A Study on Potential Challenges on the Educational System During COVID-19

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Abstract
Humans are in the middle of a massive academic dilemma, which may be one of the biggest dangers to the world learning in our generation. The COVID-19 outbreak has forced billions of children and adolescents out of education in 160 nations as of March 28, 2020. This equates to almost 80percent of the globe's registered pupils. We were already in the midst of a worldwide education disaster, with many kids attending school but failing to acquire the basic required skills for success in life. Before the pandemic, the World Bank's Learning Poverty index showed the percentage of students who cannot spell and comprehend at the age of ten – was at 53percent of kids from developing or underdeveloped nations. If we do not take action, the outbreak can exacerbate these consequences much further. In this study, the author will discuss challenges faced by teachers and students in this COVID-19 period and what could be a possible way-out for that.

Keywords: COVID-19, Education system, Pandemic, COVID-19 outbreak, Lockdown, Online education.

1. Introduction

According to UNESCO, most countries across the globe have momentarily shuttered academic institutions in an effort to stop the transmission of the COVID-19 outbreak. Approximately 60 percent of the globe's school populace is affected by these national shutdowns. Many other nations have enacted localised restrictions that will affect millions of more students. In the springtime, nearly two hundred nations stopped their educational institutions, disrupting the study of even more than billions young people. In the context of such an exceptional situation, researchers must thus critically examine our educational institutions.

The COVID-19 outbreak already has had catastrophic effects, with long-term socioeconomic implications. Owing to variables like as age, handicap, migration, mother language, learning problems, and other causes of socio-economic inequality, the recession has worsened already widespread educational disparities. Undoubtedly, in recent times, 40 percent of the globe 's impoverished nations are still unable to endorse their underprivileged students, with several negative repercussions of closing schools being especially drastic for underprivileged children and families and all students with learning disabilities and specific requires.

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The epidemic has brought to light the vulnerability of our educational institutions, even those previously seen to be robust. As a result, crisis-induced creativity and innovation must be used to improve educational institutions and make them more fair, accessible, and resilient. As a result, the purpose of this article is to provide participants in the education systems with a crisis-driven look at possible possibilities for change in the domains of curriculum, pupils, instructors, and academic environments.

Curricula are being improved.
Due to the extended shutdown of educational institutions due to the COVID-19 issue, participants' perceptions of educational institutions, including course material, have changed. While several pupils completed their studies, many were denied sufficient chances and frequently missed critical services and resources like technical devices and supportive cognitive services[2]. As a result, particular objectives had to be established, and certain topics had to be prioritised above others in educational establishments.

In the lack of defined functional instructions and a backup plan for curricular priority, educational systems players devised a range of solutions to ensure educational continuation. A few other educational objectives were suggested regarding the educational knowledge and skills that students required to manage in subject areas like dialects, science, mathematics, and history, based on their stage of the learning process, with both the remainder of the curriculum – including the arts – getting marked down as non-essential. This indicates that explicit standards for preparing institutions for possible future crises requiring extended closures should be developed.

Nevertheless, it's worth remembering that many educational institutions have already revised their curriculum after discovering that pupils can seldom translate their classroom understanding and abilities to real-life circumstances. Furthermore, school education was seldom used in real-life circumstances, contributing to the perception that education is dull and old-fashioned [3]. Many global organisations, like the OECD, have advocated for a revised curriculum that is more difficult and engaging for pupils to make learning more worthwhile. The Council of Ministers of Education in Canada has placed a high priority on global skills in the curriculum that may be used in a range of circumstances. In conclusion, it is more important than ever to assist pupils in the growth of basic abilities or prospective useful skills.

In school institutions, four pedagogical transformation tendencies were recognised:
(1) a competence-based reasoning;

(2) a socio-constructivist viewpoint;

(3) a greater emphasis on students; as well as

(4) a greater focus on real learning scenarios. Nevertheless, there is a considerable gap between such a mandated curriculum and the realities of the class.

