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NEP 2020 and Indian diversity: Challenges in achieving its aim of three-language formula in Hindi speaking states

Dr Bijender Singh¹, Dr Satish Kumar²

Abstract: National Education Policy 2020 has recommended emphatically that students must be taught, in primary classes, three language out of which there must be two Indian languages. It aims at teaching more languages to students as language is power and teaching and learning of the language will also contribute to the sustenance of the Indian languages. For the states where the languages included in the 8th schedule of the constitution are spoken it seems feasible but for the states i.e. Haryana, Rajasthan, Uttar Pradesh, etc. where Hindi is their scheduled language and dialects are spoken but have no mention in the 8th Schedule of the constitution it may face the greatest challenges. This may never be overlooked that India is a land of diversity. As it's a well-known fact that language is power, it may never be denied that language proves a discriminatory and harassing tool too to those "who belong to underprivileged sections of society such as women and Dalits. Keeping in view the language politics at various levels and aims of NEP 2020, this paper attempts to investigate the challenges faced in achieving the desired results based on the three-language formula centring on the underprivileged sections of Indian society. To study this, some literary narratives and language politics and movements in India will be the material for analysis. To analyse material, the postcolonial theory will be used as a tool. The study proves that the three-language formula does not empower underprivileged sections in general and in Hindi-speaking regions in particular.

Keywords: Dalit, women empowerment, language politics, Angrezi Hatao abhiyan, language of gods, English goddess, foreign language, the language of rulers

1.1 Introduction

National Education Policy (NEP) 2020 is an important document of India. It aims to focus on from primary to higher education in terms of pedagogy, curriculum, accessibility, inclusivity, infrastructure, etc. considering socio-economic diversity in India. In this mission, it has also emphasised teaching-learning through mother tongue at least at primary level for which it has recommended necessary provisions to translate this into reality in the field of science and technology too. Besides, it concentrates on the three-language formula in school education out of which at least two languages must be from the 8th schedule of the Indian Constitution.

As India is a multilingual nation, in the majority of the states; Tamil Nadu, Kerala, Karnataka, Maharashtra etc., the languages spoken as mother tongue are included in the 8th schedule of the constitution. Therefore, it's quite feasible for these to select two Indian languages i.e. local and Hindi which is an official language too in many states and centre beside one foreign language under this formula. But contrary to these, the states i.e. Haryana, Rajasthan, Uttar Pradesh, Bihar, and Madhya Pradesh, etc. where dialects are spoken which have not been given the status of languages and are not included in the 8th schedule of constitution face problems to select two Indian languages. In the former case, they can easily select the spoken languages and they may easily appoint teachers too. But in the latter's case, as their only spoken language is Hindi, these are left with to opt for uncommon language such as Sanskrit which is not the language of Masses. Besides, in general languages and their literature hardly include the marginalised voices as India is a country of diversity in terms of caste, class, race, ethnicity, etc.

1.2 Aims and Objective

Thus, in this backdrop, this paper attempts to investigate the possible challenges in the implementation of three-language formula for teaching-learning in multilingual, multicultural, and diverse Indian society. Besides, it also tries to situate linguistic hegemony and politics in India in terms of job opportunities and equitable linguistic teaching-learning.

2.1 Method and Material

For this study, National Education Policy 2020 would be the primary source in addition to some literary narrative and politico-linguistic movements in Indian history. Besides, the socio-economic-and-cultural difference and language teaching-learning would also be material for study. The study centres around two aspects of language: first, challenges in language learning under the NEP 2020 formula for certain states; second, the dialectics of language politics and job opportunities in the country. To accomplish this study, the postcolonial theory would be used to analyse the selected material.

3.1 Discussion

MHRD (2020) states that there will be a great demand of humanities and arts as India is going to be a developed country and also the third-largest economy. Consequently, the NEP 2020 recommends three-language formula as children pick up the cognitive learning very fast from the early age. Under this formula, NEP 2020 recommends two Indian languages mentioned in the 8th schedule of the Indian constitution are necessarily to be taught to students. Since, Hindi is the fourth most-spoken first language in the world. India is no exception for it is a widely largely spoken language by the people of India. Jain (2018) states that Hindi is the mother tongue of 44% of people in India. Though,

India is a multilingual country yet film industry has made the Hindi language a language of every citizen. Since, Hindi offers great job opportunities than any other Indian language in the field of the film and TV industry, advertising, songs, and dialogue writing besides teaching and writing it may be easily be opted for by any student in India. Therefore, the states where people speak the regional language mentioned in the 8th schedule opt for Hindi and their own regional language under the three-language formula that prepares students to pick both the languages very fast as both are spoken languages at home or in the nation.

But, the problems arise in the states i.e. Haryana, Delhi, Rajasthan, Uttar Pradesh, Bihar, and Madhya Pradesh, etc. where unscheduled languages/dialects are spoken which may not be taught under the three-language formula of NEP. For example, in Haryana, Haryanavi is the spoken dialect and but the medium of instruction there remains Hindi only. In such a situation, the state is left with the choice to opt for other scheduled languages such as Sanskrit, Marathi, Tamil, Telugu, etc. Tamil, Telugu Kannada, etc. which are not spoken languages in northern India or Hindi-speaking states; consequently, the teaching-learning of these languages becomes difficult because the student may never get the environment to learn except in the language classrooms. Therefore, the majority of Hindi-speaking states offer Sanskrit as being ancient and classical language as the second Indian language. The teaching-learning of Sanskrit gets limited to the classroom only for not being the mass language. Therefore, the teaching of any language of any other state meets the same fate as Sanskrit does. Therefore, as soon as the students have the option to leave any language, they immediately unsubscribe from Sanskrit or other Indian language that is not spoken in the state.

Further, as policy emphasises to make education inclusive for all sections of society it has recommended numerous measures to achieve its target. Mere provisions and an increase in the students' enrolment are not helpful until the environment be students friendly and conclusive. Exclusivity is a great challenge to translate NEP 2020's dream of inclusive education into reality. Recent case the case of Bhojanmata, a female cook in Uttarakhand's govt. school is enough to underline the seemingly invisible but static problem. In this case, upper caste students denied eating the mid-day-meal cooked by a lower caste cook. Rajput (2021) reports that "it came to light that several upper caste students from classes 6-8 were refusing to eat the meals prepared by her. Subsequently, she was fired by the education department." The caste has deeply rooted in India that even educational institutions are not free from it. So, it is quite possible that if the upper caste people don't eat food cooked by lower castes howcome they include them or their voices in school syllabi and text books. Under SC Atrocities Act, there are still provisions for discrimination or any kind of abuse; verbal or physical but ironically there are no provisions for them to be represented in school syllabi. Gramsci (1971) regarding the negative role of institutions in social change argues that school are institutions of socialisation and to maintain the status quo. Therefore, this takes place first in form of a syllabus. Consequently, the school syllabi remain hegemonic which further marginalises the marginalised students.

With regard to school syllabi, Illaiah (1996) contends that marginalised self hardly finds integration and formation in pedagogical structure. For the stories of Rama and Krishna in the syllabus, Illaiah (1996, as cited in Singh, 2019) records that "For Brahmin-Baniya students there were their childhood stories, very familiar. . . . The boys bore the names of these Gods; the girls the names of the Goddesses. I distinctly remember how alien all these names appeared to me." Illaiah (1996, p. 15) continues that "a Telgu textbook which talked about Kalidasa's Meghasandesham, Bommera Potanna's Bhagavatam, or Nannaya and Tikkanna's Mahabharatha. . . ? We did not share the contents of either; we do not find our lives reflected in their narratives."

Thus this is not only a single case of exclusion of marginalised voices in syllabi but there are countless examples across region and languages. To reiterate, Gaikwad (2009) also exposes the inconsistency in the life of Dalit and textual narratives in the school syllabus. Gaikwad (2009, p. 62) attests Illaiah (1996) and reveals in his autobiography that “When I opened the text-book for Marathi on the first page, I used to see: ‘India is my country, All Indian are my brothers and sisters, I am proud of its rich and varied heritage.’” Thus under nationalism and brotherhood, the lived experiences of marginalised sections are neglected and a very idealistic picture is presented contrary to the realities.

Gaikwad (2009, as cited in Singh and Tripathy, 2018) further discloses in sheer amazement that “I used to wonder if all this were true, we were being beaten with false allegations of theft, when in fact we had committed no theft; why they beat my mother, pulled at her sari and asked her to hand it over alleging it to be stolen property.” Thus, there are various questions that surface in mind of common people and particularly the marginalised ones. Since, the syllabus remains exclusive, the culture, food habits, dresses, etc. of Dalits are alien to the mainstream students and teachers and so be the Dalit students. The intentional exclusion of marginalised groups from the syllabus or cultural hegemony results in dropout and insipidness which is why the aim of inclusive education fails.

So, it is not only the issue of the practicability of the selection of a second language for teaching-learning in Hindi speaking states but the hegemonic structure of the syllabus too. Further, language also helps in employment too. Hulett (2019) claims that the power of language can help in business and career. And English indeed offers great career opportunities yet as an anticolonial gesture, India has witnessed linguistic movement too. The socialists and other rightists had launched a movement against English. In this connection, Aiyar (2004) contends that the Jan Sangh in 1963 “launched a violent agitation for abolishing English not only in official use but in shop signs, street signs, and even car number plates.” Socialists were in no way lagging behind in this movement and they were agitating with the slogan ‘Angrezi Hatao.’ All these agitators wanted Hindi as the official language across the country. This may be a political agenda to prove pure Hindustani or lover of mother tongue but the anglophile attitude of southern states of India reveals the politics of language and employment. C N Annadurai, first Chief Minister of DMK, perceived this move of Socialists and Rightists as Hindi imperialism.

