Transitional Impacts from New normal to normal in Education

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Abstract

The saturated pandemic storms have traced the path to retrieve from new normal to normal. The process of teaching and learning has now been rejuvenated and resurrected from viral obstructions. The gates of the educational system are getting disclosed for the reentry of the student community. The pandemic has made the onset of new normal and now the clock is getting reverted back to normal. Will transition to new normal from normal create an impact in the field of education? This paper aims in exploring the transitional impacts of tracing back from new normal to normal from the outlook of various stakeholders. The consequential effects of getting retrieved from new normal to normal are exclusively discussed and the discussions presented in this paper will certainly facilitate the academicians to discourse further on such retrievals. This exploratory study will definitely lay a suitable platform for the researchers to make intensive research in the coming years.
Keywords: Virtual learning, new normal, normalcy, impact.

Introduction

The system of education around the world has stepped out of the traditional borders of classrooms during pandemic times to unlock the learning process [1]. The entire teaching and learning processes have been embedded into the digital gadgets and this has sketched out the origin of the online system of education, which is a paradigm shift in the field of education [2]. The establishment of such a kind of new normal in the field of education has cleaved the time bounds of learning [3]. The asynchronous mode of teaching and learning is getting escalated and it has made the teaching community step into the shoes of the facilitator. This new system of education has accelerated cyber pedagogy and made the teaching community get acquainted with cyber teaching skills [4]. The social platforms are made as academic arenas for collaborating with academicians across the world [5]. Several online portals of education have become a part and parcel of institutional information technology packages. The institutions have adopted to new normal and incorporated this new kind of learning into their existing practice by customizing to the demands of the learners [6]. Learning at one's own pace is the added feature of this hybrid system of learning. The online system of teaching and learning has made the whole educational field in an active state [7-8]. The hybrid learning system fulfilled the demands of the cognitive domain but the requisites of the affective and psychomotor domain remain unquenched. Does this online system pave way for the holistic development of the student community? Certainly no. The online system of education has failed in contributing towards inclusive development, as the holistic development of a student must encompass special focus with respect to the three major domains of cognitive, affective and psychomotor. The entire educational community was waiting for the retrieval of back to normalcy as they were witnessing the depreciation of the learning skills of the students day by day. The retrieval days are coming into the picture in recent times and it is time for the entire educational world to get ready for the next phase. Though the coming days of retrieval may give the educational community the ray of joy and hope, it is very sure of difficult moments of time on the side of students and teachers. In the context of students, declination of the learning skills, paralyze of social skills, the exposure to open book system of examinations are the obstructs. On another side the teachers have become the masters of this hybrid system of learning, they have developed the skills of preparing learning content of all kinds. The declination on one hand and escalation on another, this scenario is the portrayal of the entities at extremes. This has to attain the point of balance without causing any commotions to the stakeholders. To make so, the transitional impacts of the concurrence of these extreme entities have to be explored and this paper is a step towards it. This exploratory study will present the transitional impacts of the concurrence of these extreme entities from new normal to normal and also put forth the tactics to handle the consequential impacts. The paper is structured as follows: Section 2 presents the transitional impacts from the student's perspective; section 3 comprises of the impacts from the teacher's perspective; section 4 presents the transitional impacts from the perspective of parents; section 5 proposes a few strategies and role-play of the stakeholders to set a balance and the last section concludes the work.

Transitional Impacts from Student's perspective

The school is termed as the second home for every child, but the children across the nation were prevented from going to school for more than a year during the pandemic invasion of our country. The children were exposed to a new kind of virtual learning system. They were confined within the walls of home and were engaging in both the activities of home and school. They were playing a dual role at home and this was one of their stressors. The absence of such role differentiation

has made the students get rid of their habitual activities out of their memory. The changes in their working time have ruined their daily routines. The lack of familiarity between the teachers and the students obstructs the budding of their relationship. The academic calendars during the pandemic period were filled with sharing of classroom links, posting of learning materials and online evaluation cum grading. What did the children learn out of such a kind of system? Are they the factual learners, certainly not, the real learners were their parents. The online system of education has increased the dependency of the students on their parents. The examinees were the parents really and it is the bitter truth. The open book system of examination has spoiled the total formation of the children on the grounds of values. The prohibited factors were licensed during the pandemic times as a means of alternative mechanisms. The elite community and the people who were economically sound facilitated this online system of learning to their children, but on another side, this learning system was repelled from socially and economically underprivileged communities. The educational researchers have stated that around ninety per cent of the children have lost their learning habits and have almost lost their skills, which appears to be very much alarming. The students were promoted to the next higher classes without any kind of examinations and several batches of students have stepped into their higher education without strong foundations of the preliminaries. In general, the medium of studying will obstruct the students during their journey in higher education, but now the situation that everyone is circumscribed into is a newer one. It is not the medium, but it is the system itself. The exposure of the students back into the classroom environment is filled with many challenges. The attention span, concentration levels, interest in learning are the core factors to be focused on. The students were exposed to creative videos, interactive presentations during the online learning system, but now retrieving back to traditional teaching methods may not amuse them much. The great challenge of the teachers lies in sustaining the interest of the students in learning. The deactivated social skills must be geared up to channelize on the right track. The students refrained from online learning due to many reasons, but now as they get converged together with the students who received exposure to online systems may result in many disparities. The academic disparities of such kinds will trigger other kinds of discrimination. The students though feel joyful in marching towards the school are also equally filled with apprehensions about their compliance with the school environment. The students are filled with many expectations and the greater responsibility of building a compatible and amicable environment for the students to continue their learning lies on the shoulders of the administrators of Educational institutions.