Valuing genuine learning experiences
The COVID-19 issue has generated serious concerns regarding the need, significance, and use of some curricular topics. Several tendencies, especially the realism of learning settings, have been emphasised. Furthermore, in addition to the curriculum, educational programmes, and student evaluation, the most pressing need has arisen to maintain pupils' desire, involvement, enthusiasm, and relationship to education, especially while shops are closed for extended periods of period[4]. This necessitates a wide range of activities that are both adaptable and genuine. In this respect, the COVID-19 lockdown's realistic learning outcomes may be utilised to contextualise pupil reality during the epidemic. This is a chance to reconsider curricular concepts and process. Teachers may use the Sustainable Development Goals of the sustainable development goals as a source of motivation for contextualised and realistic learning scenarios related to humankind's main problems.

The UNESCO Chair in Curriculum Design recommends that parents utilise their children's experiences during the epidemic as a springboard for active learning, particularly in language, arithmetic, and issue. For instance, these tasks might include:

1. Determining the length of a one-kilometre lockout radius from the pupil's house in maths;

2. In language classes, writing an academic argument about the trustworthiness of a particular source of information utilising analytical reasoning;

3. When making bread at home, knowing the variables that influence the chemical and physical response is important in science.

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Pupils are at the centre of their education when they are taught to use a variety of internal and external sources to solve a real-world problem. This promotes information transfer by putting them at the centre of their education. As a result, sincerity in learning would be a useful strategy for contextualising pupils' come back to school and continuing their educational courses in the aftermath of the pandemic catastrophe.

Using knowledge beyond the class to its full potential
Whereas the prolonged academic shutdown in spring 2020 caused significant interruption to the schooling term, they also demonstrated that education could be continued via distance learning, particularly through electronic technologies, without pupils' physicality in classrooms, despite certain difficulties. Such difficulties may impact a variety of elements of education, such as the critical student-teacher connection. Even the most advanced technology will not be able to fully erase the gap between instructor and student. As a result, in-class education is still essential, but it must be put into context and tailored to the present circumstances. Moreover, possible problems in fulfilling physical distance standards in the class should be considered while planning for the return of children to school, especially given pupil counts and classroom sizes. While many schools have decreased class sizes or spread out pupil tables to tackle these issues, others have organised instructional contexts outside of the class, whether on school premises or in other outdoor areas[5]. Outdoor courses have been regarded as a viable option for dealing with the epidemic and as a long-term approach in higher education. However, the danger of infectious diseases is minimal outside, and wide areas make it easier to comply with physical separation. Outside-the-classroom learning is thus an intriguing option for simplifying space management and maximising face-to-face teaching programs while minimising the danger of viral spread. Indoor courses cannot, of course, be fully replaced by outdoor sessions, but the epidemic has given up a new path for research, though in the long run.

Assisting pupils in their study
The pandemic's impact on distant education has emphasised the need for students' self-directed learning. Several families have had difficulty gaining access to technology, and several families have had difficulty supporting their children. Under normal conditions, planning models as a teaching resource may improve student learning by encouraging pupils to establish their objectives and practise self-discipline[6]. Teachers must effectively supervise their pupils, especially by allowing them to make decisions and take the initiative. Teachers must have specific information and abilities that are not officially aware of their formal education to do so. The issue has highlighted the need of providing high-quality instruction via the use of ICTs that are inclined to interact with pupils.

Teachers' technological abilities are being improved.
According to Dr. Jamsen, the Syrian catastrophe has emphasised the necessity to improve teachers' computer skills. Many instructors, he claims, lack the necessary knowledge, abilities, and resources to create high-quality online learning materials. During in the catastrophe, educators had to perform a dual function in teaching pupils about and using technology, he says. The issue has also emphasised the requirement for improved preliminary and ongoing professional development in the employment of computers in the classroom. According to O'Mara, teachers have to be educated on utilising digital technologies successfully for pupil involvement and education. According to him, e-learning has mostly functioned to duplicate facial instruction to varying degrees of effectiveness. However, he claims that certain remote education methods have proved to be effective during closing schools. He says that the aim is to guarantee that most instructors' level of video content is not to be anticipated.

Standpoints
The COVID-19 epidemic has brought attention to both educational problems and possibilities. Outdoor learning is proven to be a useful route for facilitating space administration and physical distance, as well as providing effective learning environments. Educators require greater education in the efficient use of technology tools needed for excellent instruction, just as pupils now know how to perform more autonomously[7]. In light of current occurrences and educational institutions' struggles with distance learning, it's important to consider the responsibility of instructors in connection to their pupils and the entire teacher-student relationship. Educators must be supportive of their pupils who may be experiencing negative consequences due to the emergency, including worry and a reduced desire to study. The educator takes on the role of guide in the pupil's growth as a part of their communities and a member of society.

