Activity – 15

National Level Essay

writing Competition by

Hindu Girls College

Jagadhri

दयानन्द महिला महाविद्यालय, कुरुक्षेत्र
DAYANAND MAHILA MAHAVIDYALAYA, KURUKSHETRA

NAAC Accredited Grade 'A'

(Estd. 1982)

Ref. No. (क्रमांक) DHM/22/573

Date (दिनांक) 07.06.22   D/C

Off. : 01744-270981, 251981
Website : dmmkkr.ac.in
E-mail : dmmkkr2010@gmail.com

To

The Principal,
Hindu Girls College,
Jagadhri.

Sub: National Level Essay Writing Competition

Madam,

This is reference to your office letter no. HGC/32/134 dated 23.05.2022 regarding National Level Essay Writing Competition being organized by Faculty of Languages under the Aegis of Interval Quality Assurance Cell of your college. In this regard we are sending eight Essay Entries from our college. Detail of students is given below:

S. No.	Name of Student	Class	Roll No.	Topic
1.	Swani	B.A. I (V)	1212093002008	Pandemic and Education
2.	Vinita	B.A. I	1212092002154	Pandemic and Education
3.	Aakriti	B.A. I	1212092002001	Pandemic and Education
4.	Garima	B.A. I	1212092002169	Pandemic and Education
5.	Charu	B.A. II	120209002027	Pandemic and Education
6.	Chahat	B.A. II	120209002119	Pandemic and Education
7.	Aastha	B.A. II	120209002234	महामारी और शिक्षा
8.	Amandeep Kaur	B.A. II	120209002237	महामारी और शिक्षा

With kind regards,

Yours faithfully,

Principal

Principal
Dayanand Mahila Mahavidyalaya
Kurukshetra (Haryana)

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Dayanand Mahila Mahavidyalaya
Kurukshetra   STD   : 01732
PHONE : 248902, 242227
FAX   : 245524

HINDU GIRLS COLLEGE
JAGADHRI - 135 003

WEBSITE : www.hgcjagadhri.com   ✉EMAIL : hgcjagadhri_girls@rediffmail.com

Permanently Affiliated to Kurukshetra University, Kurukshetra (Haryana)
NAAC Accredited "A" Grade

Estd. 1962

23-05-2022

HGC/32/134

National Level Essay Writing Competition
Organised by Faculty of Languages
Under the aegis of
Interval Quality Assurance Cell
On the topic
Pandemic and Education
Sponsored by
Bank of Baroda, Jagadhri

Entries are invited for the essay writing competition

- Category-1   UG students of any stream

- Category-2   PG students of any stream

➤ Essay can be written in English or Hindi.

➤ Word limit:-1500-2500 words.

➤ Entry must accompany a covering letter by the Head of the Institution clearly stating that the essay is original and has not been copied. Plagiarism acceptable up to 10% only.

➤ Hand written or typed essays must be submitted latest by 10 June 2022, 4:00 p.m. in the college office.

➤ Prizes I, II, III will be awarded in each category.

➤ Decision of the Judges will be final and binding.

Dr. Ujjwal Sharma
Principal Patron
Principal
Hindu Girls College
JAGADHRI (Haryana)

Dr. Suruchi K. Choudhary 23 May 2022
Convenor

Ms. Nidhi
Dr. Sarika
Organizing Secretary

Topic :- Pandemic and Education

ORGANISING COLLEGE NAME :-
HINDU GIRLS COLLEGE, JAGADHRI

STUDENT DETAILS

Name - Chahat

Class - B. A. 2nd year

Roll No. - 120209002119

Father's Name - Mr. Anil Sharma

Email Id - sharmachahat722003@gmail.com

College Name - Dayanand Mahila
Mahavidalya, Kurukshetra

Pandemic and Education

Introduction →

As the would becomes increasingly interconnected, so do the risks we face. The COVID-19 has affected people regardless of nationality, level of education, income or gender. But the same has been not 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 background often remained shut out when their schools shut down.

The crisis has exposed many inadequacies and inequities in our education systems- from access to broadband and computers needed for online education and the supportive environments needed to focus up to misalingments between resources and needs.