To counter this anti English movement, Singh (2020) contends that he introduced English in all govt. institutions to facilitate all underprivileged sections’ students to keep Hindi-wallah at bay in central services. Contrarily, to enter into the state services of such states, the candidate has mandatorily to qualify for the local language test which all the Hindi-belt students are unable to do that. And this is the practice across states in India where scheduled languages are spoken.

Contrary to the Indian language politics across the country in terms of employment Sanskrit that Hindi belt students are left with is in no state a compulsory paper to qualify for employment, except in specific domains of employment. Most of the jobs Sanskrit creates are in teaching. Further, as Sanskrit is an ancient language, literature in this language is also a classic one that doesn’t room the marginalised representation thus it again alienates the marginalised students to study it. In reality, Sanskrit is neither the spoken language in India except for religious rituals nor employment language because according to the varna system, non-brahmins are forbidden to perform religious rituals. Therefore, religion and ritualistic prescription has reduced Sanskrit to the level of brahmanic language. It is neither the language of professions nor of business and economy. Thus, it offers limited employment opportunities to a limited but privileged section only. Therefore, the teaching-

learning of this language is not a lucrative one. Consequently, student have to opt for the Sanskrit language under the language-formula only.

4.1 Conclusion

The above discussion shows that the three-language formula out of which two must necessarily be Indian languages recommended in NEP 2020 is indeed a great step towards the promotion and conservation of languages. But, the problem arises in the case of the Hindi-belt students. These students are disadvantaged ones in general and marginalised ones in particular in comparison of the students of other states where scheduled languages are spoken. The option these students are left with to study under the Indian languages formula is Sanskrit which is not a spoken language but a scriptural and ancient language. It lags in term of job opportunities even. Further, the syllabus of Sanskrit is more exclusive from the perspective of others. Therefore, the absence of environment for learning a second Indian language, exclusive syllabus, limited or no job opportunities are the challenges in implement of three-language formula and aim of inclusive education in case of students of Hindi-speaking states in general and marginalised students in particular.

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Online Education in Bangladesh: Challenges and Opportunities in the New- normal Situation

Mohammad Jashim Uddin*

Abstract: Because of Covid-19, the education sector in Bangladesh has been affected mostly since March 2020. Students are insisted to be engaged with digital devices now and then for learning. But a good number of students have failed to meet the challenges in the new-normal situation for various reasons and they have been out of education. The paper aims at examining the immediate and longer term impact of the Covid-19 pandemic on education up to the tertiary level in Bangladesh, and to focus on meeting the challenges in educational crisis in and after the new-normal situation. Besides these, the paper will analyse the government policy to overcome the crisis. It will try to indicate the future crisis in every level of education. It is an analytical research in nature. It will use mostly the secondary resources from every possible source so that it can give a guideline for future. The paper will also incorporate the teachers', students', and parents' roles during and onward pandemic situation.

Keywords: Online education, digital/online learning platform, challenges, opportunities

1.1 Introduction

This paper finds challenges and opportunities of online education as one of the most popular means of education due to the unexampled new-normal situation caused by COVID-19 pandemic across the globe. One of the tragedies of the epidemic, beneath the death circle and economic cost, is the human cost on our students and on their education. As the virus is spreading across the country, more than 90% of enrolled students were affected by some kind of limitation posed by the educational institutions, with more than a billion impacted around the world. The miniature-term fight versus the virus is about health. But its lengthy-term effects can only be controlled by a digital education system which is comprehensive and rapid. This is the mere way to eliminate a lost generation due to COVID-19 outbreak, and in an “epidemic-aware” earth could be a stable positive step towards educational inclusion. In this paper an online education system in Bangladesh during COVID-19 pandemic has been discussed. The current scenario of education in Bangladesh during COVID-19 has been investigated. This paper also includes the discussion of digital education methods in Bangladesh, possibilities of digital education system and challenges for online education system.

The whole world is fighting the coronavirus, which has spread to nearly every point of the globe over the first three months of 2020. At the end of May, 2020, the death toll crossed 369,124, and 40,17,32,130 till 9 February 2022 across the world (“[WHO Coronavirus](#)”).

To control this quick spread, “many countries were prosecuted for lockdown that caused a significant impact on all aspects of our daily lives” (Abdulmir & Hafidh, 2020). In Bangladesh, the first Covid-19 patients were tracked on March 8 in the capital, and as a result, the country went into general lockdowns from March 26. After that, people had kept themselves at home except for emergencies, but everything is almost normal while educational institutions and most industries and business centers remain shut.

Aside from the economy, the sector which is harmed worst by the outbreak of Covid-19 is the education sector. The disease launched spreading from China at the closing of 2019, and infection became quicker in March, 2020. Consequently, by this time, different educational institutes across the globe began to shut gradually as well as Bangladesh shut all its educational institutions from March 17, 2020, and the student shall be un-peopled instantly. Few private universities initiated online classes from April, 2020, where public universities and other educational institutions are at bay from it until now. There are economic reasons as well as humanitarian reasons for ensuring the continuity of education through technology. A break in education for a lengthy period, or the long part of two academic years, is a receivable loss for late-stage economies in a slow-growth phase. However, Bangladesh does not have time to miss.

1.2 Problem Statements

Online education is “a sort of education where students use their home computers or laptops or smartphones through the internet, staying away from their academic institutions” (Anastasiades et al., 2010). In the present time, “online teaching-learning has become a buzzword in the sector of education because no other substitutes provide education to the students in the institutes” (Baiyere & Li, 2016). Due to the uprising of the coronavirus epidemic, the entire world is perceiving a massive death toll with extensive fear and dubiousness. Many countries worldwide

are “tempting to knock off the gap and reduce the damages of students due to the current situation” (Asdasd Archambault & Crippen, 2009). However, online education results are not always a boon for the educational community as they pose many opinions in the context of online teaching and learning, leading to widespread concern over the controversial issue of teaching education. The current survey seeks to portray the challenges and opportunities of countries that are not as technologically advanced as those blessed with previous modern-tech technology.

1.3 The Current Scenario of Education in Bangladesh during COVID-19

The reaction Bangladesh showed to COVID-19, in general, was too disorganized, uncoordinated, and chaotic. Responses pointed towards the educational department amid the epidemic conveniently kept their speed on with that dis- order. The State declared on 26 March 2020 a countrywide lockdown in the name of “general holiday” shutting down all educational institutions including schools, colleges, and universities, among others. After that, this lockdown was lifted on 31 July 2020 conditionally after more than two months. The bewildered calculations which are being made by the country are difficult to be perceived or understood. The elevation of lockdown is being excoriated in circumstances while social distancing could not be ensured in an overpopulated country like Bangladesh. However, for the education institutions, the lockdown remains the same until September, creating the realization that unlike other major sectors that need to open gradually, the educational institutions can wait. Amidst these calculations, the country selected for remote knowledge, which is a reality per- fusing the education system across the country at the time of writing. Figure-1 shows the percentage of participation in distant learning (Brac.net, 2020; & Khan et al, 2021).

In the center of the country’s administration, teachers have just started using a combination of real-time interactive courses and classes, with a combination of pre-recorded materials and homework wise digital sessions on a small measurement. However, this is not the scenario for the whole country. As an opening response, pre-recorded lists for primary school students were transmitted by a state-run tv channel for the children across the entire country. Putting aside the usefulness of this non-interactive education method, the fact that 50% of the nation’s households do not have a tv set means that a massive number of people have been kept outside its ambit. Subsequently, the Government was expected to make the lists for every primary and secondary student accessible online (via YouTube). This policy precondition that there is access to broadband services across the whole country. Figure 2 shows the causes of not participating in on- line classes (Brac.net, 2020; & Khan et al, 2021).

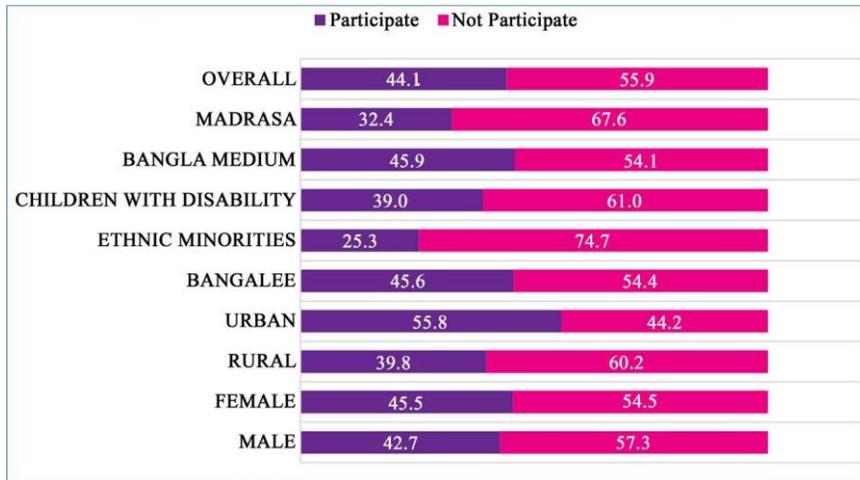


Figure 1. Participation in distant learning by different categories (percentage) (Brac.net, 2020; & Khan et all, 2021)

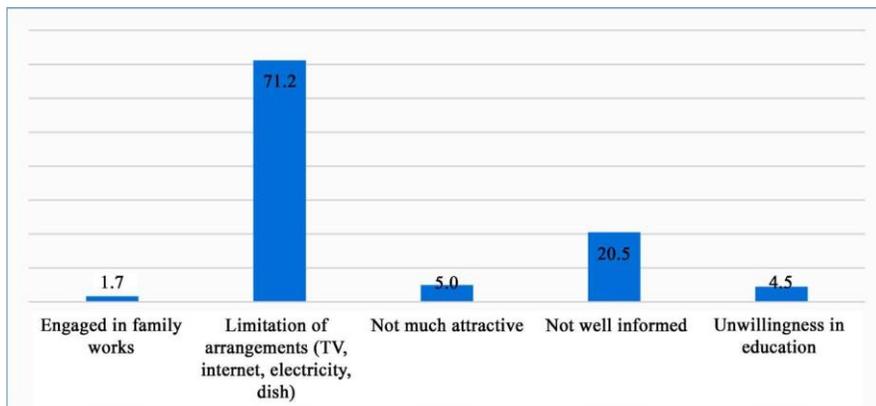


Figure 2. Causes of not participating in distant learning (percentage) (Brac.net, 2020; & Khan et all, 2021).