2. Challenges for Teachers

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COVID-19 are altering the academic landscape's fundamentals. Because of the disease's speed of spread and the obscurity of the signs within the early few days, it spreads rapidly. With vaccines expected to be available in over a year and the complexity of the signs making herd resistance an expensive option, the short-term answer is confinement and societal isolation. To avoid additional pollution and protect hospitals from being overburdened, officials have closed down non-essential enterprises and gathering places. Closures are wreaking havoc on concerts, sports, and restaurants, leading in countless of job losses throughout the nation. Educational institutions have also been particularly hard hit. The conventional classroom environment has gone, and remote learning has failed to properly substitute it, impacting everyone's everyday rhythm and routine. Educators' flexibility and commitment have been put to the test to maintain a feeling of normality and maintain pupils' well-being while still pushing for academic advancement.

Struggling and Adapting to Distance Learning

COVID-19 have proved to be a nuisance in many aspects of life. We can't ignore how this is impacting teachers, who are still educating our children in such difficult circumstances. Education has been pushed into an isolated practice, even though it is a highly interpersonal and interaction-based vocation[8]. Teachers are overcoming obstacles, seeking methods to adapt their online education to our new paradigm, and refocusing their learning objectives.

- **Focus on skill development rather than material:** Trying to teach fresh material to overburdened pupils is a difficult task. During a tough learning process, pupils will be able to solidify key abilities for their future by focusing on what is manageable, such as improving writing abilities and revising material.

- **Recognize the situations:** Coursework may be difficult to concentrate on while you are at residence. Educators are implementing more flexible marking and completion date rules to relieve pressure for either themselves or their pupils.

- **Student excellently:** Taking care of pupils' psychological health is essential as always today, demonstrating that education extends far beyond school. It is a simple but significant move to recall to ask kids how they are doing. A useful blog about managing in such unusual times may be found here.

- **Accessibility for all kids:** The Chromebook makes it simpler to serve for pupils at this difficult period. Throughout that time, LAUSD has offered tools to assist households in obtaining dependable internet connections and inexpensive services. Regular packages are offered for pick-up at school locations for those institutions that are unable to supply Chromebooks. In addition, LAUSD has collaborated with PBS to offer educators as well as parents educational resources.

- **How does it feel to be a first-year educator?** As this year promises to be one of a kind, first-year instructors embrace the unexpected and adjust creatively.

- **Browse educational articles to stay informed.** Keep in mind that you are not alone in this. On a variety of venues, educators, as well as institutions, are discussing their ideas.

- **Credential Candidates:** Pupils are concerned about how this may affect their intentions to complete their study and get a certification. What should pupils do if they don't fulfil the application criteria because of the outbreak? Augustine Cervantes, the head of student affairs, has also given some preliminary advice on how the certification programme is evolving and adjusting to these conditions.

- **What to do if you want to register throughout this moment:** For kids planning to apply to university during the epidemic, the CCOE has offered some solutions.

- **This is an ongoing project.** As time goes on, teachers and students are adapting to the new standard. Because of the college's versatility in assisting its students and employees, training & development are easily accessible to accelerate the efficiency for everyone.

- **There is a direct effect on fieldwork.** Owing to social isolation measures, educational institutions and examination locations have been shuttered.

- **The CCOE is always on the lookout for solutions.** In collaboration with its stakeholders, the programme strives to create programs in various media to meet needs. These initiatives will educate and introduce certification learners to the new circumstances in which we now find ourselves.

- **How are they enhancing the knowledge:** With an ever-changing educational environment, the CCOE strives to maintain its curriculum up to date with federal and state requirements.

What Do We Take Away from This?

Educators were welcomed, but not obliged, to interact with pupils online through sites to complement their classroom teaching before the epidemic. On the other hand, the stay-at-home edict is pushing even the most adverse instructors and districts to adopt remote learning.

Heading Ahead - Because the transition was so sudden and dramatic, it does not accurately reflect the hybrid Education system. Nevertheless, there are certain benefits to be gained from it.