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The lockdown in response to COVID-19 had interrupted conventional schooling with nationwide school closures in most countries. While the educational community have made concerted efforts to maintain learning continuity during their period, childrens and students have had to rely more on their own resources to continue learning remotely through the Internet, television or radio. Teachers also had to adapt to new pedagogical concepts and modes of delivery of teaching, for which they may not have trained.

Hanushek and Woessman have used historical growth regressions to estimate the long-run economic impact of this loss of the equivalent to one-third of a year of schooling for the current student cohort. Because learning loss will lead to skill loss, and the skilled people have relate to their productivity, Gross Domestic product (G.D.P) could be 1.5% lower on average for the remainder of the century. The present value of the total cost would amount of 69% of current GDP for typical country. These estimates assume that only the cohort

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currently in school are affected by the clousers and that all subsequent cohorts resume normal schooling.

The COVID-19 pandemic has also had a severe impact on higher education as universities closed their premises and countries shut their borders in response to lockdown measures. Although higher education institutions were 'quick' to replace face-to-face lectures with online learning, these clousers affected learning and examinations as well as the safety and legal status of international students in their host country.

Impact of the Crisis on education

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The spread of COVID-19 has sent shockwaves across the globe. The public health crisis, unprecedented in our lifetimes, has caused severe human suffering and loss of life. The exponential rise in infected patients and the dramatic consequences of serious cases of the disease have overwhelmed hospitals and health professionals and put

significant strain on the health sector. As governments grappled with the spread of the disease by closing down entire economic sectors and imposing widespread restrictions on mobility, the sanitary crisis evolved into a major economic crisis which is expected to burden societies for years to come.

All this has implications for education, which depends on tax money but which is also the key to tomorrow's tax income. Decisions concerning budget allocations to various sectors (including education, healthcare, social security and defence) depends on countries' priorities and the prevalence of private provision of these services. Education in an area in which all governments intervene to fund, direct or regulate the provision of services. As there is no guarantee that markets will provide equitable access to educational opportunities, government funding of educational services is needed to ensure that education is not beyond the reach of some members of society.

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Government funding on education often fluctuates in response to external shocks, as governments reprioritise investments. The slowdown of economic growth associated with the spread of the virus may affect the availability of public funding for education in different countries, as tax income declines and emergency funds are funnelled into supporting increasing healthcare and welfare costs.

International Student Mobility →

One of the aspects of tertiary education which Education at a Glance tracks each year is international student flows. The global spread of the COVID-19 pandemic severely affected higher education as universities closed their premises and countries shut their borders in response to lockdown measures. The crisis has affected the continuity of learning and the delivery of course material, the safety and legal status of international students in their host countries, and students' perception of the value of their degree.

Teacher Signature

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International students were particularly badly hit at the start of the lockdown as they have had to sort out the implications of university closures on their status on campus and within their host country. Students had to decide whether to return home with limited information about when they might return, or remain in their host country with restricted employment and education opportunities, all while sorting out their visa status. Some countries, such as Canada or the United Kingdom, have offered leniency around visa rules, or allowed students to remain on campus but this has not been the case everywhere.

To ensure the continuity of education despite the lockdown, higher education institutions have sought to use technology and offer online classes and learning experiences as a substitute for in class time.

Teachers' preparedness to support digital learning →

During the pandemic, remote learning became a lifeline for education but the opportunities that digital technologies offer go well beyond a stopgap solution during a crisis. Digital technology offers entirely new answers to the question of what people learn, how they learn and where and when they learn. Technology can enable teachers and students to access specialised materials well beyond textbooks, in multiple formats and in ways that can bridge time and space. Working alongside teachers, intelligent digital learning systems don't just teach students science, but can simultaneously observe how they study, the kind of problems that they find boring or difficult. The systems can then adapt the learning experiences to suit students' personal learning styles with great granularity and precision. Similarly, virtual laboratorie can give students the opportunity to design, conduct and learn from experiments, rather than just learning about them.

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Moreover, technology does not just change methods of teaching and learning, it can also elevate the role of teachers from imparting received 'knowledge' towards working as co-creators of knowledge, as coaches, as mentors' and as evaluators.