According to Government guesstimate, the whole number of internet users has reached 103.253 million at the end of March, where the whole number of mobile phone users has reached 165.337 million (Khan et al, 2021). But this total number does not express the digital divide in the nation and does not talk about whether the entrance is equal across the various intersections and classificatory contrast (for sex, gender, socio-economic class). So actually, they mask the real state of “en- trance” to the internet within the country. Among 42 countries across Europe, Asia, Africa, the Middle East, South and Central America, and North America, the broadband speed for Bangladeshi users is one of the poorest speeds. “Bangladesh’s position in the Ookla Mobile Internet Speed Index has always been at the tail-end places. Like in June, Bangladesh was at number 135 in July. However, in the June report, Bangladesh was at 135 out of 137 countries, and in July, it was out of 139 countries” (“Mobile internet speed”). However, none of the mobile companies can assure the people of threshold internet connection and speed outside the capital. For students outside the central, interactive virtual acknowledgment does not seem very expected. Figure 3 shows the perception of distance learning (percentage) (Brac.net, 2020; & Khan et al, 2021).

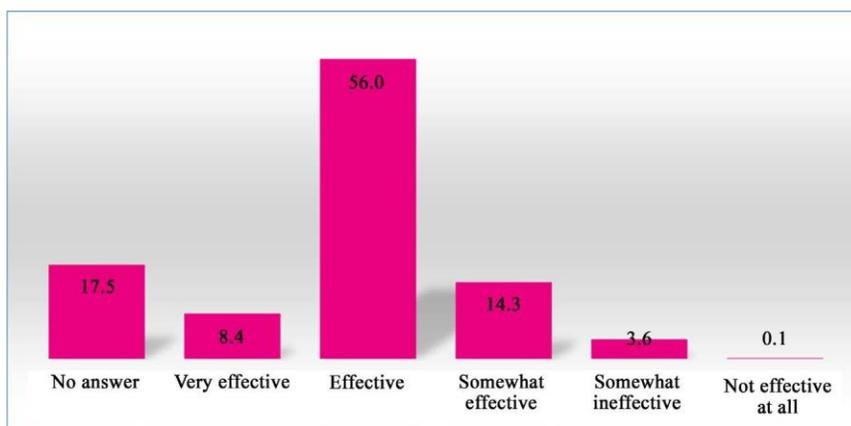


Figure 3. Perception of the effectiveness of distant learning (percentage) (Brac.net, 2020; & Khan et al, 2021).

Only 23% of the students were in the goodwill of taking classes online in this circumstance, while the other 77% opposed the project. The hard dissent’s underlying fact came out clear when it is found that only 55.3% of the students have entrance to a laptop operator, PC, or tablet to join an online class. It represents us 44.6% of the students cannot attend online classes because of lacking logistics. One most important factor for online classes is an internet connection. The survey shows that about 55% of the students are not privileged by proper internet speed to continue their online education. Also, that survey found out that 40% of the students are already joining online classes, among whom around 70% are from private universities. The most astonishing figure is that 87% of the students believe online assignments will not be realizable. Likewise, 82% think that the online classroom is not as constructive as an actual classroom. The survey may not show the actual situation because the sampling wasn’t random. This survey had to conveniently amid this nationwide general shutdown. Anyway, it gives an idea about the circumstances. Figure 4 shows the Current scenario of Bangladesh

student’s enrolment to online class (Islam, 2020). Figure 5 shows the Ownership of mobile phone handset by type in Bangladesh in 2019.

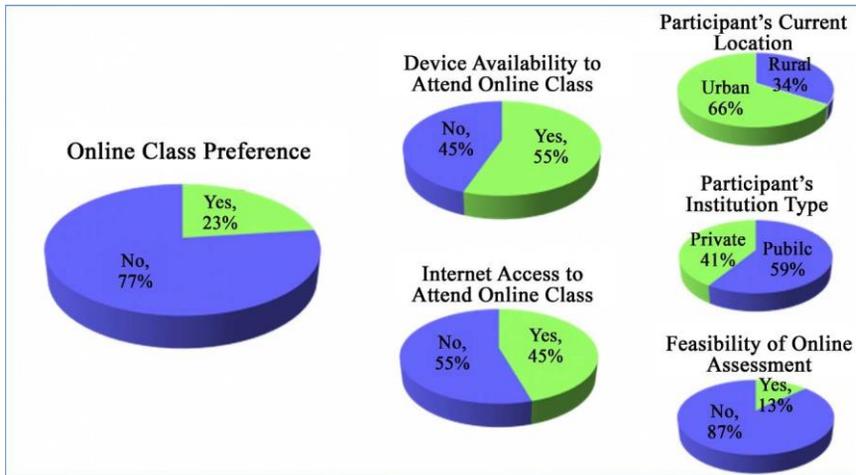


Figure 4. Current scenario of Bangladesh student’s enrolment to online class (Islam, 2020)

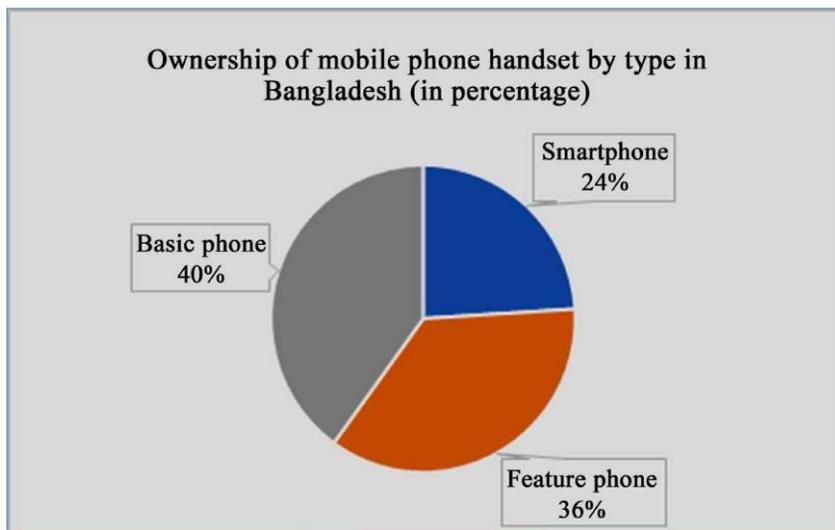


Figure 5. Ownership of mobile phone handset by type in Bangladesh in 2019 (in percentage)/(Source: LIRNEasia; Khan et al, 2021)

2.1 Digital Education Method in Bangladesh

All educational institutions in Bangladesh (school, college, university) have been closed like other countries where social distancing is an issue. To ensure an uninterrupted education system among the students, the Ministry of Education has supported the teachers in continuing online classes and the free flow of knowledge. The concerned authority has begun telecasting distant learning shows for schools, colleges, and universities. Online education has been mostly focused on the greatest level of education in our country. There are 46 public and 105 private universities in Bangladesh that are offering higher education for their students. Moreover, almost 1500 colleges affiliated with Bangladesh's national university are also offering a vast range of classes and programs in higher education. So, these days online teaching-learning is the only way of solving the educational crisis, which is happening throughout the globe due to the epidemic of COVID-19 (Basilaia et al., 2020). In this circumstance, distance learning has achieved so much priority in the education system; media, like Zoom, Google Meet, video communication systems, has gained massive popularity during these lockdown days.

2.3 Challenges for Digital Education System

For the first time in Bangladesh, the online education trend has been widely introduced. Still, in the field of evaluation and teaching, this online trend has already encountered some unintended situations, which have also been mentioned in the previous literature. According to Cameron, William, and Morgan (2012), the amounts and methods assigned to the Internet environment are limited to exercises on the evaluation of online learning. The data that students and teachers have posted on the online classrooms reveals that they face several challenges. Firstly, connecting with online classrooms is their first experience, so it has been observed that they have difficulty adapting appropriately to this trend because creating learning and learning experiences in virtual classrooms from traditional classrooms to computer-based training is very different for them. Second, with most students staying home in different parts of the country during the lockdown, internet facilities are still scarce in rural areas, as students use mobile internet that disrupts Internet communication due to poor internet signals. Plus, the internet is still very expensive in our country. Third, there are some technical problems related to computer and smartphone management, such as low literacy. In addition to that, students and teachers are required to download some apps like Google Meet, Zoom, FoxFi, Audiobook, etc. Due to the lack of experience, sometimes it appears to be a challenge, and there is limited internet connection time for these apps. Fourth, time management is an important topic; for example, Zoom can connect people online for 40 minutes, but due to some technical hurdles, students take time to respond in class. Students will have a chance to understand something as they join in the middle of the semester. Fifth, it is difficult for teachers to manage everyone's notes and employ them in their materials.