- It comes before an open discussion on officially using online content to complement face-to-face teaching. The modification updates the classroom atmosphere to the twenty-first century, allowing students to work from home while still collaborating and communicating with peers and instructors.

- Encourages pupils to be more self-disciplined since they will be accountable for their education without continuous monitoring, which will help them build better study habits and ethics[9]. On the other hand, older kids would benefit from this degree of duty as a preparation for college or the job.

Utilization Of resources - The transition to online learning was not without its difficulties. Several educational systems have the means to readily provide kids with digital equipment, while others do not. Furthermore, not all pupils have similar access to the internet. The difference across schools and even between friends raises the question of prospective resource distribution.

- Educational institutions will seriously explore giving gadgets to their pupils as a backup plan in the case of such occurrences in the coming years to begin complementing classroom instruction with online education.

- Internet providers have decided to help pupils and others who the remain directives have impacted. Some companies have made their Wi-Fi services available to anybody who wants them.

- Low involvement: Online courses will never be able to match the ease and closeness of face-to-face teaching, nor will they be able to guarantee their attendance. Teachers must now establish a new atmosphere where students may still participate in content and tasks but avoid class conversations.

Creating a Feeling of Normality in the Virtual Classroom- In the midst of the COVID-19 epidemic, instructors struggle to maintain a feeling of normal life for themselves and, more critically, for their pupils. Although instructors adjust to online education, they find it difficult to offer the same assistance because they would in the schoolroom[10]. Since this contact is gone, instructional supervision has all but vanished in this environment. These are the topics that the surveyed instructors felt were most important.

- Relationship building

- Social communication amongst schoolchildren

- Straighteducatorbacking

3. Challenges for Students

The worldwide epidemic has wreaked havoc on every area of the economy. Although it has been somewhat simpler for experts to accept work from home as the new reality and keep doing life as normal, education throughout the globe, which is mostly based on classroom instruction, has had a difficult time.

To avoid interruptions in educational schedules, the administration has advised switching to online education as a temporary fix. Automation and online classes are not only revolutionising teaching at high-priced educational institutions, but they are also expanding rapidly in public schools. As a result, e-learning is currently the preferred method of transforming the educational system[11]. It is undergoing a good change, and rural schools and institutions are adjusting to innovation on a daily basis. It's encouraging to note that Tier III and rural regions are becoming involved in transforming conventional education into a technologically enhanced procedure.

Although there are numerous advantages to online education, there are many other obstacles in the way of making education a completely digital phenomenon. Whenever it refers to Online Learning or E-Learning, the rural areas lack basic amenities such as high-speed internet, reliable electricity, and technological equipment. Although there have been advancements in basic infrastructure, many rural regions in India continue to face difficulties in making learning fully electronic or online.

The following are some of the main difficulties that may be cited in this context:
Infrastructural Assistance and Digital Literacy

These are the most significant roadblocks to allowing online learning in India's rural areas. Although electricity and communication facilities in rural parts of the nation has improved dramatically, there is still space for development. Students and teachers in communities are becoming increasingly receptive to digital learning methods, but infrastructure services have not yet evolved to the level required for online education. For the rural communities, a consistent supply of power and a lack of high-speed internet are still significant issues.

Technology gadgets are in short supply.

When considering the area of online education, it is critical to examine whether each student has access to the appropriate gadgets for providing information material. Few individuals have access to private computers or laptops in rural India, and phone displays are not suitable for extended periods of study[12]. Furthermore, data packages and their associated prices may be a significant disincentive for both instructors and students, particularly in live courses. Several pupils either don't have individual computers or just use them for a short period of time. As a result, education is constrained due to the scarcity of technical equipment.

Lack of understanding of digital technology

Although Smart Classrooms and Online Education have established themselves in metropolitan educational settings, several rural nations continue to use conventional teaching techniques. As a result, making the transition from conventional to digital educational approaches will take time. Teachers and students alike need appropriate training and much more user-friendly tools to get acquainted with digital media and feel confident educating and studying with that.

Teachers in Shortage

Another obstacle to implementing instruction completely online in such places is a lack of instructors or a low teacher-to-student proportion in villages. This ratio must be increased to accomplish the digitalization of education in rural regions, and a significant number of competent and well-trained instructors are needed so that every student gets complete concentration, even in a virtual classroom. Although modern online education options are intended to increase students' learning and adaptability toward education, a teacher's supervision and attentiveness are still essential for pupils.