According to TALIS, younger teachers use technology more frequently in the classroom, but so too do teachers for whom technology was included in their formal training. However only 60% of teachers received professional development in ICT in the year preceding the survey, while 18% reported a high need for development in this area.

Vocational education during COVID-19 lockdown

While remote learning has offered some educational continuity when it comes to academic learning, vocational education and training (VET) has been particularly hard hit by the crisis. Compared to general programmes, VET programmes suffer a double disadvantage as social distancing

requirements and the closure of enterprises have made practical and work based learning that are so crucial for the success of vocational education difficult or impossible. Yet, this sector plays a central role in ensuring the alignment between education and work, the successful transition of students into the labour market, and for employment and the economic recovery more generally. Not least many of the professions that formed the backbone of economic and social life during the lockdown hinge on vocational qualifications.

Whether they are school-based or combined school and work-based programmes, practical teaching forms an important part of the VET curricula This involves hands-on experience in workshops, laboratories or in the workplace, specific equipment, and careful attention from teachers to ensure that tasks are correctly performed In some countries, the work-based component can account for more than 60% of total learning time VET programmes that rely most heavily on practical training, such as agriculture, health, engineering, construction and crafts,

will struggle the most to adjust to remote learning. Even in cases where practical training can be simulated remotely, the learning experience is more limited.

Among VET qualifications, combined school- and work based programmes, where 25-90% of the curriculum is organised as work-based learning in enterprises, have been particularly affected as businesses have closed or reduced their operations. For example, apprentices who were placed in companies and sectors such as catering or tourism that have come to a standstill as a result of border closures and the confinement of populations have largely stopped their work activities.

Conclusion

As we enter the COVID-19 recovery phase, it will be critical to reflect on the role of educational systems – and particularly vocational education-in fostering resilient societies. The global health crisis and the lockdown that followed have brought to the fore professions that have often been taken for granted, renewing our awareness of their value

to society. This has helped restore a sense of esteem for those workers who have worked relentlessly during this time to keep economies afloat.

The outlook is very uncertain, But if anything, the pandemic has exposed our vulnerability to crises and revealed how precarious and independent the economies we have built can be. Disruptions we have just witnessed are not limited to pandemics, but may also result from natural, political, economic and environmental disorders. Our capacity to react effectively and efficiently in the future will hinge on government's foresight, readiness and preparedness. Through their role in developing the competencies and skills needed for tomorrow's society, education systems will need to be at the heart of this planning. This includes re-thinking how the economy should evolve to guard against adversity, and defining the skill, education and training required to support it. This also means working in close collaboration with other government sectors and the private sector, and increase the attractiveness

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and labour-market prospects of certain professions, including those considered paramount for the common good.

Real change often takes place in deep crises, and this moment holds the possibility that we won't return to the status quo when things return to "normal." While this crisis has dubly disruptive implications, including for education, it does not have predetermined outcomes. It will be the nature of our collective and systemic responses to these disruptions that will determine how we are affected by them.

In this sense, the pandemic is also a call to renew the commitment to the Sustainable Development Goals. Enduring that all young people have the opportunity to succeed at school and develop the knowledge, skills, attitudes and values that will allow them to contribute to society is a the heart of the global agenda and education promise to our future society. It is now up to us to build as its legacy a more resilient society.

✡ This is my original composition ✡

Roll No - 120209002119

Dayanand Mahila Mahavidyalyo, Kurukshetra.

Name - Aakriti

Class - B.A - Ist

Father's Name - Mr. Virender Verma

Roll no. - 1212092002001

Contact - 7404869915.

Email Id - vermaaakriti@gmail.com.

Signature - Aakriti.

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(Essay)

Pandemic and Education

We all remember our School days to be filled with both excitement and tension as we hurry to take the front seat in the classroom and worry that the teacher would scole us for not doing homework. We hold the belief, that the education is not complete without Students, teachers, classrooms, benches, desks and blackboards. But no one would have guessed that a Virus like "Covid-19" would come and the lifestyle of people was alter. Due to "Corona Virus" many changes came to our World and it took some time for everyone to adopt the new normal. The Covid-19 impact was everywhere, the Pandemic made us belive that education can happen even outside the classroom also it effects many educational institutions.

