Research Paper

SWOT Analysis of Education in Jamshedpur Reference to Covid-19

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ABSTRACT

The term education is derived from the Latin word 'educate,' which means to 'educate,' to 'bring up,' or to 'draw out' the latent powers of a child. Confirming this meaning, Durkheim defined education as "the action exercised by the older generations upon those who are not yet ready for social life. Its object is to awaken and develop in the child those physical, intellectual and moral states which are required of him both by his society as a whole and by the milieu for which he is specially designed". He conceives of education as "the socialization of the younger generation." Hence, education may be broadly regarded as how people learn to participate in the society in which they live. Education is the social process by which an individual learns the things necessary to fit into the social life of his society. The coronavirus pandemic has significantly disrupted various sectors in India, including oil and gas, automobiles, aviation, agriculture, retail, etc. We can't ignore that hardly a sector would remain unaffected by the crisis. The impact may be more or less. The same is true with the education sector in India. The objective of this research is to study the impact of Covid 19 on the Indian education system. A total number of 60 women were interviewed telephonically. The snowball sampling technique was applied for sample selection. The findings revealed are discussed in the article.

Keywords: *COVID-19, Online Education, Socialization*

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

Educators will be overwhelmed and unsupported to do their jobs well. Teachers had little or no notice about their schools closing and shifting to online learning—this can be challenging for anybody. They have shared that they are overwhelmed with all sorts of materials and

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products, and we are seeing educators begin to push back and request help filtering through all the resources to find quality. At the same time, teachers are just like the rest of us in that they are experiencing this strange new world as mothers, fathers, aunts, uncles, and grandparents. They are trying to deal with their individual lives, care for their kids, and find new ways to ensure learning continues.

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

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

Poor experiences with educational technology during the COVID-19 pandemic will make it harder to get buy-in later for good use of educational technology. We know that some students who use ed-tech during the pandemic will have a poor experience because they're not used to it. Some will say, "During the virus, we tried the ed-tech-enabled learning approaches; it was terrible, and look at my test scores." Yes, this will happen. People's test scores will be impacted. People will become unhappy because the mental health effects of being isolated will be profound. We must be prepared for that. Those poor experiences are essential to learn what does and doesn't work.

Adaptation of Schools and Institutions:
- Schools and institutions in Jamshedpur quickly transitioned to online learning when lockdowns were imposed.
- Many educational facilities provide online resources, including video lessons, study materials, and virtual exams.
- Teachers and students adapted to the new normal, leveraging digital communication tools like Zoom and Google Classroom.

Role of Technology and Online Learning:
- Technology plays a crucial role in maintaining educational continuity.
- Online learning platforms allow students to access lessons, assignments, and assessments remotely.
- Virtual classrooms enabled real-time interaction between teachers and students, fostering engagement.

Innovative Teaching Methods and Platforms:
- Some institutions in Jamshedpur embraced flipped classrooms, where students reviewed content online and engaged in active discussions during virtual class sessions.
- EdTech platforms like BYJU's, Khan Academy, and Vedantu became popular for supplementary learning.

- Virtual labs, interactive simulations, and educational apps were adopted to simulate in-person learning experiences.

Success Stories:
- St. Mary's English High School in Jamshedpur successfully transitioned to online classes, maintaining regular schedules and engagement.
- The Tata Steel Rural Development Society (TSRDS) organized mobile van-based education for remote areas, ensuring that education reached underserved communities.
- Individuals like Priyanka Kumari, a teacher in Jamshedpur, went above and beyond by providing free online tutorials to help students cope with the challenges of online learning.

These adaptations and success stories highlight the resilience and creativity of schools, institutions, and individuals in Jamshedpur in ensuring that education continued during the pandemic.

Limitations of Online Learning:
- **Access to Technology:** Many students in Jamshedpur lacked access to necessary devices (laptops, tablets, smartphones) and a stable internet connection, hindering their participation in online classes.
- **Digital Divide:** The urban-rural digital divide further exacerbated disparities in education, with rural areas facing more significant challenges.

Mental and Emotional Well-being:
- **Isolation:** Students experienced social isolation and a lack of face-to-face interaction with peers and educators.
- **Stress and Anxiety:** Prolonged lockdowns and the shift to online learning contributed to increased stress and anxiety among students, affecting their mental health.