Previous literature showed that technical problems, complexity, and sequencing activities were major barriers to including multimedia applications in learning (Brooks et al., 2020).

2.4 Mental Health among Students during the COVID-19 Pandemic in Bangladesh

This exceptional involvement of “home quarantine” beneath lockdown with the uncertainty of academic and proficient career has multifaceted impacts on the mental wellbeing of students. For case, a Canadian study centering on the implications of isolation after the severe acute respiratory disorder (SARS) plague found an affiliation between the longer length of quarantine with a tall predominance of uneasiness and sadness among individuals (United News of Bangladesh). The ongoing COVID-19 widespread is making a psycho-emotional chaotic circumstance as nations have been reporting a sharp rise of mental wellbeing issues, counting uneasiness, discouragement, stretch, sleep disorder as well as fear, among its citizens (Gritsenko et al., 2020; Savitsky et al., 2020), that in the long run expanded the substance use (Ahorsu et al., 2020) and now and then self-destructive behavior (Mamun & Griffiths, 2020; Goyal et al., 2020).

2.5 Remedies to Combat the Challenges and Mental Health Issues

With the introduction of online education in Bangladesh, especially in the time of the COVID-19 pandemic, several issues have increased. Several rises in mental health issues, challenges faced in conducting online classes, exams, etc. As the concept of online education is still new, these challenges are rising and it is to be expected. However, this paper finds some probable solution through which some of these issues can be solved or at least, reduced. Expensive internet connection, connection loss is one of the most common issues faced both by the students and the instructors. In order to reduce these issues, pre-recorded video lectures are one way to follow through. During exams, it becomes tough for the students to upload their script on time due to several internet issues. On the other hand, the instructor needs to ensure that everyone has followed through all protocols with the right intention and everyone has participated in the exams by fair means. In order to solve both the issues, time could be adjusted so that the questions are not that long to answer. As for the instructors ensuring fair exams, several online class monitoring software could be used so that it could detect any sort of plagiarism or illegal steps, if any, taken by the students. Even after solving these problems, another issue is still at large. Mental health has become a serious issue in terms of online classes. Students are being depressed and there is nothing anyone could do about it. Regarding this, the approach should be more lenient in favor of the students. Assignment and home task loads should be reduced by a bit. As it is a tough time and everyone is facing trouble adjusting, this is the least the Educational Institutions could do to make sure that the students are not being pressurized or given extra assignments as they are taking the courses online. A slight change in policy from the Educational Institutions could actually help reduce stress for the students and everyone can have safe, fun, and proper ways of learning and gaining education and knowledge during the pandemic.

2.6 Possibilities

Online media can ensure multiple benefits for both students and teachers in supporting teaching and learning (Graham & Misanchuk, 2004). Different studies reveal that online courses have been found to be conducive to students who favor self-regulated learning (You & Kang, 2014). The most important thing to discuss that there is an ample opportunity to make students have cognitive and metacognitive strategies to accomplish their learning goal. Besides, they need not have additional

preparation to get themselves connected online and so at any circumstances they can be ready to attend class disregarding their time and place. As there is an uncertainty everywhere in regard to reopening educational institutions, the minimum outcomes can easily be found that can make students keep standing in the right track of learning. Students in Bangladesh who attend classes online giving their opinions that attending class online has helped them finish their courses timely getting them confident to appear at online examinations though for the first time they are heading to online class and exams. Online class amid the crisis has established a strong communication between students and teachers that creates good impression rendering a positive result which helps students to avert from all kinds of anxieties they have usually while passing the unprecedented corona crisis. According to Thomson (2010), students and teachers alike expressed the importance of prompt and supportive feedback when working to “establish a rapport of trust and level of comfort”. In the same vein, students have the flexibility to provide increased options for interaction and participation (Broadbent, 2015). Besides the more the country digitalized the more the possibilities contributing to creating digital native and to them online exposing and managing everything standing on virtual platform is always easy-going (Orlando & Attard, 2015).

2.7 How to Utilize the Opportunities

All the educational intuitions (school, college, madrasa, polytechnic, universities, medical college) have been operating their activities online without taking a plan seriously. Even the Education Ministry fails to give a clear idea when to go back class physically and how to continue their online class. But it is a great opportunity for all to accept it to build up a global citizen overcoming the drawbacks.

The research has suggested some ways to make online learning more effective: a) Help students get online; b) Learn about the uses of online platform, and different levels of technological proficiency; c) Take care in setting up a teacher’s home environment; d) Provide different learning options (Better applying OBE Curriculum), and add flexibility into the curriculum; e) Create shorter content; f) Assign group and pair work; g) Mix up the lessons; h) Create a community; i) Be proactive and optimistic; j) Create individual learning plans; k) Provide office hours; l) Let parents know how they can get involved; m) Develop curriculum around shorter content and divide the lessons; n) Integrate face-to-face virtual interactions turning on video; p) Learn by doing; q) Communicate, communicate, communicate; r) Proctoring quizzes and tests; s) Use the whiteboard as many as possible and visual aids; t) Fun icebreaker questions to bond with your students; u) Turn lessons into quests; v) Let students level up; w) Develop achievement badges and so on.

Sometimes we see that some teachers don’t show their interest to record their classes, and even if they give any class through facebook live, they restrict the lecture so that students cannot record or share it.

2.8 How to Create Online Classes an Opportunity

Teachers are the professionals who directly facilitate students learning. Basically, “the inner idea of teaching is to support the students to learn” (Mullick & Sheesh, 2008). According to Joyce and Weil, teachers teach students to develop concepts, to teach themselves skills, to use metaphorical thinking, to solve problems, and to inquire as the scientist does (Joyce and Weil, 2004). Teaching

quality of a teacher also can be said significant if s/he has the ability to inspire students, facilitate mastery of a field, mentor young intellect, help students find their voice and finally help students articulate and follow their values (Stanford University, 2004).

On the word of the Ahmed et al study, teachers had serious deficiency in their knowledge of teaching content and basic pedagogic techniques. Even the better-trained GPS teachers are mechanical and failed to inject enthusiasm and energy in what they are doing (Ahmed et al, 2005 p.93). That means “the content pedagogy of teachers is not sufficient” (Mullick & Sheesh, 2008). So, the online teaching can assure getting the quality teaching because a qualified teacher can deliver a good number of students at a time using online platform from a remote area. Moreover, educational institutions can exchange their teaching-learning process and approaches with materials. It is also a great opportunity for following the same lesson plans at a time.

3.1 Conclusion

The possibilities of digital education system with online tools are massive. It can bring many benefits for both teachers and learners to aid in teaching and learning. Students are more interested in self-learning and they agree that online courses are more suitable to them (Brazendale et al., 2017). The most important thing to discuss is that students have ample opportunity to create cognitive and polygonal strategies to achieve their educational goals. They also do not need additional preparation to join themselves online, and thus in any situation, they can be ready to join the class regardless of their time and location. In the Co-vid-19 situation the opening of educational institution is still uncertain. But the leaning path are there to enable students to gain more knowledge and not lack behind. Learners in Bangladesh who attend online lessons note that participating in online classes has helped them be confident in taking online exams on time even though they are taking online lessons and exams for the first time. Amid crisis, the online class has created a strong bond between students and teachers, completing good ideas as a positive outcome that helps students avoid all kinds of fears that remain when they are going through an unprecedented coronary crisis. The more digital the country becomes, the easier it becomes to create digital citizens and contribute to the management of everything published online that stands on virtual platforms.

Although there are several challenges that students and teachers face in teaching online learning, the good news is that there is no doubt that conducting classes online is a commendable initiative taken by the current government to reduce the loss of students' academic activities. For the correct implementation of this task, students and teachers must be encouraged and viewed as a challenge to carry out appropriately. Students should be mindful that they are the primary stakeholders and must be self-motivated to have a greater interest in getting a response to the digital classes with all their endeavors.

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Challenges in Education Faced in India, During the COVID Times

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Abstract: This period could be called one of the most challenging periods, in the World's history. The challenge is not limited to a single phase, but to a multiplicity of phases, beginning with livelihood, education, economy, commerce, science, technology, and the list goes on. In this article the main focus will be on the challenges faced in the field of Education, in our country, India, during the COVID times. The pandemic will be remembered in the words of Dickens as "the worst of times" and, in the most unintended ways, also "the best of times". Before the lockdown, the challenge for the kind of schools that are existing today, was finding the sweet spot between theoretical and experiential learning. After the move to virtual learning, it has become about finding our reason for being. With the ongoing COVID-19-led lockdown, there are multiple challenges in education, for students, teachers, and parents. With the closure of educational institutions during the lockdown, approximately 1.72 billion learners have been affected worldwide, and around 32 crore in India alone, resulting in high socio-economic costs for education stakeholders. The inaccessibility to physical classrooms encouraged ed-tech platforms to announce free live sessions, thereby questioning the role of education institutions. In response, private schools were quick to adopt, mandate, and implement new educational pedagogy — learning through digital means.