As the Schools remain shut due to the ongoing Pandemic, classes have turned virtual, where we see Students and teacher interact through Computer Screens. But, later the School was reopened for a few grades, which increased the number of infection rates and then Shut again. Although the real interaction between Student and teacher is lost, Students now have the opportunity to think for themselves and the freedom to learn in ways they deem Suitable.

There is always a delay or cancellation of exams, which leads to confusion for many students and there is no room for curriculum. Most of the school-going children are involved in child labour to support their families. There is a lot of chance that the education of female children and transgender children will affect, as their parents may see, the financial and opportunity costs of doing so.

This pandemic has not only affected the students but also the low-budget institutions and schools, resulting in close down the some. There are both positive and negative matters happening around us amid the "Covid-19". Covid-19 has made it more obvious that the public school system cannot fulfill its mission without families. This pandemic – along with the many overlapping pandemics our nation now faces, including racial, economic, political and environmental injustice – has also heightened existing barriers between families and schools.

The "Corona Virus" pandemic has magnified deep-rooted racial and social injustices and perpetuated educational inequities. With the shift to online teaching, the digital divide has become a chasm, separating those who have access to school learning and those who have don't. Families in our project, like so many other Americans, described struggling to figure out new technology in a new language with only one computer for multiple children

an unreliable or non-existent internet access. Meanwhile, the pandemic has left many families with multiple crisis. These crises are disproportionate harming historically marginalized groups, including families of Black, Indigenous, immigrant and refugee backgrounds.

Meanwhile UNESCO had identified major steps/gaps in educational outcomes, which are related to the unequal distribution of teachers in general, and of the best qualified teachers in particular, in the sphere of education, many of the measures that the region's countries have adopted in response to the crisis are related to the suspension of face-to-face classes at all levels.

It also have some Benefits and limitations (online education). The greatest benefit of online education is for childrens / students as they do not have to get up early and get ready to go to school. They will have access to education at their fingertips wherever they are. It is not easy to grab young children's attention for a long duration, and hence, online learning is the best medium for them to study as well as play through interactive worksheets and activities. There is a fine balance between work and play, and children will never get too tired of studing or playing.

While flexibility and convenience are the most important benefits of online education, some disadvantages are discussed in this essay on education during Pandemic. Children are isolated due to this new form of education during the Pandemic, and they hardly have an opportunity to interact with their teachers and friends. This might make them dull as kids learnt best through real-life interaction. Besides, excessive use of mobiles or laptops due to online learning may effect them badly. However, given the time that we live in, e-learning is the best alternative for Students to give them access to education. Although the pandemic has disturbed the familiar educational pattern, we can hope for a new and improved education through online learning.

Everything is happening for the well-being of the students so that they can stay safe at home without getting affected by the life-threatening virus.

We are not ready for this, but it came, so we have to go through this together, but we have to update the infrastructure and should think of ways to undertake the situation and providing education to every child amid the pandemic if we face something precisely like this in the future to aid the forth coming generation.

It's Certified that this is my original Composition. (12/20.12002.00)

PANDEMIC AND EDUCATION

The study explored the challenges and issues in teaching and learning continuity of public higher Education in the philippines as a result of COVID-19 pandemic. It was found out that during school lockdown, the teachers made adjustments in teaching and learning designs guided by the policies implemented by the Institution. Most of the students had difficulty complying with the learning activities and environment related activities and requirement due to limited or no internet connectivity. Emerging themes were identified from the qualitive responses to include the trajectory for flexible learning delivery, the role of technology, the teaching and leaving environment and the proititization of safety and security.

The Role of technology in leaving Continuity. Technology provides innovative and resilient Solution in times of crisis to combat disruption and helps to Communicate and even work Virtually without the need for face to face interaction. This leads to many system Changes in Organization as they adopt new technology for Interacting and

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working. However, technological challenges like Internet connectivity especially for places without signals can be the greatest obstacle in teaching and learning continuity especially for academic Institutions who have opted for online learning and teaching. Thus, the alternative modes for learning during the pandemic should be supported by a well-designed technical and logistical Implementation plan.

