

Challenges and Opportunity Post Pandemic in Education Sector

Abdullah Shakeel, Abhishek kumar, Kumail Abbas

School Of Computer Application, Babu Banarasi Das University Lucknow, India

Abstract

Education has been one of the most significant victims of the ongoing COVID-19 pandemic. According to the UNICEF-ITU report, this was the largest mass disruption in education in modern history, affecting 1.6 billion children worldwide. To combat the crisis, policymakers around the world have called for a shift to remote learning. However, due to many people's lack of Internet access, this has resulted in an unbalanced landscape. Because of the Covid-19 Pandemic, all countries around the world have adopted a distance mode of teaching and learning. Classes are held online, assessments are administered digitally, and assignments and projects are given and collected for evaluation online. This paper study the various challenges and opportunity after pandemic in education system specially in India.

Keywords: Post Pandemic in Education Sector

I. INTRODUCTION

Every level of education, whether primary, secondary, or higher, faced significant challenges during the pandemic. When Covid-19 quickly spread, educators were thrust into a virtual reality, and they struggled to provide consistently high-quality education to students of varying means. Addressing the needs of students who have difficulty learning in a virtual environment, as well as others who lack the resources to participate in online instruction, has been a challenge. India has always struggled with education delivery due to access issues. This has been exacerbated by a lack of connectivity. Despite the fact that Internet penetration is nearing 50%, students aged 5 to 25 have only about 15% access. As more institutions offer online courses and a plethora of new resources emerge to improve the online model and make it a viable substitute for a traditional classroom, there is room for change. Mobile internet technology has the potential to change the course of education delivery by making it more accessible, personalised, cost effective, and shock-proof. Both students and teachers stand to benefit from this convergence. Schools can redesign their architecture to reflect this new reality, and universities can revise their curriculum and assessments to reflect the new educational environment. Technology is helping to reshape our collective goal of universal quality education while also improving learning outcomes. Technology and the Internet are no longer considered luxuries, but rather necessities. The shift to remote learning has not only opened up new avenues for teaching and assessment, but it has also encouraged self-learning.

1.1 Objective

1. Enhance accessibility and inclusivity in education delivery by leveraging mobile internet technology.
2. Improve personalized learning experiences for students across all levels of education.
3. Mitigate the impact of resource disparities by implementing cost-effective and resilient online education models.
4. Foster innovation in educational architecture and curriculum design to adapt to the evolving digital landscape.
5. Facilitate the integration of technology to promote universal quality education and enhance learning outcomes.

1.2 Findings

All students are back in school; schools are taking all necessary precautions to reopen safely; students are receiving effective remedial learning and comprehensive services to help recover learning losses and improve overall welfare; and their teachers are prepared and supported to meet their learning needs.

Actions at the national level and global support UNESCO, UNICEF, and the World Bank are collaborating to help countries achieve the Mission by leveraging their expertise and actions on the ground to support national efforts and domestic funding. In addition to the efforts of UNESCO, UNICEF, and the World Bank, many other international organizations, governments, and NGOs are joining forces to ensure that all students have access to quality education. Through partnerships with local communities, innovative teaching methods, and the use of technology, educational initiatives are being implemented to address the diverse needs of students. Governments are investing in teacher training programs, curriculum development, and infrastructure improvements to create conducive learning environments. This includes providing resources for schools in remote areas, ensuring access to technology and internet connectivity, and addressing socio-economic barriers that may hinder students' ability to learn. Furthermore, mental health and well-being are being prioritized alongside academic learning. Counseling services, peer support groups, and mindfulness activities are being integrated into school curricula to support students' emotional and psychological development.

1.3 Country Level Action

1. Form a team to assist countries in achieving the three priorities.

The Partners will work together and act at the national level to assist governments in accelerating actions to advance the three priorities.

1. Advocacy for domestic resources to support the three priorities

The Partners will work with governments and policymakers to prioritise education funding and

mobilise additional domestic resources.

