education practices to bring about effective virtual communication between students and teachers. Considering the vision of change through which we wanted to see things and with the things which can help us to guide discussions, debates, and ultimately actions. Most importantly, for Gen Z, Alpha, and future generations, these experiences of isolation and distance learning away from peers, teachers, and classrooms carefully remind us of the importance of human face-to-face needs.

FUTURE DIRECTIONS: This study provides valuable insight into effective educational practices in online mode in the context of COVID 19. However, there are some restrictions on the research that can be considered in future research. This study is limited to schools in India. Future research can be extended to other courses in different regions to understand the practice of online education. In addition, the qualitative data collected through interviews with beneficiaries and participants can provide a complete understanding of various online teaching methods. The transition to online education is just beginning and the long-term implications and implications are still unknown. Future research may conduct cross-sectional studies to analyze the effectiveness of various educational practices in online mode. It will be very much interesting to note and to appreciate the factors that determine the continued use of the blended learning approach, even at the dawn of COVID-19 pandemic.

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