Challenges on teaching and learning during COVID-19 Pandemic. Students concern that adjustment were made by teachers in terms of Course Outcomes and syllabus. They reported their Concerns related to their learning experience during the suspension of physical class. Students and teachers are affording both for their best's. Education on that level with the use of technology is a great achievement. But some students make it easy or a site of fun where else some make it a great way to learn. For teachers it is a great way to learn and difficulties job to pay attention to all Students at a time. Many other challenges like network issues, physical problems, technical fault etc. are faced during that pandemic era. However, due to that India has taken a great flight to the world of technology and digital world.

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Distance Learning
'Teachers, students and Parents'

Distance leaving is a solution to continue the Education system, but it is difficult in developing countries because many parents have not themselves been to school and there is a lack of necessary Information and communication. Technology Infrastructure, Computer, Radio, Mobile Phones and television to provide distance learning. And when students are attending schools with lower (ICT) infrastructure and educational all Resources this lead to lack of learning motivation and stress to students. Many teachers are great with their experiences but working with new technology and new skills take time to set-up. Many teachers take online sessions to make them skilled for online classes. Teachers are also struggling with difficulties in the area of technology and lack of Infrastructure avail-ability. Students are facing problems like Visibility, Sound timing management and more physical health issues are Challenging students. sitting hours in front of screen make them physically weak. Many students are have eye problems due to this type of Education.

Mental and Physical Health

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The lockdown during COVID-19. may people are feeling stressed, fear and anxiety such as a fright of dying. This stress may affect students, mental and physical health of students. The pandemic may have a serious influences on the careers. or may have not to graduate. of this year's higher Education undergraduate students. all students may not have a good Interaction with Online learning as they are habitually of off-line classes/learning.

Conclusion

The covid-19 is a pandemic disease caused by a virus that affect the education system of both developing and developed countries. The school closure bring difficulties for students, families and teachers. Distance leaving learning is a solution to continue the Education system. However, there are many challenges faced by teachers, parents and students. Skills of technology and digital India takes great flight. Mental and Physical health also disturbed during this Pandemic. However there are many difficulties to Education system during Pandemics.

this is to certify that it is my Original Composition.

Priti

Name Vinita
Rollno 1212092002154
Father's Name = Sh Jaipal.
MobileNo. 7988728101

Topic :- Pandemic and Education

ORGANISING COLLEGE NAME :-

HINDU GIRLS COLLEGE, JAGADHRI

STUDENT DETAILS

NAME - CHARU

CLASS - B.A. 2nd year

ROLL No. - 120209002027

Father's Name - Mr. Prem Grover

College Name - Dayanand Mahila Mahavidalya Kurukshetra

Email Id - grovercharu177@gmail.com

Charu.

TOPIC :- PANDEMIC AND EDUCATION

INTRODUTION :-

The corona virus disease [Covid-19] pandemic has caused an unprecedented crisis in all areas. In the field of education, this emergency has led to the massive closure of face-to-face activities of educational institutions in more than 190 countries in order to prevent the spread of the virus and mitigate its impact. According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), by mid-may 2020, more than 1.2 billion students at all levels of education worldwide had stopped having face-to-face classes. Of these, more than 160 million were students in latin America and the Caribbean.

The Economic Commission for latin America and the Caribbean [ECLAC] has argued that even before the pandemic hit, the social situation in the region was deteriorating, owing to rising rates of

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poverty and extreme poverty, the persistence of inequalities and growing social discontent.

In the sphere of education, many of the measures that the region's countries have adopted in response to the crisis are related to the suspension of face-to-face classes at all levels, which has given rise to three main areas of action: the deployment of distance learning modalities through a variety of formats and platforms (with or without the use of technology); the support and mobilization of education personnel and communities, and concern for the health and overall well-being of students.

The aim of this documents is to shed light on various consequences that these measures will have on educational communities in the short and medium term, and to offer key recommendations on how to manage those consequences in the best possible manner, drawing attention to opportunities for learning and innovation in the post-pandemic education system.

