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## **Challenges in global education in post COVID-19 era and its remedy**

**Ritu Rani**

Assistant Professor, Department of Education, G D Goenka University, Sohna, Gurugram

**Parvesh Lata**

Associate Professor & HOD, Department of Education G D Goenka University, Sohna, Gurugram

**Igona Gorakhnath**

Assistant Professor, Department of Education, G D Goenka University, Sohna, Gurugram

**Bratati Das Gupta**

Assistant Professor, Department of Education, G D Goenka University, Sohna, Gurugram

**Paulami Sanyal**

Assistant Professor, Department of Education, G D Goenka University, Sohna, Gurugram

**Abstract**--The whole planet has been put in danger by COVID 19. In every facet of life, it has wreaked disaster in its wake. There isn't a single industry that hasn't been touched. One of the most impacted areas is education. Around 1.54 billion children, including 743 million girls, have been infected by this outbreak, according to a UNESCO assessment. Because they lack the wherewithal to continue their education, the most disadvantaged members of society are the first to feel the effects of this policy. In these circumstances, the post-COVID-19 situation seems to be more difficult. There is a worldwide effort to assure the continuation of learning through online platforms, alternative modes of providing education, while also preparing for the opening of schools, colleges and universities. COVID 19's effects can only be mitigated if all parties involved, including students, instructors, school administration, and parents, work together to develop acceptable alternatives in concert with government authorities and educational resources. This paper will discuss about the global education system's potential problems and solutions in the years after COVID-19. Using online and virtual classrooms, it comments on the

increasing reliance on technology in the classroom. Globally, most pupils have been adversely impacted by this pandemic, which has increased the gap in educational opportunity.

**Keywords**---e-learning, pandemic, learning, education, online, virtual, student, teacher.

## **Introduction**

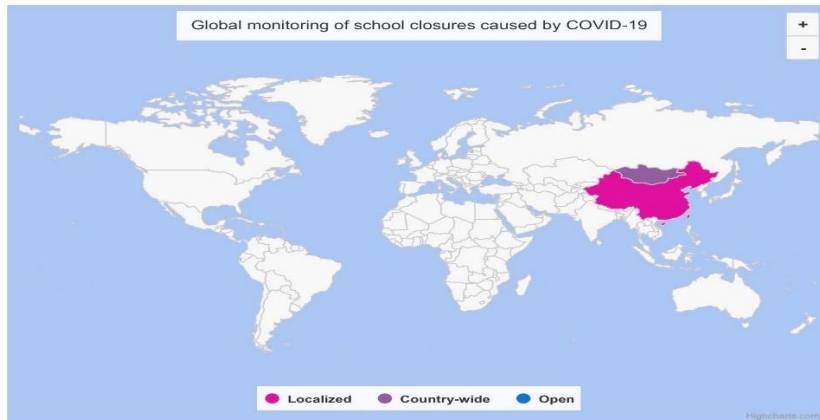
The first known incidence of the coronavirus sickness was discovered by medical professionals in Huawei, China, in December of 2019, and within a few short months it had spread over the rest of the globe. There have been a total of 15,690,031 confirmed cases of the illness as of the 24th of July, 2020, with 637,354 deaths attributed to it across 213 nations (Worldometer2020). The World Health Organization (WHO) announced on March 11, 2020 that COVID-19 is now a pandemic and that it has been labelled a Public Health Emergency of International Concern (PHENC).

Covid-19 has had both a physical and a mental impact on those who have been exposed to it. People have a tendency to focus on the physical consequence of something while ignoring its psychological or moral implications. During this pandemic condition, the psychological impacts are far worse than the physical ones. Throughout the course of the COVID-19 pandemic, the behavioural component of the general population has remained a significant bearing. The amount to which one's knowledge and perceptions shape their behaviour is largely contingent upon the individual. People's life and health have been put in grave danger as a result of the effects of covid-19. In addition to this, it has been linked to a broad range of mental health issues, such as panic disorder, anxiety, and depression (Qui, et al., 2020). The rapid expansion in the number of online courses is having an impact on both the students' and the instructors' mental health. Because of this, the education industry all over the globe has been forced to bear such a significant burden.