2. **Teacher Training and Professional Development:** National education ministries are organizing extensive training programs and workshops for teachers to equip them with the skills and resources needed to address diverse learning needs, including remedial education techniques and socio-emotional support strategies.

3. **Community Engagement and Outreach:** Collaborative efforts involve engaging parents, local communities, and stakeholders in the planning and execution of school reopening strategies. This ensures that the broader community understands and supports the measures being taken to ensure a safe and conducive learning environment.

4. **Flexible Curriculum and Assessment:** Education authorities are revising curriculum frameworks and assessment methods to accommodate for the disruptions caused by the pandemic. Flexible learning pathways and alternative assessment models are being implemented to accurately measure student progress and achievement.

1.4 **Global Level Action**

1. **Make use of Data to help you Make Decisions.**

The educational organisations will work together to conduct surveys, collect data, and establish a global, regional, and national real-time data warehouse. The educational organisations will collect timely data and analytics to provide access to information on school re-openings, learning losses, drop-outs, and the transition from school to work, and they will make data available to support decision-making and peer-learning.

2. **Encourage Knowledge Sharing and Peer Learning in Order to Strengthen Educational Recovery**

Through structured policy dialogue, knowledge sharing, and peer learning actions, the educational organisations will join forces to share the breadth of international experience and scale innovations.

The time has come to take action on these priorities. UNESCO, UNICEF, and the World Bank are collaborating to drive this action.

3. **Foster Collaboration Among Stakeholders for Holistic Solutions**

Encourage collaboration not only among educational organizations but also with governments, NGOs, community leaders, and other stakeholders to ensure a comprehensive approach to educational recovery. Facilitate partnerships that leverage resources, expertise, and networks to address the multifaceted challenges faced in reopening schools and rebuilding education systems.

4. Prioritize Equity and Inclusion in Educational Recovery Efforts

Develop strategies to ensure that marginalized and vulnerable populations, including girls, refugees, children with disabilities, and those from low-income backgrounds, are not left behind in the recovery process. Implement targeted interventions to address disparities in access to education, digital resources, and support services, with a focus on promoting inclusive and equitable learning environments.

5. Invest in Teacher Training and Support

Recognize the critical role of teachers in facilitating educational recovery and provide them with the necessary training, resources, and professional development opportunities to effectively address the diverse needs of students. Foster peer-to-peer support networks and mentorship programs to enhance teacher resilience, well-being, and instructional practices in the post-pandemic context.

II. IMPACT THE FUTURE OF LEARNING

5.1 Open-Source eLearning Solutions

Governments all over the world are attempting to develop open-source eLearning solutions in order to provide education to all students, regardless of technical barriers. Mobile-friendly solutions and easily accessible online portals for teacher-student interaction are being developed so that even marginalised and impoverished students can continue their education.

5.2 Blended Learning Methodologies

Many of you are probably wondering, "Will there be any changes to classroom structure or attendance during and after the COVID-19 pandemic?" Following COVID-19, it is expected that a blended learning strategy will be implemented in the education industry. Blended learning is a combination of eLearning tools and face-to-face learning that takes advantage of the best of both worlds. This approach is expected to result in online homework submission and lighter school bags. Furthermore, if such crisis situations arise in the coming years, blended learning will zero in on the existing limitations in the traditional educational system and serve as a promising alternative.

5.3 Personalized Learning Powered by AI

Artificial intelligence has endowed digital learning with novel strategies that are far more interesting and engaging than traditional methods. The reason for this is that AI allows for the creation of personalised learning experiences that are tailored to specific needs. This type of learning is a boon in higher education, where the one-size-fits-all approach fails to succeed. Adopting a personalised learning approach will assist colleges and universities in addressing common issues such as high dropout rates, a lack of tools to engage students, and so on. This method will also allow educators to track each student's learning outcome, paving the way for more effective teaching techniques.