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1. EDUCATIONAL MEASURES DURING THE COVID-19 CRISIS —

The information collected on the 33 countries of Latin America and the Caribbean up to 7 July 2020 shows that, in the area of education, most of the measures taken are related to the suspension of face-to-face classes at all levels of education. Of these countries 32 suspended face-to-face classes, with this measures still in force nationwide in 29 countries (Nicaragua has not taken this course of action). In Uruguay, schools begans to reopen in rural areas as of 22 April, before opening nationwide on 29 June. In Saint Vincent and the Grenadines, a partial return began on 25 May, and in Ecadou the return to face-to-face classes began on 1 June. There was a parital return to face-to-face classes in Belize, Grenada and Saint Lucia during June. At the time of writing, the students population in the 32 countries affected by these measures has exceeded 165 Million students, according

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To official UNESCO information.

In addition to interrupting educational paths, school closures affect to the diet and nutrition of the student population, especially in most vulnerable sectors. Most Countries (89 out of 33) have established ways of continuing to provide education services through various distance learning modalities. For example, 26 Countries implemented Internet - based forms of learning and 24 established offline distance learning strategies, Including 22 Countries which offers both modalities (offline and online), 4 exclusively on online modalities and 2 only offline modalities.

II. CONTINUING EDUCATION AND THE IMPACT ON THE EDUCATION

Within the framework of the suspension of face-to-face classes, the need to maintain educational Continuity has presented challenges to which countries have responded with different remote options and solutions, including adjusting the school calendar and how their

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curriculum is implemented, all adopted, prioritized and adjusted in various ways. In order to make adjustments, it is necessary to take into account the characteristics of national or subnational curricula, the country's resources and capacities to develop distance learning processes, the level of segregation and educational inequality in the country, and how much of the school year had elapsed. While some of the region's country such as Mexico and the Dominican Republic and some area of Ecuador and Brazil were in the middle of the school year when the pandemic began, the vast majority were at the beginning.

For now, it is impossible to say with any certainty what impact the crisis will have on implementation of our curricula in the different grades of primary and secondary education, but it is expected that differences in learning achievement will be exacerbated, in light of the prevailing educational inequalities and unequal access to curriculum coverage.

The vast majority were at the beginning

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III. COUNTRIES' readiness FOR CONTINUING EDUCATION ONLINE : WIDENING OF THE DIGITAL DIVIDE

As most countries have opted to ensure educational continuity through online resources, the Internet presents a unique opportunity: the plethora of pedagogical resources and knowledge as well as the various communication tools available provide ideal platforms to bring schools and learning processes closer to homes and to students in lockdown. In recent decades, many latin America countries have made significant investments in digital infrastructure in school system. Education policies on digital technology were implemented quite early on in some of the countries in the late 1980s. Until the mid-1990s, the strategies in Latin America were generally aimed at improving learning and teaching outcomes within schools. The focus then shifted to giving pupils access to equipment, with special attention paid to the lower socioeconomic strata in an attempt to level the playing

field and ensure equality. In recent years, with the widespread availability of mobile connectivity and the increased accessibility of digital devices, policy focus has shifted to the development of digit skills in pupils, (Trucco and Palma, 2020).

IV. THE NEED TO PROVIDE SUPPORT TO TEACHERS AND SCHOOL MANAGIMEN

Teachers and education staff as a whole have played a key role in the response to the Covid-19 pandemic and have had to face a number of different emerging demands during the social and health crisis. Most teachers have not only had to re-plan and adat education processes — including adjusting methods and curricula, designing materials, and diversifying the media, formats and platforms used — but have also had to take part in activities to safeguard the material safety of pupils and their families, which is an aspect of their work that has become increasingly important

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during the pandemic.

In performing, their teaching activities and meeting these new demands teachers often find themselves with inadequate training and resources to address the challenges of adapting teaching content and formats to Pupils in disadvantaged situations. Even before the pandemic, teachers in the region had few opportunities for training on inclusion (UNESCO, 2018b) or for working with Pupils in less favoured and more diverse contexts (UNESCO, 2013).

V. TAILORING ASSESMENT METHODS-

Assesing and monitoring learning- as well as providing feedback are important for understanding schoolchildren's progress and taking appropriate pedagogical actions to improve it.

Distance learning activities have reaffirmed the formative role of assessments. Drawing information on each student's individual learning for diagnostic and follow-up exercises, teachers can provide feedback and modify their

teaching strategies to make them more effective. Moreover, the development of formative assessment and self-assessment instruments facilities a collaborative process between teachers, teachers and students for evaluating the progress towards intended learning outcomes.