## **Education during Covid-19**

The world has been converted in a whole new world during this pandemic lockdown. As a result of this lockdown schools, colleges and universities have been temporarily closed in almost all affected countries. In India, over 1.5 million school and other institutions have been closed since 23 March with the announcement of lockdown consequently suspended all academic activities, board examinations, assessments, entrance, admissions etc. It has been a devastating experience for all educational institution. Situation is worse in poor countries. It was a halt on teaching learning process.

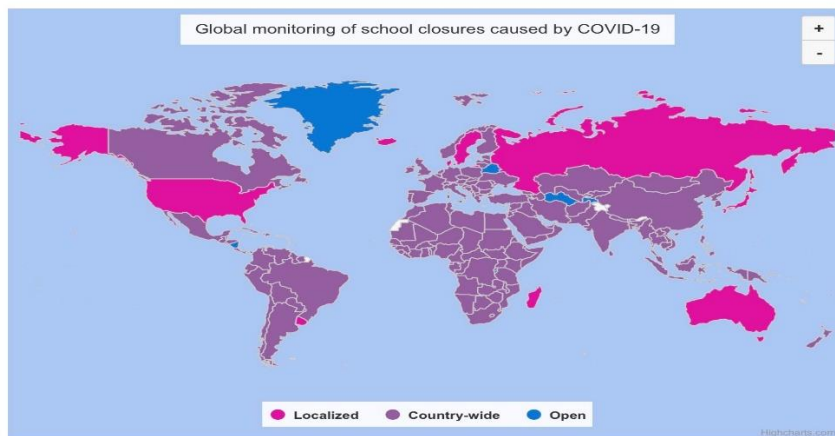
The maps below clearly show how quickly and badly it has affected worldwide learners.



17/02/2020  
Source- UNESCO

In mid-February, 2020 there were 999,014 affected learners who were 19.8% of total enrolled learners of 0.1 countries. It was the initial stage and had not spread at large extent. It did not take much time to show its terrible effect. Within two months the situation got out of control and almost all countries were under the catch of Covid-19.

The map below shows quick spread with in two months:



22/04/2020  
Source- UNESCO

In April 2020 Covid-19 affected 1,568,452,265 learners who are 89.6% of total enrolled learners in 185 country wide closures. At present in July 2020 as the process of unlock has been started so, there a bit relaxation to some learners, but the situation is alarming. Now there are 1,066,817,855 students affected who are 60.9% of total enrolled students of 107 country wide closures.

## **Response of Education sector in Covid-19**

In response to the growing demand for online learning, a number of online learning platforms have emerged and are now providing free access to their services. These platforms include BYJU'S, an educational technology and online tutoring organisation located in Bangalore that was established in 2011 and is currently the most highly rated edtech company in the world. According to Mrinal Mohit, the firm's Chief Operating Officer, the number of new students utilising BYJU's product has increased by a factor of two hundred percent ever since the company announced that it will be providing free live lessons on its Think and Learn app (weforum). The usage of a variety of internet sources is widespread in India.

### **Online Educational Sources**

- **Online Live Class:**  
Educational institutions are using different paid or free live classes platform for the continuous learning of students. Zoom, Google Meet, Webex, Gotomeetings easy class, etc are the most used platform.
- **Online Teaching:**  
The institutions which are facing lack of money they are using WhatsApp, telegram messenger and Pdf for teaching online
- **Content Development:**  
It includes Power Point Presentation, You Tube, Video lesson recording, Viper and Moodle.
- **Online ICT Self Learning Platform:**  
OERu, SWAYAM, MOOC, Sayamprabha, e-pathshala, shodganga, National Digital Library are being used for learning purpose.
- **Other Media:**  
Doordarshan Kendra, Radio, Books and study material and pen drive are also such tools which are playing important role for this of isolation.

### **Free Online Sources for the Higher Education in India**

- **DIKSHA (Digital communication for awareness distribution):**  
DIKSHA includes over 80,000 curriculum-linked in addition to curate contented part of sets in 15 languages. There are clarification videos, empirical content, games, quizzes, class arrangement and databases, all of which make a great knowledge skill.
- **E- PG Pathshala:**  
It is an additional high level area on which e-books up to PG level can be found.
- **Central Board of School Education Portable On –demand, and “Cast”:**  
A Podcast app ‘CBSE- Shiksha Vani’ which is accessible on Play store is started by CBSE.
- **IIT Pall:**  
It is for receiving online training for IIT doorway exams.
- **VIDWAN:**

It is a record of professionals and it makes available in order about authorities to peers, forthcoming collaborators and representatives in the country.