Keywords: Challenges, education, learning, COVID-19

1.1 Learning for all

In this situation, the teacher's role was challenging. Besides, teaching online, they also had to support students to complete assessments and tests. They stayed in constant touch with parents about their wards' progress through WhatsApp groups, and virtual parent-teacher meetings. This blurring of professional and personal boundaries took a toll but they got the opportunity to gain more knowledge and skills. Parents had to invest in seamless wi-fi connectivity and ensure that their children paid attention to classes. In some cases, new gadgets had to be bought as well. However, students were quick to adapt to online classes and, even if they missed a session, teachers shared recorded sessions. Thus, it became possible to independently navigate the world of online learning.

1.2 Blended learning

Various tech and ed-tech companies supported live classes, made recorded classroom sessions available on YouTube channels, allowed access to interactive study material rich in video and graphics, and helped students understand concepts easily.

Considerable planning will be required once the lockdown lifts. It is imperative to re-evaluate every school activity and emerge with new systems, which will become the 'new normal'. Following strict social distancing measures and regimented one-desk-one-child seating arrangement could be implemented once schools re-open. Parents may opt for home schooling, if the situation worsens. While this strategy may not result in finishing the quarterly curriculum, it will at least reduce the learning gap that students are likely to experience if schools continue to remain shut.

Blended learning could also be the next normal. Schools can explore tutoring platforms with video conference facilities, customised modules, and assessments using technology and data that can help analyse what students like, their learning patterns, and their understanding of the concepts.

With the challenges and gaps associated with digital learning, the launch of a new education policy could serve as the first step for Indian education to transition into the digital sphere. Apart from that there are quite a few

2.1 Mastering the virtual world

Just yesterday I listened to a plaint: "It's November and my partner and I have not yet met!" No, it wasn't a bridegroom complaining about the delay in meeting his arranged match. It was one of our kindergarten teachers talking about how even though she has been working with her co-teacher in the same virtual classroom since August, they have still not met face to face. "And yet", she says, "We are in sync with each other, our students and, our parents."

To start with, as a teacher of children, who primarily learn using all their senses and body, she was sceptical about the virtual world meeting the needs of 4 and 5 year olds. Six months into the lockdown she says it has had the most unintended consequence.

It has changed the equation between teachers and parents. "When we get sick our students' parents come into the room and give us virtual hugs", she beams, "And because they have been inside their children's classrooms, these parents are now following the same 'Essential Agreements' at home that we practise with our students inside the classroom."

We watch her and her partner teacher ‘online’, giving personal attention to each child, gauging the reading levels of every child, and celebrating the involvement of their parents as a valued partner who reads to their children and shares the joy of their enriched vocabulary.

2.2 Missing the physical connect

While our children are relishing the blended learning, from their home, almost all ache to get back to school so that they can be with their friends and interact with their teachers. There are many others for whom home is becoming somewhere in which they feel ‘locked up’ - their words, not mine.

And while they have access to co-curricular learning, we don’t know a school leader who believes we are fully addressing the social, emotional, creative, psychological and, physical needs of our children ‘locked out’ of our schools

While as instructors we are truly excited by what feels like a once in a career-defining opportunity to transform learning, we cannot ignore the human impact that Covid is having on our learning community.

Stress from long hours in front of a screen is evident in our teachers’ voices. Over time it has taken a toll on the health with increased episodes of backache and headache. There is an absence of regular exercise which came from walking around the class and corridors and up and down the stairs. The line separating the personal and professional life is blurred and teachers are experiencing a constant restlessness.

2.3 A world with no boundaries

A friend said, “In this new world there are no boundaries. Work never ends for the day.” That sentiment could just as easily have been expressed by a parent as they too try to juggle working from home, supporting their child’s learning and psychological wellbeing, struggling to make up for the absence of stimuli for their kids and the whole family. The lack of boundaries is heightened by the inability to socially interact or ask for ‘the village’ to take over the upbringing of their child for a few hours at least.

The safety blanket that is offered to our students is largely only accessible to the more privileged learning communities.

As we watch our students discussing machine learning, astronomy and, aerodynamics, it becomes painfully clear that there is a paradoxical chasm between their learning during COVID, and that of students who do not even have a device or a telephone signal and have suddenly been at liberty to spend time with their friends and family as apprentices in workshops and fields.

Out of the two different kinds of experiential learning, it is worth pondering as to which would our children would choose if they could.

2.4 Blended learning accessible to all

For many children across the nation, the worst is that there is little or no access to schooling, whether physical or virtual and where it does exist, too often it is examination year focused. As a result, many students in rural areas have reveled in the opportunities given to them to play, explore, roam the countryside and help their parents.

Suddenly, the world has become their experiential learning community, maybe richer than the text focused classroom. We wonder if the online “experiential” learning community such as ours, can appreciate and aspire to embracing the rich engaged collaborative learning that may not be founded on enquiry, but finds the joy of learning in the real world much like Twain’s Tom Sawyer and Huck Finn!

3.1 Conclusion

In conclusion, we would remark that, finally, when we read the world bank report warning of learning loss and we wonder what it means for those who have worked so hard to come out of poverty only to be pushed back in because their children aren’t ‘digital natives’ and so once again have an unequal playing field.

In the longer term, the ability to make a blend of synchronous and asynchronous learning accessible to all, regardless of privilege, is the way forward for the whole world. This is true. But so is the ability for teachers to work together side by side. For parents to drop their children off in a facility that enables them to grow and thrive. For students to play together and live without fear of the future.

For school leaders, the welfare and wellbeing of learners, teachers and families that they are in contact with every day, excites them the most. The human connectivity and empathy that drives collaboration, creativity and innovation for planetary good can only be met if we care about each other. And it is this time of adversity that must drive our innovation.

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Assessment of Basic Education and Its Challenges in Osun State, Nigeria

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Abstract: The goal of Universal Basic Education is a vision worthy to sustain veritable development in the society especially in areas that lack relevance due to poor educational facilities and paucity of funds. Basic education provides avenue for it to keep the government and its people enlightened to ensure that acceptable societal values and developmental steps are taken to sustain a life of economic productivity. However, inspite of the laudable intention of government to promote basic education, a lot of challenges are still visible. These ranges from poor funding on the part of government to inadequate facilities in schools, shortage of teachers as well as incompetence on the part of educators in primary and secondary schools. This study therefore seeks to examine the current state of the State Universal Basic Education Board in facilitating basic education in Osun State, Nigeria towards fostering national development vis-à-vis the challenges being faced by the Board in achieving the goal of basic education. Data were sourced from books, journals, newspapers, and government publications using desktop research approach and analytical methods. Findings showed tremendous achievement by the SUBEB except for the challenges of shortage of teachers, non-readiness of teachers to go to rural areas, which are being addressed. The study concluded that SUBEB should not rest in its efforts at ensuring provision of sound basic education in Osun State.

Keywords: Education, Basic Education, Challenges, Universal Education, SUBEB

1.1 Introduction

Education is bedrock of advancement in rescuing nations from the clutch of primitive ideology. Kingdom and Maekae (2013) referred to education as a tool of development. The implication of this is that national development solely depends on the level of enlightenment that exists in the society. Consequent upon this, many countries most especially the western world sees education as key to their economy. Little accounts for several millions of United States Dollars pumped into the education sector in these developed countries. The outcomes are exhibited through formulation and implementation of policies in the sector. The translation of these policies into evident educational administration and infrastructure have proven the need for reviewing the intricacies of the success or state of education in developed countries with that of Africa, precisely Osun State, Nigeria.

Every modern society needs some educational policies to guide it in the process of such initiation. Education policy consists the principles and [government intentions](#) in the educational sphere as well as the collection of laws and rules to govern the operations of [education](#) system in any country. Therefore, education policy can directly affect the recipient of education at all ages and levels. Examples of areas commonly subjected to debate in education policy specifically include school size, class size, school choice, school [privatization](#), tracking, teachers' selection, education and certification; teachers' pay, teaching methods, curricular content, graduation requirements, school infrastructure investment; and the values that schools are expected to uphold and model. Educational policy covers all levels of education ranging from early childhood education to university level. It seeks to answer questions about the purpose of education, the objectives that it is designed to attain, the methods for attaining them and the tools for measuring their success or failure.

In order to attend to these concerns, there was a 56th General Assembly held by the United Nations to address the millennium development goals of which education ranked second. The outcome of the meeting led to the introduction of Universal Basic Education by the Nigeria Government to provide education for all within a defined period. The attention is drawn from a background where Nigeria also has a formulated National Education Policies which has been reviewed periodically to improve the sector. Part of this policy is the Universal Basic Education (UBE) policy by the Federal Government aimed at making education accessible to all and sundry via an agency known as Universal Basic Education Commission (UBEC) in 2004 and establishment of similar outfits in all States of the federation. It covers funding to make sure that education is provided to all free at all levels and made compulsory for children who are of school age. World Bank Group (2015) stated that:

UBE policy focuses on improving both formal and non-formal schooling in primary and junior secondary schools, promote functional education such as adult literacy education and education for school-age children of nomads and migrant fishermen. The main goal of the program is to eradicate illiteracy, ignorance, and poverty as well as stimulate and accelerate national development, political consciousness, and national integration (World Bank Group, 2015, p. 14)

Furthermore, the compulsory, free Universal Basic Education ACT 2004 specified in Section 2 that governments at all levels shall make provision for free compulsory and universal basic education for every child of primary and junior secondary, school age. In addition, parents shall ensure that his child or ward attends and completes primary school education; junior secondary school education, by endeavouring to send the child to primary and junior secondary schools. The

ACT made provision for the establishment of State Universal Basic Education Boards (SUBEB) in each State of the Federation whereby its function and structure is determined by the State legislation. This ACT shows the intention of government to provide quality as well as sustainable education for the inhabitants of the country. The expectation of government is to eradicate illiteracy, poverty and ignorance from the society, and promote national awareness to political issues in order to facilitate national unity and development (Ogunniran, Isuku & Hou, 2019).