CONCLUSION

The responses implemented by the various countries have shown innovation initatives and promising practice, as well as important advances in record time to ensure educational continuity. It is also clear that national education system face systemic issue and challenges that require the implementation of medium - and long-term strategies based on the 2030 Agenda and SDG-4. The Covid-19 pandemic has exacerbated social inequalities, inequity and exclusion, while paradoxically presenting an opportunity to strengthen social relations, guided by solidarity and collaboration in pursit of the common goods, and also by responsibility for the care of others.

This is my original Composition

(Durga)
(HOD ENg)   Shavy

[120209002027]

PANDEMIC AND EDUCATION

Today we live in a Civil society where the government takes the responsiblity of the health of its citizens. But as the world is getting shorter day by day. People come into contact with each other. Although we spend a lot on hygiene and cleanliness, yet we become the victims of various diseases, COVID-19 the latest in the line which has taken the shape of Pandemic. Although the cause of Pandemic is yet to be traced, it has to be admitted that it spreads through 'virus' The most developed countries like U.S. and Italy have been the worst sufferers. We, in India has been luckier than other nations, as our government has done a lot in the matter. The Pandemic has hit our economy also. The

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latest development is the introduction of 'Fourth Wave', which is said to be not so dangerous number of new cases is increasing day by day. Government has tried to instruct and educate people to be more cautious. After compulsory vaccination, Booster dose is also being provided. But life has to run.

Even though we feared sending our kids to schools due to the spread of the virus, we were more concerned about how this would affect their studies. With schools closed, there was uncertainty about their education and the way they learned. While kids were more than happy to sit at their homes and play all day, parents found it difficult to handle them. But as days progressed, children got bored of doing the same things over and over. We realised that we need to give them quality education from the comfort of their homes. Thus, online learning was introduced that changed our views about education.

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Online learning has become the new norm, and it is here to stay for quite some time. The greatest benefit of online education is for students as they do not have to get up early and get ready to go to school. They will have access to education at their finger-tips wherever they are. It is not easy to grab young children's attention for a long duration, and hence, online learning is the best medium for them to study as well as play through interactive worksheets and activities. But online courses are convenient and offer flexibility. They bring education right to your home, offer more individual attention, help you meet interesting people and give you real world skills. These courses promote life-long learning, have financial benefits and also connect you to the glob-al village. There is fine balance between work and play, and children will never get too tired of studying or playing. Online courses teach you to be self-disciplined.

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As a matter of fact, more than half of respondents were unsatisfied with their online learning experience. The findings show that technical problems of internet connection is the greatest issue for respondents, lack in understanding the subjects, lack interaction with friends, reduces interaction with the teacher, poor learning conditions at home and lack of self-discipline and the least respond is for social isolation are the most important factors underlying students disconnect with online learning. While the stability to stay at home was the most frequently mentioned advantage of e-learning by respondents. This study offers a number of suggestions and solutions for improving online learning and increasing student happiness. Self-learning necessitates self-discipline on the part of the student, which can be difficult to achieve without direct supervision from the lecturer. A lack of clarity about the learning's aim and goals, as well as less engagement between learners and lecturers, can obstruct the

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learning process.

Digital transformation in the education sector has attracted significant attention recently. The education has seen innovation since then, it is one of the sectors wherein innovation occurs at a slow pace, and therefore, it does not meet the sector's expectations and demands. The COVID-19 pandemic is, however, accelerating digital transformation in education. It indicates three concerns of the digital transformation in the education service: (1) poor motivation management, (2) negative effect of IT devices usage in education, (3) educational inequality by digital decide. They can be overcome by changing roles of instructors and further investment in ICT infrastructure in the education service. The distance education is becoming a new normal in education service. However, the education community in general is not ready to maximize the merits of distance learning.

However, education is not the only thing that you

students get from traditional education service providers. They acquire other assets such as lifelong friends, access to a scholarly network, skills opportunities, and, in case of students in top schools, brands, although these assets do not always being rewards, they are still valuable tools for success in future endeavors. Although digital innovators such as Bill Gates, Steve Jobs, and Mark Zuckerberg did not complete formal higher education, it was on the campus that they found their passion, business partners, and business opportunities. There is no certainity as to how much of these assets a digital educational system can provide.