Transitional Impacts from Teacher's Perspective

The gates of the educational institutions were concealed but not for the teachers. To unlock the process of learning, the teachers were meticulously working behind the screens to get acquainted with the virtual learning system [9-10]. The transition from traditional to contemporary teaching mode is not an easy task. The teachers who were well adapted to the chalk and talk method for decades together were made to get accommodated to a new system of teaching. The teachers oriented themselves to new online portals of content delivery. To make learning more effective, the teachers took strenuous efforts to make interactive presentations and delightful learning. The synchronous mode of learning was shifted to the asynchronous mode of learning and sometimes it was in combo mode. It was indeed a tough time for the teachers to practise such a kind of virtual teaching method. The factual interactions with the students were quickly replaced with cybernetic communications through digital gadgets. The teaching community was altogether befriending this cyber pedagogy and enriched themselves with cyber knowledge. But now, it is the time of reversal, the teachers have to get back to their actual teaching mode in the classroom environment. In spite of the many difficulties of the online system of teaching, the teachers did justice to their responsibilities. Nowadays the teachers are getting back to their actual mode, though they may feel relaxed and relieved from their online teaching practices, they may experience more difficulties during the time of reversal and may take much more time to get adapted back to the conventional practices. The teachers have to take immense efforts to initiate an amicable environment for the students to develop an interest in learning. The teachers must not focus much on the completion of the syllabus rather they must spare more time in making the students recall the fundamental concepts. The teachers must facilitate learning, unlearning and relearning cyclically. The psychology of the students must be well understood by the teachers to plan in accordance with the interest of the students. The students are presently in need of motivation and encouragement and must be made to actively participate in learning more effectively. The teachers have to step out of their cyber pedagogy and step into conventional pedagogy. The students must be made fascinated by the content delivery of the teachers. The teachers have to focus much on activity-based learning to foster the learning and the social skills of the students to a great extent. The teachers have to devise suitable strategies for making their students in line with them.

Role of Parents to set amicability

Teachers and students explicitly experience many transitional effects when transitioning from a new normal state to a normal state, but on the other hand, it is necessary to facilitate the student's return to normal state. During the pandemic times, the students were greatly supported by their parents. The parents were the real learners and it was they who subjected themselves to all kinds of learning and evaluation given to their children. But now it is not so, the students have started to step into the actual scene and the parents can only render assistance. The parents were really toiling a lot during the pandemic times for unlocking learning. The moments of difficulty may also get continued to the parents after their children get returned from new normal to normal. The parents have to take additional efforts in making their children stick to their habits and daily routines. Parents need to provide their children with an environment that helps them motivate, encourage, and help them cope with the difficulty of returning to normal. It is the parent's responsibility to get the child

accustomed to normal. Parents need to hold back their expectations for a period of time and give them a time spanbefore they can find a way to return to normal.

Tactics to Accommodate Transitional Impact

The most expected moments of reversing back to normalcy have been creeping nowadays. The transitional impacts from new normalcy to normalcy will cause a range of obstructions for both the students and teachers in getting back to their normality. The occurrences of transitional impacts are quite inevitable but manageable. This section proposes a few suggestions to accommodate the transitional impacts as follows:
• The school environment must facilitate a suitable atmosphere both for the teachers and the students in getting accommodated to normalcy.
• The teachers have to plan many activities to activate their social skills
• The students must be given enough space to get back to their normalcy.
• Counselling and mentoring sessions must be conducted for the students who find difficult to get tuned to the present scenario
• The students must not be constrained with many home assignments
• The academic burdens must be lightened both on teachers and the students
• Many interactive sessions between teachers and the students must be arranged
• The students must be engaged in many group activities
• Opportunities must be given to the students to express their expectations on learning
• The students must be made involved in different extracurricular activities
• The administrators must not pressurize the teachers, rather they must be give liberty to design suitable activities of their choice in accordance to the learning demands of the students.
 These are the suggestions that are put forward for the stakeholders to handle the transitional impacts from new normal to normal.

Conclusion

This research work presents the transitional impacts in the perspective of teachers and the students from tracing back new normalcy to normalcy. The role of parents at times of such transitions are also discussed. The suggestions to handle such consequential impacts are also discussed in this paper. This research work shall be further discussed in the institutional perspective to determine the overall transitional effect

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