

THE CHALLENGES OF SCHOOL MANAGEMENT FACING THE TRANSFORMATION FROM OFFLINE TEACHING MODE TO ONLINE MODE

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Abstract

The research focuses on identifying the way in which Indian school managed to provide knowledge during the pandemic, when, in a very short time, schools had to adapt the educational process for exclusively online teaching and learning. In this regard, we analyzed students' perception regarding online learning, their capacity to assimilate information, and the use of E-learning platforms. The results of the research revealed that education institutions in Indian were not prepared for exclusively online learning. Thus, the advantages of online learning identified in other studies seem to diminish in value, while disadvantages become more prominent. The hierarchy of problems that arise in online learning changes in the context of the crisis caused by the pandemic.

Keywords: School Management, Transformation, offline teaching mode, online teaching mode

Introduction

The pandemic has changed the Education Sector. Schools and Education institution have been forced to move online. Professor Sahana Murthy of IIT Bombay believe that the sudden shift from face to face learning to online medium has changed the nature of imparting Education. This online Education is being called Emergency Remote Teaching. Before the Outbreak of the Kovid-19 Epidemic most of the country's Nearly 40,000 higher Education Institution did not have permission to start online courses. That is why. When The Central and state government invited these Institution to teach their Students through Online Classes these Institutes were not ready for it. Schools management face the issue of helping all students reaches a required grade level. In this situation, schools must make sure that the students who are not coming to school do not fall behind the rest of the class. Following hybrid class models despite restarting physical classes is one of the effective means to address this issue. But this also poses a challenge for teachers since they have to manage two forums simultaneously and schools may have to largely invest in technology and infrastructure to maintain the two platforms. After almost 24 months of schooling at home, students barely remember what "real" school is like. The task of bringing every child back to school in India is herculean and requires meticulous planning. Schools will have new rules in place for social distancing and extra care to maintain a sanitised environment. Given the large numbers of students we host in schools, it seems like it will be hard and a tough task to bring in all students on a full-day schedule for all days.

Rationale of the study

Various issues come in when moving offline to online learning, how does one provides informal social interactions, how to ensure student attention, or even how to ensure active participation? Through short research, an attempt is being made by the researcher to know whether teachers in teacher training institutes have the rising proficiency in the offline teaching mode to online.

Objectives-

To study the challenges of school management facing the transformation from offline teaching mode to online

❖ Locale (Urban /Rural)

Hypothesis-

There is no significant difference between in the challenges of school management facing the transformation from offline teaching mode to online in the-

- ❖ Locale (Urban /Rural)

Terms Defined-

- ❖ **Online teaching** is the process of educating others via the internet. Various methods can be used, such as one-on-one video calls, group video calls, and webinars.
- ❖ **Offline education** is the traditional counterpart of online education and the original mode of learning that allows students to engage with their peers and teachers in a face-to-face setting on a regular basis.
- ❖ **School management-** School management means any Organization or Institution to plan for its goals and implement. It better and make continuous efforts collectively for it.

Method Used-

The researcher used the survey method.

Population & Sample-

The researcher selected the school management of Jaipur district.

Sampling-

40 school managers

Testing of Hypothesis-

- There is no significant difference between the challenges of urban & Rural School manager facing the transformation from offline teaching mode to online teaching mode.

Aspiration level	N	Mean	S.D.	't' value	Level of Significance
Urban	20	79.5	8.68	1.45	0.01=3.06
Rural	20	73.8	2.12		0.05=2.18 Rejected

