REMEDIAL TEACHING IS NEED OF THE HOUR DURING POST - COVID-19 CLASSROOM

Dr. G. THIRUMOORTHY

Assistant Professor (Guest)
Department of Education
Bharathiar University, Coimbatore

Abstract

This article describes the need and importance of remedial teaching during the post-Covid-19 pandemic. The last two years of the Covid-19 pandemic situation were not allowed to engage the teaching and learning in the physical classroom. Hence the entire educational process was engaged in the online mode. But the E-learning was favorable for the children who are economically sound. At the same, the students who are belonging to economically weak studying in Government school are very unfortunate. Because most of them are do not have ICT devices and proper follow-up to ensure the learning outcomes. Hence the researcher intends to describe the need and importance of remedial teaching during post-Covi-19 classroom in the Indian School Educational contest.

Keywords: Remedial Teaching, Post - COVID-19, Classroom

1. Introduction

The COVID-19 pandemic environment forced me to stay at home due to continuous lockdowns and curfews. The first lockdown in China's Hubei province in January 2020 and nationwide in Italy in March and is still continuous worldwide. In India On 24 March 2020, the entire 1.3 billion population of India was ordered to stay at home during the lockdown. It is not only a mere lockdown because there are huge children are suffered due to a lack of proper education. The Indian schooling system is one of the largest in the world and caters to over 250 million students(Statista, 2020).In March 2020 The Ministry of Human Resource Development (MHRD) was provided the guideline-recommended that the duration for online classes for school students. But it is very unfortunates that only Two-thirds of the world's school-age children have internet access at home and merely 8.5 percent of students in India have access to the internet (UNICEF,2020).

Two-thirds of the world's school-age children or 1.3 billion children aged 3 to 17 years old do not have internet connection in their homes, according to a new joint report from UNICEF and the

International Telecommunication Union (ITU, 2020). It is a technological handicap of the children and there are not able to enjoy the right to education duringCOVID-19 pandemic. In another report, Just 24 percent of Indian households have internet connections to access e-learning, and there is a large rural-urban disparity and gender divide that is likely to widen the learning gap across high, middle, and low-income families, according to UNICEF report.

STATEMENT OF THE PROBLE

The people belonging to below middle classes are choosing the Government schools and according to the report of Hindu (2020) during the Covid-19 the students' enrolment in Government school is increased. The majority of students study in government schools where poor and vulnerable students studying for free of cost until the age of 14. Annual Status of Education Report (2020) around 43 percent of students studying in government schools did not have access to a smartphone. On the other hand, Methri(2020) stated that more than 80% of children enrolled in Government schools across the five Indian states (Bihar, Chhattisgarh, Jharkhand, Odisha, and Uttar Pradesh.) did not receive any form of education during the lockdown. The poor socio-economic statuses, ignorance of continuous teaching, learning, and follow-up are lead to poor learning outcomes and students are may not be attained the minimum learning outcomes. Due to the lack of ICT facilities, most of the students who are studying in government schools are not enjoyed the right to education during the Covid-19. This is also one of the 21st-century untouchability that the students belonging to the poor economic background cannot enjoy the quality education. To bridge the learning gab need implement remedial teaching during post-Covid- 19 classes.

NEED AND IMPORTANCE OF REMEDIAL TEACHING DURING POST COVID-19

School education is very essential to determine the future of students' carrier. But it is very unfortunate that during Covid-19 students are loosed their teaching and learning process in the physical classroom and also in online classes except for the students who are studying in private schools. There a huge gap in the learning outcomes and students will feel inferiority and maybe suffer so many psychological problems. School curriculum constructed with the upward spiral structure and students use to learn stage by stage. But is very unfortunate that last two years the students are not able to enjoy the upward spiral of learning and there is a huge gap between the expected learning outcome and what the students are learned. There is hello and knowledge gab. It is not possible to construct higher-order knowledge without filling the knowledge gap. Hence the remedial teaching is the only ultimate option to overcome these issues. During remedial teaching, the teacher needs to understand thoroughly the strengths and weaknesses of their pupils so that appropriate teaching approaches can be adapted to meet their individual needs.

Remedial programs need to be designed to close the gap between what students know and what they're expected to know or attain the learning outcomes. Rawe (2021) stated that Remedial programs are needed to expand in many places because so many kids faced learning challenges during the COVID-19 pandemic. In the Remedial programs, the younger kids are offered extra support to help students catch up to their peers. Remedial teaching tends to be most helpful to students with gaps in their learning because of frequent absences in the online classes.

CYCLE OF REMEDIAL TEACHING

The students are temporarily fallen behind in their learning outcomes or

otherwise need short-term support during post-Covid-19. It is the right of the learner to get remedial teaching. The remedial teaching should be started immediately during post-Covid-19 classes while student faces difficulties in learning previous contents; so that the students would not struggle permanently in their studies. Remedial teaching should be organized according to plans which include subject concepts as a whole and as often as is necessary. The cycle of remedial teaching can be as follows.
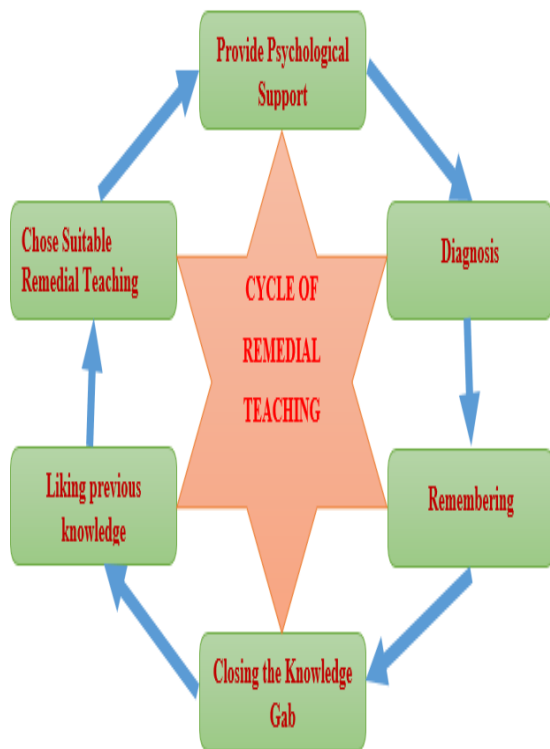

