INNOVATIVE TEACHING AND LEARNING METHODS DURING POST COVID

Dr. Shraddha Verma, St. Vincent Pallotti College, Raipur (C.G),
Email: shraddhaverma1977@gmail.com

Abstract

In year 2020-21, COVID-19 pandemic caused unprecedented public health emergency, affecting almost all countries and territories globally. The pandemic led to severe disruptions in normal life, including closure of schools. Amid a massive surge in COVID-19 cases, Chhattisgarh government also ordered schools, colleges and anganwadis to be closed in the state with immediate effect. Lockdown orders were issued on 12th march2021.Most of the schools became quarantine centres. Many teachers were also used in COVID duty. There was a loss of residential school facilities. Many parents had employment issues and had serious financial concerns. Nobody knew much details about COVID. Everyone knew it spreads through contacts. So first safe mode to adopt was the online one.

Introduction

As an emergency response the state government school education department started a website with 24lakhs students and 2 lakhs teachers registered in it. But before that a survey of the access to digital device was conducted to know the exact status of parents with mobile phones, smart phones, internet facility, radio, TV, computers with and without internet facility with them. Online classes started from state and district levels along with interested teachers. Class-wise subject-wise textbooks, videos, TLM were uploaded.

While implementing online program, it was witnessed some teachers were using different models for taking offline classes. Many interesting offline models were taken officially by the teachers across the state such as

Padhai Tumhar Duar - Through this portal lakhs of students of Chhattisgarh were able to study online without any fee. This online portal has facilities like e-classroom, study material, video lessons, educational games, homework which is provided to the children of the state. This Padhai Tunhar Dwar Portal also has the facility to check homework online. In this, students of class 1 to 10 are able to study. Through this, students are able to read books in PDF format, and it can also be downloaded. Teachers and children were able to connect from their respective homes through video conferencing. This portal was not only for Chhattisgarh but for the children of every Hindi speaking state.

Padhai Tumhar Mohalla- Nearly 44% of the area in Chhattisgarh is covered with forest without internet connectivity, because of which children had trouble attending the online classes. To solve this small classes at mohalla level were started and through bluetooth study material was shared with students. And were named 'Padhai Tunhar Para'. Under this, almost 23,643 teachers were helping about 7,48,266 students to continue their education in 35,982 centres. The parents were also happy with this arrangement and extended their support.

Loudspeaker School- More than 2000 teachers in the state taught more than 69,000 children through loudspeaker classes while practicing the norm of social distancing. with parts of the state lacking Internet connectivity and devices, a novel approach has been adopted in Bastar district.the children of Bhatpal village in Chhattisgarh's Bastar gather in houses to begin their lessons. No teachers are there in front of them. They listen to voices on the loudspeaker of teaching English through Halbi, their tribal language. six loudspeakers for the village of around 300 families was set up. The loudspeakers are used to teach English, and disseminate information on malnutrition and other community issues, While one of the speakers recites a story in Halbi, translating words and sentences, the other speaker asks questions. loudspeaker was operated from the panchayat bhawan, and the recordings weere made at the district headquarters and transferred on pen drives by teachers to the village. The loudspeakers were placed in a manner that they can be heard from every part of the village and children can sit at home to follow the lesson."

Much work goes into generating these sessions. English teachers wrote the script in Hindi and submit it to another team, who converts Hindi into Halbi. There were theatre artists working who gave voice to the script. It took a day to make one session, and they did it non-stop.

Learning from Alexa-small Adivasi tribal belt called Lohandiguda, in Bastar district, Chhattisgarh,were going digital. In about 40 schools of this region, children learnt with their newest friend and teacher – Alexa! after Alexa came to the classroom, the class has improved attendance, children becoming more interactive and of course teachers too are loving this new medium of imparting training," It was so heartening to see them ask a variety of questions The spirit of enquiry was encouraged.

Augmented reality- Ever since the Coronavirus pandemic, students have been confined to their homes and are using online classes to keep up with their curriculum. However, a teacher at the government primary school has made teaching a more interactive and visual experience for his students. The teacher used a mobile app called Arloopa to embed videos with 3D objects or videos that use augmented reality content in creating content that can be easily understood by students. They can see objects, animals or planets etc appearing virtually beside them.

Speaker as teaching tool - More than two thousand teachers in the state have taught more than 69,000 children through loudspeaker classes. These loudspeaker classes were held in villages to teach a large number of students thethe while practicing the norm of social distancing. For, this model loudspeakers were made available by the panchayat for the education of children in villages or by collaborating with DJs. With loudspeakers, teachers start teaching children. Children sit at their homes or in small groups and listen to the lessons very carefully. These classes start daily with a state song.

Blue tooth Speaker Bulb-Some of the teachers used blue tooth bulbs for educational purposes. Teachers found that there is a bulb which has got speaker which is used at home for entertainment purpose. When we connect our mobile with this bulb through Bluetooth, the audio of our mobile could listen through the speaker. The same was used by some teachers for educational purposes.