However, there are still contending issues ranging from identification of educational philosophy, poor infrastructure and actualization of the goals of the Universal Basic Education policy. It is argued that the Federal Government of Nigeria who ought to be a major stakeholder in the policy implementation has reduced itself to the role of an assistant in such a crucial aspect of national development. This is having a rippling effect on the growth of education in the nation particularly in Osun State where there have been policy somersaults. The State of Osun has come out to proffer policies towards improving the state of education in the communities within its territory. Amongst these policies were those proffered by the Aregbesola's Administration which proscribed the 6-3-3-4 national system and adopted 4-5-3-4 system, merged male and female schools together, suspended early childhood development education, and introduced one school uniform for all students in the State (Alabi, 2020).

Quite a lot of public outcries were generated after the implementation of this policy agenda. Many schools found it difficult to comply with, private schools also refused to come to agreement with the policy decision. Howbeit, there were accolades to areas of infrastructural development in terms of construction of new schools with facilities adequate to cater for the number of schools. Nonetheless, the infrastructural development called for questions such as: what is the relevance of the gargantuan projects in the communities? The choice of Osun State as a study area is borne from the report of UNESCO (2012) where the State was ranked as the second literate State in the whole federation yet it cannot boast of having adequate education facilities.

The scope of this study will be on the Nigerian education system structure which covers 6 years of primary education, 3 years of Junior Secondary Education (Basic Education of 9 years; and Post-Basic Education of 3 years in Senior Secondary Schools.

1.2 Statement of the Problem

Arising from the background of the study, education is a basic need of mankind and essential for human development in attaining a social and balanced stability in promoting moral health of the nation. The formulation of educational policies indicates the interest of government as well as concerned authorities and stakeholders in reflecting the robust contributions of education to health, morality, literacy, welfare and productivity of individuals. These policies seek to ensure that Nigerians have access to affordable basic education irrespective of tribe and religion. These policies have introduced innovations that are considered adaptable to making basic education accessible to all Nigerians in line with global focus.

The efficacy of education to human existence reflects in the sustainability of societal development. It is the pivotal of basic progress in psychological, intellectual and financial achievement. These necessitated policy agenda to facilitate the actualization of this goal. However, the education policy agenda implemented by Osun State from 2010 to 2018 has raised doubts, fears

and confusion to the society at large. The issue of one school uniform caused an uprising especially in the public schools which made it difficult to identify their students. Other challenges ranging from readjustment of school curriculum and teaching methods were also focus of public debate and questions. Those have brought the attention of researchers to delve into appraising the education policy agenda of Osun State to ascertain its implications on societal development particularly, schools and public administration.

However, for the past years, the problem of poor education in terms of infrastructure, availability of quality teachers, inadequate basic structures and lack of decent school environment has persisted in the education system. These are evident in areas where development is at a crawling state like parts of northern Nigeria and less economically viable States in the western part such as Osun State. Various allusions have been made, which includes inadequate financing, poor treatment of teachers, inefficiency in the public school service.

In spite of government's commitment to the implementation of basic education, quality education still constitutes a major challenge confronting the people of Osun State. The current educational facilities in the state are inadequate. The nature of educational challenge in Osun State is qualitative, a general huge shortage of basic educational facilities, and high teacher-student ratio. Despite several reviewed educational policies yet, sustainable education for all still appears to be mirage to the inhabitants. The strength and feasibility of the policies as proclaimed by the advocates is yet to be seen or actualised. This is not unconnected with the fact that policy outcomes sometimes deviate from expectations. This deviation is often caused by improper implementation. This may be due to absence of functional framework to implement the policies. Indeed, Nigeria normally comes out with educational policies that are sound and perceived achievable but these education policies are often rubbished by their mode of implementation. Therefore, it gives a wrong notion about the formulated policy. Therefore, this study critically examines basic education and its challenges in the State.

1.3 Research Questions

- a. What is the current situation of basic education in Osun State, Nigeria?
- b. What are the challenges facing the Board in achieving the goal of basic education in Osun State, Nigeria?

2.1 Study Area

Osun State is in the Southwestern part of the Federal Republic of Nigeria, bounded by Ondo and Ekiti States to the east, to the north is Kwara State, to the south is Ogun State and to the west is Oyo State. The State is named after river Osun. The State was created on 27 August, 1991. The State is inhabited by different tribes but basically occupied by the Yorubas. Their major work is farming, trading and other commercial activities. This accounts for the need to promote education in these areas particularly the rural areas. Unfortunately, the State is ranked amongst one of the poorest States in the federation (National Bureau of Statistics, 2020). With this, it will suffice to examine the practice of Universal Basic Education vis-a-vis the challenges in implementing the policy.

2.2 Methodology

This paper utilized both primary and secondary sources of data. Primary data were retrieved through on the spot assessment by observations and secondary data were collected from National Education Policy, Universal Basic Education ACT 2004, other government policy documents, journals, books and newspapers. Data collected were discussed against reconnaissance survey, experiences and relevant literature on the subject matter. This paper is analytical.

3.1 Current Situation of Basic Education in Osun State

In realization of the important role which education plays as an instrument used to ensure national development and globalization, there has been agitations to achieve more functional, qualitative and quantitative education all over the world. This agitation and concern for quantity and quality education is reflected in the inauguration of Education for All (EFA) in Jomtien (Thailand) in 1995 and Dakar in 2000. This was followed by a meeting called by the 56th General Assembly of the United Nations to discuss the implementation of the Millennium Development Goals (MDGs). In this regard, investment in education in Nigeria especially at foundation level becomes imperative to curb high level of illiteracy in the country. This is the main reason the Federal Government of Nigeria introduced the Universal Basic Education (UBE) Programme in 1999 to provide greater access to all and sundry in the society. UBE is the most recent educational reform in Nigeria aimed at universalizing or equalizing educational opportunities to all Nigerian citizens irrespective of real or imagined disability and according to his/her ability particularly to school-going aged children. This type of education is referred to as basic education which is given to children from age 6-15 at the base level of primary to JSS 1-3. In pursuit of laudable education objectives, State Universal Basic Education has recorded the following achievements in Osun State;

3.2 Funds Disbursement

It is the responsibility of the Universal Basic Education Commission (UBEC) to oversee the prompt disbursement of funds channeled by the government into the education sector. This is because the commission goes a long way to ascertain the current situation of the educational system and thus, channel available funds to appropriate quarters to ensure greater achievement of education including Osun State.

3.3 Provision of Basic Education Facilities

It is the responsibility of the UBEC to ensure that basic facilities that will ease teaching and learning process are provided for use. This is only made possible through its series of projects supplies (materials and human) and inspections and supervision aimed at knowing the true status of educational in all state including Osun.

3.4 Advising the Federal Government

The universal basic education commission helps the government in decision making, through the art of giving timely information to the government for good policymaking.

3.5 Timely Intervention in the Education Sector

It has become a major role of the UBEC to timely intervene on issues of serious concern in the sector. Ranging from the provision of instructional materials to erection and renovation of dilapidated structures, the universal basic education commission has done nobly in this wise across the states of the federation including Osun

3.6 Routine Accreditation of Teaching/Non-teaching Staff

It is the responsibility of the universal basic education commission to routinely ensure accreditation of the teaching and non-teaching workforce in the education sector. This is to ensure that teachers are highly qualified so they deliver the best to the students while competing fairly with the international community. In all, UBEC has played a major role in restructuring the basic educational system in Nigeria. Over the years, the commission has lived up to expectation consonance with its mandate.

3.7 Human Resource Development

UBEC in collaboration with states SUBEB has recorded a huge success in this area through its referred Teachers Professional Development Programme (TPDF). With this, several thousand have been trained and particular in Osun State but through counterpart funding. This in no measure has aided in terms of quality improvement of teachers' ability, skills, knowledge and disposition to the job.

3.8 Pre-primary Education

The philosophy of catch them young has been embraced by the UBEC via introduction of pre-basic education into Nigerian schools. Of particular interest is Osun State where it has been embraced and sustained throughout the senatorial districts. This is equally aided with OYES meal introduced in the state with the sole intention of supporting nutritional development of learners.

3.9 Teacher-Pupil Ratio

Despite the economic and financial situation of the State of Osun, it has been succeeded in maintaining a fair teacher-pupil ratio. Data available has it that in some area of the state, emphasis is on ratio 1-25 and this is observable in the three senatorial districts. This in no measure has promoted teachers' health, better understanding of teaching/learning processes and enhance interpersonal relations between learners and their teachers.

3.10 Challenges of Universal Basic Education

Despite the invaluable of contributions of SUBEB, the board also faces the following challenges while implementing the policy objectives;

Inadequate Fund: Funding is an important aspect of education. Just as any other organisation cannot carry out its functions effectively and achieve its goals efficiently without adequate financial resources at its disposal, so does school organisation. Obe (2009) posited that inadequate funding will bring about low standards of education as it will be difficult to construct school buildings, procure the needed equipment, settle staff salaries and allowances, maintain the entire school plants and ensure continuity in the provision of educational services. In Nigeria, the major source of finance for education is the annual allocation disbursed to the education sector, it is disheartening to note that the allocation to education over the years, which UBE largely depends on has been consistently little and insufficient inspite of the importance of the sector to the nation especially as it relates with training and building educational background for young lads.