5.4 Redefined Role of Educators

The rise of online education has resulted in a shift in the role of educators. Teachers, who were once thought to be "knowledge-givers," are now being reclassified as "facilitators" in the field of pedagogy. Teachers are now expected to help students effectively use online learning tools so that they can become self-learning experts. Most teachers were ill-equipped and unprepared for the abrupt shift to online teaching in the year 2020. As a result, educators must be given the necessary training to ensure that they are well versed in technology and can switch between offline and online teaching modes as needed.

5.5 Convenient Methodologies to Ease Teacher's Tasks

Assessment-related tasks such as evaluation, designing question papers, preparing grade sheets, and others will be simplified by eLearning solutions powered by smart technologies. Teachers will save time as a result, and they will be able to focus on tasks such as improving teaching quality, improving self-skills, and developing more innovative course material.

5.6 Rising Demand For Skill-Based, Short-Duration Courses

The COVID-19 crisis has also created uncertainty in the job market. As a result, in order to maintain agility and stay current with the latest skills such as AI, data analytics, machine learning, deep learning, and so on, professionals and freshers alike are enrolling in industry-ready courses to scale up their skills and thus remain resourceful for an extended period of time. Quality online learning programmes and online training sessions are the most popular. As a result, investments in EdTech products based on user intent queries are increasing.

III. Declaration

Not everyone believes online education is an equal substitute for traditional learning, but a hybrid model may gain traction in the future. The blended learning format redefines the traditional education paradigm and positively impacts four basic equations in the process — teacher-student; student-student; parent-student, and parent-teacher. All four equations are regenerated, as a new collaborative model develops. Challenges are emerging, as we navigate the post-COVID 19 scene. The transition period will have to be managed through a combination of digital and physical approaches to teaching and learning. This blended pedagogy mechanism, called the physical, is going to be the way of the future. Educational institutions must embrace this as it allows flexible teaching and learning in the new world we are entering. Future of learning All of a sudden the educational service providers have become digital mode without much preparation, training or planning. But for the last 20–22 months all stakeholders learnt or developed a mind-set about the future course of education. The integration of IT, internet, cloud, AI, data science and its collaboration in education will be further accelerated and hybrid education eventually becomes the fundamental component of future education. The traditional dichotomy between online and offline learning is fading away, making room for a more nuanced approach that capitalizes on the strengths of both modalities. Blended learning, as it is aptly termed, not only redefines the teacher-student

dynamic but also transforms the interactions between students themselves, as well as between parents and both students and teachers. At the heart of this transformation lies the recognition that each stakeholder in the educational ecosystem brings unique strengths to the table. Teachers, armed with the tools of technology, can now personalize learning experiences, catering to the diverse needs of their students with unprecedented precision. Through a blend of online resources and face-to-face interactions, educators can create dynamic learning environments that foster critical thinking, collaboration, and creativity.

IV. CONCLUSION

With the sunset of the pandemic, educators now perceive that education in a post-pandemic world must amalgamate the advantages of online instruction with important pedagogical goals associated with in-person teaching. Educators now understand that in-person teaching, which provides opportunities for holistic learning from social interaction, must be maintained and supplemented with on-line instruction, which provides heightened flexibility. An administrator at a major institution of higher learning once stated, “we must ensure that student have an on-campus experience enhanced by a facility with technology.” This goal has now become a rallying cry for administrators at every educational level. Educators are embracing the notion that the physical classroom fosters crucial social and emotional development, encouraging collaboration, communication, and empathy among students. At the same time, they recognize the inherent benefits of online instruction, such as flexibility in scheduling and access to a vast array of digital resources. By marrying the strengths of both modalities, educators aim to create a hybrid learning environment that caters to the diverse needs and preferences of today's learners. This shift represents a paradigmatic change in educational philosophy, with a renewed emphasis on student-centered approaches that prioritize individual growth and empowerment. As we embark on this journey towards educational innovation, let us remain steadfast in our commitment to providing students with a transformative learning experience that prepares them for success in an ever-evolving world

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