- E-Shodh Sindhu:  
It includes excellent archival added more than 15,000 Crores peer reviewed journals and further.
- UMANG Mobile App:  
Learners are being benefitted by this UMANG app during this lockdown. It has additional one crore e-books, audio, and videos for primary and secondary levels. It gives learners the choice of E-pathshala anywhere and can use the books and study material of National Council Education Research and Training.

### **The Aspect of Future Learning**

It is often held that a haphazard and hasty transition to online learning, which is characterised by a lack of training, inadequate bandwidth, and inadequate planning, will result in a negative user experience that is not favourable to sustainable development. Because a single approach or strategy is unlikely to meet all of the requirements, many people predict that a new kind of education that combines elements of many approaches will emerge in the near future, bringing with it a number of important advantages. "I believe that the integration of information technology in education will be further accelerated and that online education will eventually become an integral component of school education," says Wang Tao, Vice President of Tencent Cloud and Vice President of Tencent Education.

A professor at the University of Jordan named Dr. Amjad, who has been making use of Lark as a teaching tool, shared his thoughts as follows:

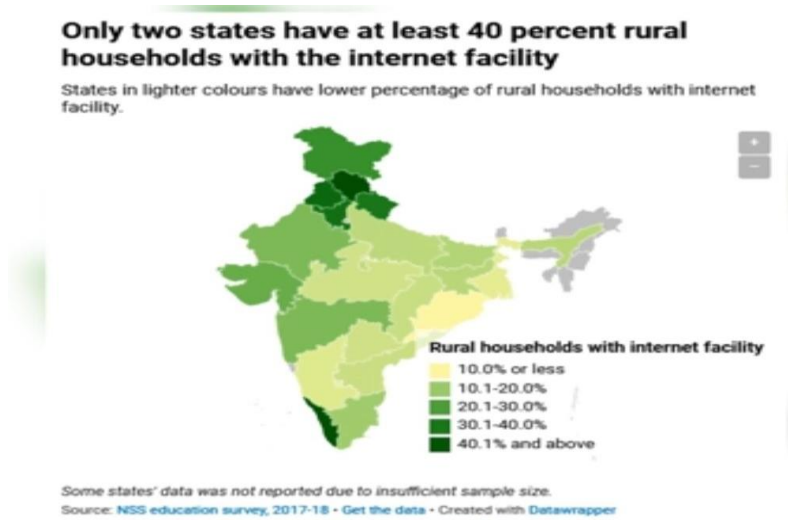
"It has changed the way of teaching. It enables me to reach out to my students more efficiently and effectively through chat groups, video meetings, voting and also document sharing, especially during this pandemic. My students also find it is easier to communicate on Lark. I will stick to Lark even after coronavirus, I believe traditional offline learning and e-learning can go hand by hand."

People who live in more rural areas now have a glimmer of hope because to the introduction of online classes offered by universities. The greatest aspect is that some of the institutions, such as Alison University and Coursera, are delivering it at no cost to their students. Many universities, like Zhejiang University, have made successful transformations. With the help of "DingTalk ZJU," the university was able to successfully launch more than 5,000 online courses in only the first two weeks of the switch.

Every educator has a problem when attempting to effectively interest their students in learning. There is persistent discussion on whether or not online education is successful. It is evident that learning online may be more successful in a variety of ways for students who have access to the appropriate technology. Some studies on e-learning have shown that students retain between 25 to 60 % more information when they study it online as opposed to in a traditional

classroom setting, where they only retain between 8 and 10 percent. E-learning needs between 40 and 60 percent less time to study than conventional classroom settings, which is the primary reason behind this. However, the efficiency of online education is not the same for students of different ages. This epidemic has made it abundantly evident that the need of spreading information across national boundaries, inside enterprises, and across all aspects of society is growing at an alarming rate. If the technology that facilitates online learning has a part to play in this, then it is our shared responsibility to investigate its capabilities to the fullest extent.