Impact on Vulnerable Populations:
- **Economic Disparities:** Vulnerable populations faced economic hardships due to parents' job loss during the pandemic, which further limited their access to education.
- **Access to Resources:** Lack of access to essential resources like textbooks and study materials compounded the difficulties for these groups.

Challenges for Educators:
- **Adaptation to Virtual Teaching:** Educators had to quickly learn to use technology and adapt their teaching methods to an online format.
- **Student Engagement:** Keeping students engaged and motivated in a virtual setting presented challenges, as educators needed to find innovative ways to maintain participation and attentiveness.

These limitations and challenges underscore the need for a comprehensive approach to address the diverse needs of students and educators during the pandemic and future disruptions in education.

METHODOLOGY

Objective

The main objective is to discover the opportunities and challenges of education in Jamshedpur during Covid-19.

Sample

A total number of 60 females were included in this research. All of them were married, and their age range was between 25 to 45 years. All were residing in the urban area of Jamshedpur and had at least one child. The snowball sampling method was applied for the sample selection.

Tool used

A telephonic interview was used for the data collection. The questions of the interview were structured.

RESULT AND DISCUSSION

First of all, the consent of the interview was taken via call, and the purpose of the research was explained. After that, the structured questions were asked. All the questions were open-ended. The responses were recorded and analyzed, and the following findings were found;

1. Some reported that during COVID-19, online classes became very expensive for them, and they hired smartphones for their ward classes because they did not have smartphones.
2. Another finding was reported that the network needed to be uniform. Many of them were having connecting issues.
3. Online classes become very expensive and troublesome for those with two or three or more children because they have to buy a smartphone for each. During COVID, it was costly because many of them were getting half their salary, and many were fired.
4. For the housewives, it became very difficult to handle the household because their workload increased. During this period, they must do both work, household and teaching kids.
5. Although the online classes were given for the benefit of the children, many children reported strain and back pain due to the long duration of classes and mental fatigue.
6. Some subjects like physics, chemistry, and mathematics become difficult to explain, and students have difficulty understanding.
7. Interestingly, teachers also reported that face-to-face interaction is missing in teaching, which is the backbone of teaching, and maintaining discipline in online classes is also difficult. Many reported abusive language in online classes by students.

CONCLUSION

It can be said that the COVID-19 pandemic has stroke very hard our education system and other sectors very hard adversely. It is a bit difficult to recover all the losses, but it will be recovered. Online classes are at their best trying to compensate, but due to the diversity of the economy and network, the results are not fruitful. Although it has some loopholes, it has also created many job avenues many applications and online tutorials are good examples. These online classes have expanded the teaching area and introduced a new arena for future teachers. To make online classes successful and to bounce back, some more effort in a calculated way has to be taken.

Main Findings and Key Takeaways
- The COVID-19 pandemic brought significant challenges to the education system in Jamshedpur, including issues of access to technology, mental well-being, and disparities among vulnerable populations.
- Schools and institutions adapted by leveraging technology and innovative teaching methods, and some demonstrated remarkable resilience and creativity.
- The pandemic underscored the importance of addressing the digital divide and ensuring equitable access to quality education for all.

Reiterating the Significance of Quality Education
- The pandemic highlighted that quality education is not only a fundamental right but also a critical component of societal resilience.
- To build a resilient and inclusive future, it is imperative to continue the efforts to ensure quality education, addressing the challenges of access, mental well-being, and adaptability, both during and after the pandemic.

In conclusion, the COVID-19 pandemic posed significant challenges to the education system in Jamshedpur, demanding swift adaptation to the new normal. While the limitations of online learning, mental well-being concerns, and disparities were evident, the resilience of schools and institutions, along with innovative teaching methods, offered a ray of hope.

The report emphasizes the crucial importance of ensuring equitable access to quality education during and after the pandemic. To build a more resilient and inclusive future, addressing these challenges and fostering a holistic approach to education remains paramount. As Jamshedpur and the world continue to navigate these uncertain times, quality education must stand as a pillar of strength, fostering a brighter and more resilient tomorrow.

Limitation
- The sample size is small.
- Sample from other areas were not included.

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