With the Covid-19 bringing an end to conventional teaching activities, online education has provided a new method for pupils and instructors to maintain a sense of normality. It's encouraging to note that, to avoid academic setbacks, not just metropolitan educational institutions, but even state-run institutions in rural regions have moved online and turned to online courses. Although not each village and city in India has the necessary infrastructure to support online learning, it is encouraging to see several rural areas and institutions adopting e-learning fully in current times[13]. In addition, numerous low-cost and low-bandwidth e-learning options are emerging with bilingual platforms to make online education courses more accessible and accessible in rural India.

We've seen significant improvements in rural Areas in quality of learning, infrastructure, as well as other services in the past several years. With the administration's continued backing and advancements in digitalization, online education will become cheaper and more available.

4. Solution for the Challenges in Education System during COVID-19

The combination of brilliance with equality is a strong win-win situation. Academic institutions will require to cooperate and work extensively with industry to match their program content and pedagogy to market needs; the inclusion of vocational qualifications in 3-year degree programmes, co-designed with local businesses, may significantly assist overcome the skills mismatch. The UGC's new recommendations for incorporating apprenticeships into graduate degree programmes positively start in the right way. Other routes to work, such as obligatory internships and apprenticeships, may assist pupils in acquiring familiarity with the skills required for work.

Through on-the-job education, pupils will be able to test and improve their abilities; by the moment they graduate, they will have gained valuable professional experience. With their earning when studying approach, apprenticeship integrated degree programmes provide a feasible funding option for higher learning.

Pupils get cash benefits from their employers, which helps them pay for their education and, in certain cases, provides an income stream (a higher approximation than the school lunch programme), allowing them to avoid leaving out of college[14]. When combined with the other advantages such as gaining work knowledge while still in school, developing soft skills, establishing an employer-financed prototype for higher learning, and providing revenue financial assistance through the allowance received, such initiatives have all the

spices to generate a requirement for higher learning enrollments without relying on administration subsidies and funding.

"Judgment is not just the lack of tyranny; it is the existence of chance," Barack Obama remarked during his speech to the NAACP. The UGC's existing recommendations for institutions to establish apprenticeship-degree programmes that concentrate on employability appear to be well-intentioned[15]. The only approach to improve student performance appears to create many life-forms of learning with shared accountability and responsibility. Collaboration, openness, and proof of what performs will be required to foster educational creativity. The fundamental goal is for every ambitious pupil in this nation to have a genuine chance to getting a cheap and useful degree. It is essential to India's wealth, democracy, and status as the world's fastest-growing nation.

5. Conclusion

India is a huge, demographically diverse country with a high population density. The primary process in the fight against the COVID-19 outbreak, which started on March 25th, 2020, was a cross-country closure. The Covid-19 epidemic seems to have ushered in yet another change in the global school system. The COVID-19 outbreak and its ramifications have created an opportunity for the school education system to be rebuilt. Experts looking to better equip in an increasingly fully automated environment have turned to computerised education, and e-learning has found a place in the academic programmes of schools and universities in the middle of the lockdown to ensure scholastic consistency[16]. Shifting academic processes internet in the middle of winning battles, on the other hand, isn't a long-term solution. The rapid shift to online application aided in maintaining the integrity of institution instruction programmes, effectively integrating in the purpose for using the current academic year.

The transition from a traditional training paradigm to a competency-based education program has begun. Virtual education, Web-based education, and the use of communication and information technology innovations in school are all set to become the new reality. If instructors and specialised staff adopt a flexible, reasonable, adaptable, and collaborative approach, the transition may be quick and painless[17]. It is, nevertheless, very premature to conclude the pleasant tale of development, as the judgement of the subordinates' appearance and the quality of passing out associates or participants has yet to be determined. Additional exams may be scheduled to evaluate pupils' performance regularly and ensure that the transition to an e-learning education system is successful. The New Education Policy (NEP) 2020 aims to improve the benefits of an enhanced and digital education system in India, simultaneously reducing the drawbacks. A few initiatives, including pilot research and virtual laboratories, have followed the novel teaching method.

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