The Covid-19 outbreak has made a significant impact on the mental health, education and daily routine of students. The Covid-19 related interruptions highlight key challenges and provide an opportunity to further evaluate alternate measures in the education sector. The new
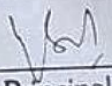
Garima

policies and guidelines in this direction would help mitigate some of the negative effects and prepare educators and students for the future health crisis.

It is my original composition.

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Garima

(HOD Eng.)

Principal
Dayanand Mahila Mahavidyalaya
Kurukshetra (Haryana)

It is my original composition.

Garima

Dayanand Mahila Mahavidyalaya, Kurukshetra

National level essay writing Competition

Topic : Pandemic and Education

Submitted By
Swani
B.A 1st yr. (VOC)
121209300₂008
Email Id : vocswani@gmail.com
Ph. no :- 8708192932

Pandemic and Education

The effect of this pandemic has been seen in every field, but it has had a very serious impact on our education system. There is no hope of getting rid of the epidemic which has been going on for two years. The students who took admission in undergraduate classes last year did not get a chance to study in the college campus and now they are second year students. Normal classes are not running for two academic sessions.

"The Pandemic can stop schools, but it cannot stop education"

Three types of educational institutions have emerged in this period. Firstly the institutions which had digital infrastructure converted the classes to online medium. In the second category are the technologically emerging institutions, which have created a mix of

Swani
1212093002008

online and offline learning. In the third category, there are schools, colleges and universities which are techinally far behind. The enrolled students of these institutions are victims of digital inequality. There is also pressure on from schools and universities to keep pace with technology.

We are seeing a lot of creativity in many countries. Rightly so, many ministries of education are worried that relying exclusively on online strategies will imply reaching only children from better-off families.

During pandemic learning material are shared among the students easily and the queries are resolved through email, SMS, phone calls and using different social media's like WhatsApp.

Students are able to manage their time effectively and Teachers have also adopted new methods of teaching like through PPTs, videos, video conferencing which are considered as one of best and fast medium o learning of teaching

Swani
1212093002007

"There is a huge value in learning with instant feedback"

It has changed the way of teaching. It enables me to reach out to my student more efficiently and effectively through chat groups, video meetings and also document sharing, specially during this pandemic.

Is learning online as effective

for those who do have access to the right technology, there is evidence that learning online can be more effective in a number of ways. The general consensus on children, especially younger ones, is that a structured environment is required because kids are more easily distracted. Since studies have shown that children extensively use their senses to learn, making learning fun and effective through use of technolog is crucial, according to BYJU's Mrinal Mohit "over a period, we have observed that clever integration of games has demonstrated higher engagement and increased motivation towards learning especially among younger students, making them trully fall

Swani
12+2092002008

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in love with learning"

In most countries, private schools are more effective than public school. Students have not equal access to digital technology and educational materials In the survey, 2020, the study finds during schools closure the level of anxiety, depression, disorders, and stress are high among students.

Distance learning is a solution to continue the education, but it is difficult in developing countries because many parents have not themselves been to school and there is a lack of the necessary information and communication Technology (ICT) infrastructures, computers, radio and television to provide distance learning.

The shift from face-to-face class to online class has as serious impact on assement and evaluation. Also, it is difficult to monitor the student how they are taking courses online and difficult to monitor ensure that students are not cheating during online exams. Additionally laboratory tests, practical tests and performances tests are impossible to conduct online.
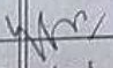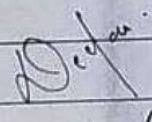
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Technology is becoming an even larger part of the student and faculty experience as institutions prepare for fall and the new normal.

If student need to access their course material, lectures and learning activities online, they need have access to proper hardware and reliable networks. Institutions must not let differences in disability or socioeconomic status hinder access to learning other institutional resources.

"Learning
Never
Stops"

It is certified that this is my orginally copy compastion

Principal
Dayanand Mahila Mahavidyalaya
Kurukshetra (Haryana)

HOD (Eng)

Swani
1212093002008

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HINDU GIRLS COLLEGE, JAGADHRI

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Dated _23 JUNE 2022_   Session _2021-22_

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