There is a significant number of both paid and free online courses available. The availability of these resources is not shared equally by everyone. There are people and nations that are still unable to access these facilities because of their lack of privilege. In point of fact, the pandemic has increased the level of anguish they are experiencing. It has been estimated that the impact on the economy of the world would be somewhere in the neighbourhood of 8.5 trillion dollars. Because of covid-19, approximately 34 million people would be forced into an extremely precarious situation. The introduction of online classes has widened the existing gap between those who do not have access to the internet and those who do. It is quite surprising to learn that only two of India's states have rural areas with at least 40% of households equipped with internet access. The fact is clearly visible in the map:



Credit: Isha Roy

According to data collected by the NSSO in 2017–2018, the majority of boys who live in rural areas drop out of school around the middle of the school year. The top two reasons cited for this decision are financial constraints in their families and economic work. As a result of these issues, it is quite upsetting to think that children who come from such households in the age after the release of COVID-19 would not be able to attend school but will instead be forced to work. It is going to have an impact over a lengthy period of time.

Students who do not have access to a consistent internet connection and/or technology have a difficult time participating in digital learning; this divide exists between "have" and "have not" inside nations as well as across countries itself. According to the OECD, while almost all students in Switzerland, Norway, and Austria have access to a computer that they can use for their schoolwork, in Indonesia only 34 percent of students have such access. Due to the deteriorating conditions, the natural and obligatory right to education has been taken away, and this right must be maintained. During Ebola crises, Julia Gillard (2014) said, "As we have learned from many nations in crisis, it is essential that education planners remain vigilant and flexible. Vigilant to ensure that children are not kept away for too long from their learning and flexible so they can adapt quickly and effectively to the unexpected. The stakes for anything less are much too high – the time for considered action is now."

There are some children, such as disabled children, who need more care and attention. They deserve the full consideration that should be given to them. Insofar as the educational requirements of the children are concerned, the parents are tasked with making the necessary preparations at home, while attending to their emotional requirements is a challenging endeavour. It is difficult for parents who have just a basic education to offer an environment conducive to their children's education at home. Helping one's children with their online schoolwork may be challenging for parents who are either unfamiliar with the format or unable to successfully navigate it themselves. It would be beneficial to set up a counselling cell for parents so that they can find a way out of this disastrous situation. This cell would offer advice to interested parents who are looking for assistance on how to make effective use of their time and deal with the situation that currently pertains to their child. The teacher has to have enough preparation and resources in order to provide productive online lessons. A better connection between the instructor and the pupil will result from improved connectivity.

Bertolt Brecht says, "the world of knowledge takes a crazy turn when teachers themselves are taught to learn." It is imperative that all educators, whether they are employed by the private sector or the public sector, receive equal recognition for their contributions to the process of education. The pandemic has both compelled and presented the global academic community with the opportunity to investigate new modes of instruction and learning, including education delivered remotely and through the internet. Both the students and the teachers have found this to be a difficult situation. Both of them have to deal with the mental, physical, and financial challenges that are brought on by the illness, all while doing what they can to help stop the virus from spreading further. Everyone's future is cloudy, but it is especially unclear for the millions of students who are on track to receive their diplomas this year. Unbeknownst to them, they will enter a world in which economic growth is declining due to a pandemic. Due to the current circumstances, taking classes online is not an option. However, in the near future, there will need to be a method of education delivery that is both more relevant and easier for each and every student to access.

## Conclusion

This paper has been prepared with the aim of analysing the challenges in post covid-19 throughout the world and remedies to have effective education. Additionally, the most effective methods now accessible for online education have been reviewed. The method of education has been thrown into disarray and rendered meaningless as a result of Covid-19. It is imperative that all parties involved collaborate; else, the educational system of the whole globe would be thrown into disarray. The nations that possess sufficient resources are able to deal with it, while those with insufficient resources are doomed to fail. It is reasonable to create an advanced education system by putting together a setting for the dissemination of education. Every student in the globe should have access to resources like computers, mobile phones, laptops, power, the internet, and data. These resources should be readily available.

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