Fig: 1. Cycle of Remedial Teaching

Provide Post Covid-19 Psychological Support

Due to irregularity in attending online classes and total absence of physical classes the students are themselves in depression, low self-esteem, and self-confidence towards their subject knowledge. In this situation, while re-opining the school the class teachers, different subject teachers, school management, parents, etc., should expect the learning outcome beyond certain limits. The students should give certain time to rebuild their psychological coordination to engage the learning

process. The students should be motivated in various aspects and should not discriminate the students based on the learning outcomes and need to bring them out from Covid-19 fear.

Diagnosis

The lockdown was implemented globally. But the effects of lockdown difference according to the socio-economic status. Especially in the field of education the children blogging to better socio-economic status studying in private school are had better learning opportunities through online using information and communication technologies (ICT). But at the same time, many students may not get the opportunities to continue the learning process with interruption. In the last two years, the children are under of classroom; hence it is not possible to generalize the level of existing subject knowledge. It is very essential to diagnose the students' potential knowledge in all the subjects to plan for remedial teaching. The diagnosis may be at different dimensions such as overall existing knowledge and subject-wise diagnosis.

Remembering

Before introducing new content need to link previous content. After two years of Covid-19 lockdown, the students may be forgotten all the subject knowledge. Memory decay is a common phenomenon among human beings. The teacher, parents, school management, etc., must provide the opportunities, create a suitable environment and implement various strategies to remember the previous subject knowledge. Each subject teacher must try to bring out the learned passive knowledge into the present working memory.

Closing the Knowledge Gab

During the past two years of Covid-19, the students are not given the opportunities to enjoy the learning environment in the physical classroom, many students have enjoyed the online classes and most of the students in

developing countries are not succeeded in the transition of subject knowledge and the evaluation systems become very challenges. Hence most of the state and union governments have promoted the students into the next classes without any assessments. It is a fact that academic knowledge should be constructed with hierarchy. It is very unfortunate that the last two years of the Covid-19 environment were not allowed to inculcate the hierarchy of subject knowledge. Hence, during post-Covid-19 classroom the teacher, parents, school management must provide the opportunities to fill the knowledge gap by providing remedial teaching.

Liking Previous Knowledge

During normal classes, the hierarchy of knowledge was constructed in day-to-day teaching and learning processes. But it is very unfortunate that during Covid-19 the continuous lockdown students are not able to enjoy the continuous construction of knowledge. There is a huge chance is there that the students may forget their subject knowledge because forgetting is one of the nature of human beings. Further during the last two years, the students are promoted due to a lack of proper teaching and learning process which leads to obstacles in achieving the learning objectives. To overcome these issues need to conduct bridge classes to link the previous knowledge to the present content. By providing the bridge classes the students are able to psychologically get ready to learn new subject knowledge.
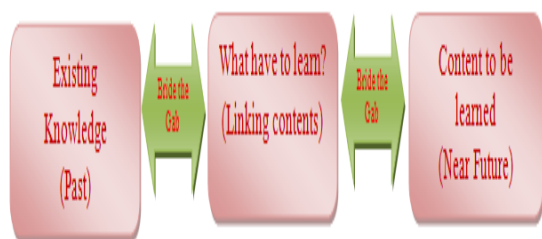

Fig: 2. Liking previous knowledge

Choose Suitable Remedial Teaching

The teacher can choose suitable remedial teaching according to the need and learning styles of an individual or group of students. The remediation should be continued until proficiency or automaticity in the skill has been reached (Rawe, 2021). Remedial programs are open to all students, including those under slow learner, average and gifted children. Because different students may differ in knowledge gab in different subjects. The ultimate goal of a particular remedial program should be designed to close the gap between what students know and what they're expected to know. The school management and teacher should choose and give suitable remedial education to help make up for learning time that was lost during the coronavirus pandemic. The school teachers can go back and reteach what students should have mastered in the past. The teachers need to do more than just address the learning gaps. They have to accelerate the learner to get them ready for new learning.

SUMMARY

A remedial activity is one meant to improve the deficient learning skill or rectify a past problematic area. The purpose of post-covid-19 remedial teaching is to improve the whole students who are experiencing difficulties in all the subjects and to the individual student to specific content areas. The post-covid-19 remedial teaching might be taught individually or in groups and target academic weaknesses and knowledge gaps that potentially hinder higher learning. The ultimate aim of post-covid-19 benefits of remedial teaching activities should include forming the foundation in learning the entire subject in greater detail. Remedial programs should be expanded to all the students because so many kids faced learning challenges during the COVID-19 pandemic. Remedial teaching tends to be most helpful to students with gaps in their learning because of frequent absences during Covi-19 or trouble with focus.

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