Inappropriate Curriculum: A curriculum is defined as the sum total of all the experiences which learners are exposed to under the guidance of school which is aimed at bringing about a relatively permanent change in the behaviour of learners in the desired direction (Ige, 2013). Curriculum development in the history of Nigeria's educational system is traceable to the 1969 National Curriculum Conference where Nigerians from all works of life were summoned together to fashion out the most appropriate curriculum for the nation. This happened right after the educational system handed down by the colonial governments was publicly criticized and condemned. The outcome of the conference led to the enactment of the first Nigeria's education policy document National Policy on Education in 1977, which contains the education curriculum and its procedures for implementation. The NPE and the curriculum has from then been undergoing series of review and particularly, basic education curriculum over the years. Nonetheless, the curriculum is still encumbered with lots of inadequacies which has been criticized and needs to be reviewed for better improvement (Ige, 2013).

Inadequate and Poor State of School Facilities: The provision of school facilities in the right quality and quantity is very essential for the attainment of educational goals. School facilities are resources that allows for effective delivery of instruction in schools, thereby making teaching and learning possible. Meanwhile, the poor state and inadequate provision of these facilities have made learning a difficult task for learners. Examples include: classroom blocks, staff blocks, toilet blocks, laboratories, libraries, workshops, school fields, furniture, textbooks etc. Education provision in Nigeria has been bedeviled with the problem of inadequate facilities. A report by the Central Bank of Nigeria (2010) established that while many infrastructures and facilities provided in Nigeria primary schools remain grossly insufficient, many more of those facilities are in poor condition, thus hindering the attainment of the school goals. This problem persists still in most primary schools in the country and as result, teaching and learning take place under unconducive environment, with unavailability of basic teaching aids to ensure the attainment of educational objectives.

Inadequate and Low-Quality Teachers: Human resources to any organisation is what blood is to the body. This underscores the importance of teachers in the school organisation. Teachers are the pillars on which the pedal of educational system hinges. According to Fadipe (2003), teachers are the essential and most important inputs of the educational system apart from the pupils simply because they are the drivers (implementers) of the curriculum and have a great deal of influence on the quality of the educational output. In support of this assertion, the National Policy on Education (2004), affirmed that the quality of the teachers determines the greatness of the educational system. Despite the important contribution of teachers to the education sector, UBE in Nigeria faces challenge of inadequate and supply of teachers.

Demography Pressure: The high population growth rate of Nigeria and her large size put a great strain on available resources because provision of educational facilities to remote locations, especially the rural populations of the country, most of which lack access roads, has great financial implications. The issue of population control has so far not been seriously addressed.

Improper Management Strategy: The size and diversity of the country's population create the need for a decentralized approach to education administration and management. In spite of the existence of the three tiers of government, the structure of the Federation and the creation of the UBEC at "the centre" Schools Management Boards at the State level, Local Government Education Authorities (LGEAs) at the local government level, decentralization in its true nature has never really occurred. Federal and State Governments continue to have control over schools in terms of policy and programme imitation, yet local governments lack adequate planning and management capacity. Some of the key political decisions involved in genuine decentralization such as capacity building, autonomy, responsibility-sharing, as well as social participation, and accountability are yet to be actualized.

4.1 Conclusion

Having assessed basic education and efforts made by the State Universal Basic Education Board towards providing quality education, it is obvious that government's commitment is not encouraging. Though the Board has contributed in areas of selection, recruiting and accreditation of teachers as well as disbursement of allocated funds, yet there is still clamour for more quality hands to be on deck. However, it is expedient to commend the good intentions behind universal basic education policy, but unfortunately these intentions are yet to be adequately achieved. Hence, there is need for urgent steps to be taken by the Board to bring about effective and efficient implementation of basic education policy thrust in order to remove the clog in the wheel of progress.

Recommendations

From the findings of this research, the following recommendations are made:

- Osun State Government should increase the subventions given to education in the State. The Board should have money at its disposal to embark upon consistent revitalisation of the basic education. These subventions should be reviewed annually in order to meet up with the challenge of inflation that has led to devaluation of Nigeria currency (Naira).
- Government should make embark on recruitment of more qualified teachers. In addition to this, the serving teachers and the new ones should undergo series of training and retraining in order to be abreast with modern facilities accruing to education generally.
- The issue of population control may be quite a task to handle by government, nevertheless government can embark on rigorous public enlightenment to educate the public on the need to engage in family planning having the motion that such will help the children to get the best education desired.
- There should be a target by government in terms of provision of infrastructure and other necessary facilities to help promote and create the desire among the public on the need to

pursue education. These provisions will also make education smooth and progressive.

- The State universal education board should be given more power to act by making them relatively autonomous. This will help the board to act fast when needed without allow bureaucratic bottlenecks to impede roles in sustenance of basic education.

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Global Scale During the Pandemic

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Abstract: The strategies and processes used in e-learning are quite effective. The advantages of online learning techniques might help us get through these difficult times. It is student-centered and provides a great level of time and location freedom. This article explores the revolutionary educational innovations in pandemic. It discusses the value of online learning, as well as SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis of e-learning modes. And classify the effectiveness of the online education. Also discusses the growth of EdTech start-ups during pandemics and natural disasters, as well as recommendations for academic institutions on how to deal with the issues of online learning in a crisis situation.

Keywords: e-learning, digital transformation, SWOC, EdTech start-ups

1.1 Introduction

The COVID-19 had both beneficial and negative educational consequences. Every day, the impact of the COVID-19 epidemic on the learning and well-being of education systems, children, and young people grows. People enjoy studying while spending time with their families. "Now is the time to improve protection of the right to education by rebuilding better, more equal, and robust education institutions. The goal shouldn't only be to get things back to how they were before the outbreak; it should also be to solve the weaknesses in systems that have long impeded schools from being effective."

1.2 Objectives

- To explore the revolutionary educational innovations in pandemic.
- To Conduct a SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis of online learning in the context of the Corona Virus pandemic and natural disasters.
- To classify the effectiveness of digital education during Covid-19.
- To investigate the growth of EdTech start-ups and online education.
- To give recommendations for how to make online learning work in a crisis situation.

2.1 Revolutionary Educational Innovations In Pandemic

As the lockdown is lifted and students prepare to return to their schools and institutions, it is critical to maintain protection and reduce the chance of further outbreaks. This section discussed the six breakthrough developments in pandemic to support education for the many issues encountered by students and instructors by organizations and governments during the corona virus pandemic. School-in-a-Box Kits in the Philippines to Camel Libraries in Ethiopia are among the innovations. The following are the revolutionary educational innovations in pandemic.

- Philippine Schools' School-in-a-Box Kits
- A Tree Classroom for Students in Koraput, Odisha
- Messaging Aids Parent Networking in Vietnam
- Camel Libraries to Support Education in Ethiopia
- Radio Aids Children in Indonesia
- Initiatives for Interactive E-Learning in Kenya

2.1.1 School-in-a-Box Kits by Philippine Schools

The Navotas Schools Division, a restricted division of 24 Metro Manila schools, has prepared a NAVOSchool-in-a-box kit for each student in a division sponsored by the Department of Education

and the City Government. Each elementary school student will get a container including educational packets, books, donated classroom supplies, a hygiene package, and toys provided by the Philippine Toy Library and other organizations. This kit is also one of the significant pandemic education advances.



Figure 1. School-in-a-Box Kits by Philippine Schools

The bundle also includes a parental guide to home study experiences as well as information on how to construct the learning environment so that children can study from home. Figure 1 depicts Philippine Schools' School-in-a-Box Kits.

2.1.2 A Tree Classroom for Students in Koraput, Odisha

Children in the Dudhari hamlet of Koraput, Odisha, have created inventive and precarious means to promote schooling as a result of poor cellphone service. It is now common to see tiny children with cell phones in their hands, awkwardly placed on tree branches, fighting to keep their balance while listening to lectures and taking notes. The desire to complete their studies, no matter what!



Figure 2. Tree Classroom for Students in Koraput, Odisha

The government's 'SikshyaSanjog' initiative, which tries to integrate youngsters in their education through the use of Whatsapp, is another one of the educational innovations in Bangladesh. Large-scale Whatsapp groups have also been established, in which teachers maintain connections with students and research materials are promptly shared. However, due to inadequate cellular networks, students are unable to use the government-provided services.

2.1.3 Messaging Aids Parental Networking in Vietnam

The online chat app Zalo is used to provide programmes for children and parents alike in the country of Vietnam, and is one of the innovations in pandemic to assist education. Zalo is one of the most popular messaging apps in Vietnam, with one in every five individuals using it, outnumbering others such as WhatsApp and Messenger. Figure 3 illustrates how messaging assists parents in connecting to networks in Vietnam.



Figure 3. Messaging Aids Parental Networking in Vietnam

Both voice and text messaging systems are utilized to complete activities for all children, including those with disabilities. These messages also ensure that parents or guardians have a toolbox full of resources to help them plan their children's schedules for the day.

2.1.4 Camel Libraries to Support Education in Ethiopia

As a result of COVID-19 restrictions on public assemblies, over 26 million Ethiopian kids are currently absent from school. The Camel Library was created as a solution to this problem by the Save the Children organization.



Figure 4. Camel Libraries to Support Education in Ethiopia

It is another vital mention in our list of pandemic education ideas that began in 2010 and now includes 21 camels, with the effort presently serving over 22,000 learners in 33 villages. Camel Libraries in Ethiopia to Support Education are depicted in Figure 4. The camels transport up to 200 books in wooden crates fastened to their backs, which are then delivered to children.