$$\text{Degree of Freedom (df)} = N_1 + N_2 - 2$$

$$15 + 15 - 2 = 28$$

$$\text{Value of } t \text{ at } 0.01 \text{ level} = 3.06$$

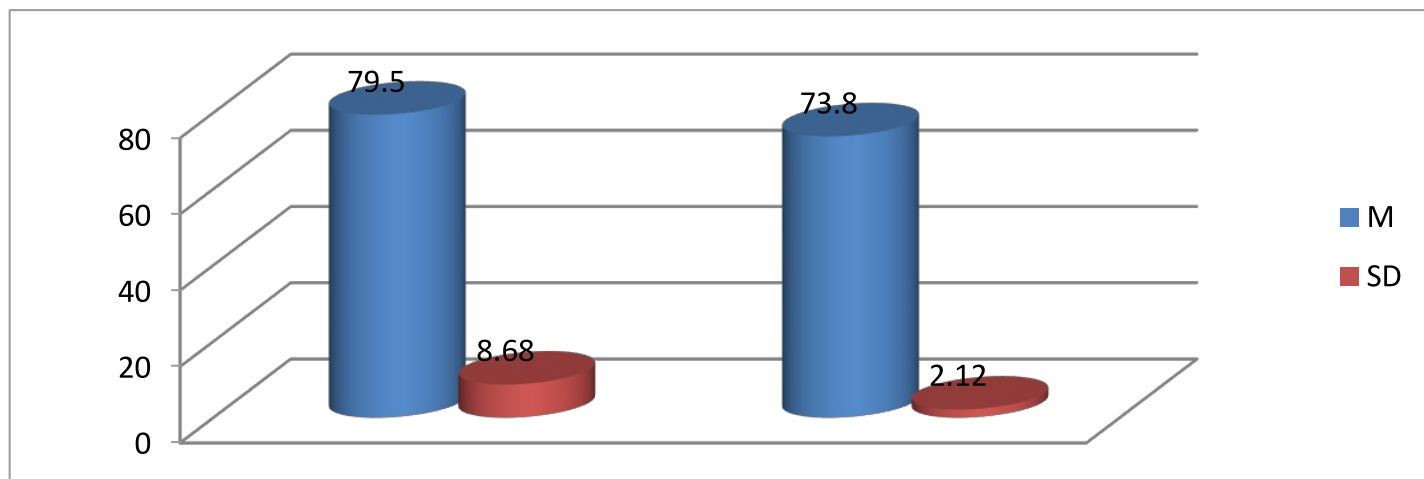
$$\text{Value of } t \text{ at } 0.05 \text{ level} = 2.18$$

Analysis -

The t value of facing the transformation offline to online teaching mode by calculation in above table t-value is 1.45 which is less than t value 3.06 and less than 2.18 of 0.01 and 0.05 Level given in t table index. mean of both the group is 79.5 and 73.8 standard deviation is 8.68 and 2.12 Therefore a significant difference was not found in the null Hypothesis is no significant difference in problem faced by sen. sec. school managers urban & Rural in shifting from offline to online teaching mode and hypothesis was rejected.

Discussion:

The hypothesis was accepted that means the school management of urban & rural area did not face any problems to transform from offline to online teaching mode. The reason may be during the COVID-19 situation school management of both urban & rural region adopted the online teaching mode to continue teaching learning process.



Conclusion:

The results and findings of our study lead to two categories of implications: practical and theoretical implications. On a practical level, a series of useful recommendations for teachers can be outlined for them to succeed in increasing the quality of the educational process in the online environment. The study offers a perspective regarding the way the educational process took place in a period of sudden and multiple changes in the Indian education system. Thus, it is possible that after a longer period of adaptation and familiarization of students and teachers with the online environment, the quality of the educational process will improve, and that students' perception regarding online learning to be more positive and in line with other studies that we previously mentioned in this paper. However, for the Indian education system to properly and successfully adapt to online teaching and learning, a series of actions that can stimulate and facilitate its adaptation to this new type of teaching must be taken. In this regard, schools could develop training sessions for teachers or could develop programs whose role would be to stimulate teachers' performance and implicitly the quality of the educational process.

Technical issues are still the issues most difficult to solve, due to the capacity of the servers owned by schools. Surely, schools have made efforts in order to solve these problems and improve the way the E-learning platforms work. Still, students' technical problems remain poor internet connections, signal loss, lack of adequate digital devices, especially for students living in rural areas or students from families with low incomes. Schools could create programs to meet these types of needs and thus facilitate the learning process for students who find themselves in these situations

From our point of view, the main challenges that the education system in Indian has to face today are teachers' resilience to change and changing students' perception towards online learning. Training programs for teachers need to be developed to help them adapt to the changes, to help them understand that the future of education in higher education systems involves the online environment, that it is unlikely that the system will return to how it was before the pandemic and that online teaching is a new way to interact with students.

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