Motor-Cycle School-To provide face-to-face learning program, many teachers have also volunteered to become motorcycle guruji, wherein selected teachers travel to remote locations across the state and conduct classes for kids in their settlement areas. Community provided space for learning and students attend their classes in different spaces in different habitations to maintain social distancing.

Motor-Cycle Bahanji-the school has a greater number of student groups, to keep the distance norms classes are spread across the villages. teacher visits the learning centres or Mohalla classes using his or her motorcycle. He or she acts as the mentor to the local youth volunteers popularly called shikshasarathis

Rikshaw Wali madam-A teacher of the capital's government secondary school, Mathpuraina was roaming from street to street by rickshaw and teaching children. Since many children do not have smartphones, they were not able to join online classes. Therefore, she started her teaching activities in the form of a moving classroom with loudspeakers in the rickshaw. About 30 to 40 children got benefited from this every day. The recorded poems were recited and memorized again and again through the speaker.

Peti Wali Didi-Rita Mandal, a teacher of PG Umathe Pre-Secondary Girls School, Shantinagar Raipur, located in the capital, is carrying a box on her scooty to teach children. She carries small things in a box. Now the children affectionately call her 'Petti Wali Didi'. For this, as innovation, which is applicable in all classes, such combined topics were chosen.Like articles, mathematical figures, tried to connect children with studies through activities related to it. She realized that the kids don't have the materials to make something like glue, scissors, colors etc. Then the idea came to her to buy all the items for them, so that they can do the activities by choosing the colors and accessories of their choice. She use to buy these items, put them in a box and bring the box every day and ask the children to choose the goods of their choice. In this way the concept of children also became clear through activities and the number of children also increased.

Teaching using Puppets-CCRT has trained teachers on the use of puppetry for teaching. During pandemic time, such trained teachers were asked to develop awareness programs using puppets. Different interesting lessons and awareness programs were developed and performed through various platforms using puppets by expert trained teachers.

Predicting Stories-Some of the teachers have started telling stories to their students. They also seek support from senior local community members for storytelling. Based on these stories, a lot of follow up discussion is continued to make students open with new ideas and learn from their local environment and surroundings.

Bultu Ke Bol - People who did not have an internet facility were provided quality study material through bluetooth.As many as 1608 teachers transferred more than 60,000 audio lectures to 27,000 parents through bluetooth, as they were not having smartphones or internet connectivity.

Radio guruji-Some teachers collaborated with Bilaspur Arpa Radio to share different talks on education. A special time slot was given for educational broadcast by this FM radio station

Missed Call Guruji -Some teachers share their mobile numbers and allot some specific time when their students can give them the missed call and teachers respond to the queries raised by the students. In many places, teachers form a group as per their subjects and design a brochure which is shared with parents and displayed in public to make students call the given number and clarify their doubts by giving missed calls.

local Cable TV channel-Raigarh, Bastar, and Balodbazar were few districts started delivering their online classes using local Cable TV operator. Based on the number of connections and popularity of Cable TV, the district administration instructed the Cable TV operators to start four or five new channels and arranged for local efficient teachers to take classes simultaneously.

Cinema vale Babu-One of the teachers from Korea District is popularly known as Cinema Vale Guruji who starts his day by visiting different villages and meeting children inviting them to see the pictures through TV. He fits the LED screen on the back of his motorcycle. He runs this LED TV with the battery of the motorcycle or the electricity available nearby. He connects his mobile with the LED TV through an app called Meera Cast. This helped Students to see different educational videos from his LED. He goes from one village to other to meet students and encourage children to continue their studies.

Toll Free Conference call-Teachers found a way in which they can use a given number in which students can call and connect to have their lectures through conference calls without spending the call charges. The teacher shares the information when he or she is planning to have a lecture through a conference call and their students connect through this call and listens to the lecture of their teacher.

YouTube - 10 hours of LIVE classes were conducted for all classes through YouTube everyday which was attended by approximately 20,00,000+ participants from classes 1-12 which helped the teachers and students to connect from their homes for various subjects ranging from class 1-12.

Conclusion

To know impact of these classes, teachers were asked to enter details of all students whom they are teaching so that these children can be assessed. simple smiley-based assessment was decided to be used to reduce stress and anxiety among students.Strategies of teacher appreciation were practiced like Hamare Nayak- a daily blog series was started, teachers who support teaching were exempted from COVID Duty. Certificates of appreciation were given for those who supported the program.

The success factor was there were Self-motivated teachers teaching without Govt. orders. No pressure and full autonomy or Freedom to teachers to innovate was the major success factor. Community partnership was key element for success. It was found that Teacher appreciation strategies was a must. A blend of online and offline mode was found essential, with sufficient practice materials for effective learning and strong grievance redressal mechanism for immediate solutions.

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