2.1. 5 Radio to help Children in Indonesia

Recognizing the positive impact of immersive and interactive radio on children's academic learning, Save the Children established KelasLintasUdara, a radio broadcasting show that involves local education experts in advocating for society to boost students' development through school closures.



Figure 5. Radio to help Children in Indonesia

Figure 5 shows the use of radio to assist children in Indonesia. It is one of the educational breakthroughs in the epidemic to support the education of Indonesian students. The services provide a venue for parents to share their experiences and perspectives on homeschooling and constructive parenting with their children. Projects of a similar nature are presently underway in Rwanda and Ethiopia.

2.1.6 Interactive E-Learning Initiatives in Kenya

As a result of the COVID-19 pandemic, educational institutions around the world have been forced to temporarily close in order to protect their personnel and students. More than 15 million Kenyan students are projected to study from home, prompting Huawei Technologies, a multinational technology corporation, to launch an eLearning project. Figure 6 displays Kenya's Interactive E-Learning Initiatives. The Learn ON initiative offers high-quality resources in an open forum, as well as supplementary money to ensure learning continuity. Thus, the six pandemic improvements to promote education around the world had been investigated.



Figure 6. Interactive E-Learning Initiatives in Kenya

During a pandemic, digital education has significant influence on numerous disciplines in social-economics around the world. We employ bibliometric analytic methods for over 2000 publications in the Scopus database relevant to digital education in the year 2020, when the corona virus is expected to spread globally. The discovery demonstrates that breakthrough educational innovations in pandemics, School-in-a-Box Kits for Students in Odisha's Koraput, Messaging Helps Parents Network in Vietnam, Camel Libraries in Ethiopia to Support Education, Radio to Help Children in Indonesia, Interactive E-Learning Initiatives in Kenya. The results suggest that evaluations identified four major groupings to investigate and discuss. 1) Digital Education Rapid Shift Online Teaching and Learning for the Covid19 Pandemic 2) Digital Education and Rethinking for a Sustainable Community During the Covid19 Pandemic; 3) Digital Education for Medical Education and Healthcare in Hospitals; 4) Digital Education and Digital Innovation Development During the Covid19 Pandemic. These findings are intended to benefit stakeholders who are studying and working in digital education during and after the Covid-19 pandemic.

3. SWOC Analysis

3.1 Strength

3.1.1 Maintains students' regularity and discipline

A virtual classroom requires students to arrive on time and to attend the lesson with an open mind. It has aided in the formation of a habit for them, so that they have a specific goal for each day and do not waste time on insignificant things. They are given homework and assignments to help them stay focused and disciplined in their study. As a result, online programmes ensure that students

continue to learn even when their institutions are closed.

3.1.2 Easily accessible from any location

Another significant advantage of online learning is that students can take classes from any location of their choice. To take the lesson, all they need is a decent internet connection, a PC, laptop, or a Smartphone. Students are no longer subjected to the daily annoyances of commuting to school. To join the lesson, they simply need to open their devices and sign in at the given time. Students' attendance has also improved as a result of this. Allow students to choose their own learning pace and ability.

3.1.3 Cost of education is reduced

This can be viewed as a significant advantage at a time when the epidemic has already impacted the budgets of many households. Online education have saved both schools and students a significant amount of money. Because the schools have been shuttered, the expense of their infrastructure and upkeep has been reduced. As a result, pupils' school costs have decreased, making education more affordable for them. Online education has significantly reduced the expense of transportation. Controlling and accepting responsibility for one's own learning pace might encourage certain students. It can alleviate the pressure of time and completion.

3.1.4 Students can keep away from distractions

Many pupils are self-directed learners who are easily distracted by large groups in the classroom. There may be some obnoxious kids in the classroom who will make it difficult for you to concentrate on what the teacher is teaching. In contrast, there is no such issue in online classes. Every student has direct interaction with the teacher, which aids in speedy learning.

3.1.5 Saves students from exposure to infections

Pupils in virtual classrooms do not need to attend to school or interact with other students. This prevents them from contracting any form of infection from others, which aids in the maintenance of a strong immune system. Furthermore, being at home allows children to eat fresh and healthy foods all day, which is essential for building their immune system and fighting any Covid symptoms.

3.2 Weakness

3.2.1 Screen exposure may cause health issues among students

Students must sit in front of their devices' screens for extended periods of time during online sessions. Classes may last 4-5 hours, which can be exhausting for students. Some students may have vision problems. Many students may have headaches as a result of prolonged screen exposure. Delays and failure to attain learning outcomes might result from poor time management. Students may acquire improper posture and other physical problems as a result of learning in front of a screen.

3.2.2 Students struggle to focus on the screen

One's gadget must be linked to the internet in order to take online classes. This makes many social media and other sites freely accessible, which becomes the most distracting factor for pupils. Thus, the most difficult difficulty for students while listening to online lectures for long periods of time is to maintain concentrate. Control and accountability may be challenging for inexperienced students. Such circumstances can be avoided by remaining an active learner and engaging in meaningful and relevant dialogue with the teacher.

3.2.3 Network breakdown and other technology issues

This is possibly the most common and significant downside of online learning. Despite the fact that countries have worked much harder to establish a good internet system, a constant connection with adequate speed remains an issue in many smaller cities and villages. A broken internet connection or a limited internet range can disrupt the child's learning. Students may be discouraged from attending lessons on a regular basis and studying their curriculum as a result of this.

3.2.4 Lack of social interaction

When children are in school, they can learn a lot from their peers. They learn to be patient, overcome disappointment, and compete while spending time with their classmates. Many students make it a practice to improve their learning by participating in group studies and vibrant group discussions. In an online class, however, there is little to no physical interaction between students and lecturers. Learners may be unable to learn in the absence of instructions and guidance from teachers. This might lead to children feeling alone, which can have a negative impact on their grades.

3.2.5 Increased the responsibility of parents

Online education has increased the responsibilities of parents of students by requiring them to supervise their children more carefully than was previously done by teachers in the classroom. They must keep an eye on their children to ensure that they are paying attention in the virtual class and not wasting time on other things. Because of the additional function of the invigilator, many parents are finding it difficult to manage their own work and their children's lessons at the same time.

3.3 Opportunities

Digital transformation can help improve communication and education. Collaboration between the school and the family is critical. Integrating ICT into teaching practise can improve the learning process's effectiveness. While studying the resources, students can improve their ICT skills. When children are taught how to utilise the internet critically, their performance can improve. The internet can be utilised to help in communication and education. Outside of the classroom, ICT can be adopted and utilised. One of the benefits of utilising ICT is the ability to look up information. The teaching style is critical. Students must be more engaged and conscious when it comes to using ICT for studying and communicating (Comi et al., 2017).

Mobile-based assessment is also regarded as an example of ICT implementation and digital transformation in education. Medical, biology, engineering, mathematics, scientific technology, and other subjects can be taught utilising digital transformation (Alrofouh et al., 2019). A smartphone can also be used for mobile learning. When utilised correctly, a smartphone can help with academic success (Amez & Baert, 2020). Specific teaching techniques can improve pupils' performance (Andrey Zakharov, Martin Carnoy, 2013).

Laptops and mobile phones are examples of mobile technology used in learning tools (smartphones). These devices are transformed into learning tools with enormous potential for improving the learning process. According to a meta-analysis and study synthesis of 110 experimental scientific publications, mobile devices are useful tools in the classroom and for outdoor learning (Sung et al., 2016).

The use of ICT in learning can improve learning competency and convenience. Based on the study contract and deadline, students can complete online evaluations at any time and from any location. A physical presence is not required for online learning. It is possible to do it asynchronously (Kyriazi, 2015; Pokhrel & Chhetri, 2021; Wei et al., 2021).

Some teaching methods are superior to others. The type and quantity of specific homework also play significant roles. The type of coursework and technology employed are critical. Students should be assigned assignments and tasks that are appropriate for their level. Specific methods of evaluation and assessment must also be explored (Andrey Zakharov, Martin Carnoy, 2013). Solving difficult problems Students should be educated about the 1st INTERNATIONAL CONFERENCE ON EDUCATION AND TECHNOLOGY "Beyond the New Normal Challenges in the World of Education Towards Society 5.0" in order to improve their success and comprehension (Abidah et al., 2020; Anix & Fauziyah, 2018; Eichmann et al., 2019).

Training is required for digital transformation. The finest training begins as soon as possible. Training at the high school level, for example, will be superior to training at the university level. The active participation of the students influences the learning outcomes. To achieve intelligence excellence, behaviour and competency are essential. Students should improve their skills in independent learning, recognising, and evaluating relevant scientific knowledge. As a result, success in the learning process necessitates the cooperation and collaboration of all instructional staff. Special courses are necessary to supplement learning activities. Online evaluation of learning outcomes necessitates evaluation of the learning process (Lile & Bran, 2014). To complete the teacher's assessment, self-assessment and peer-review assessment are required (Lile & Bran, 2014; Santos et al., 2016).

To measure the pupils' abilities, a technology-based assessment (TBA) might be employed. This type of assessment is used by huge colleges and foreign schools all around the world. Online evaluation, on the other hand, necessitates both student participation and teacher belief. According to a survey involving 494 science teachers and 1774 students from 32 schools, student interaction is critical in learning activities. The pupils' computer proficiency is very important in the learning process (Chien & Wu, 2020). Teaching pupils to adapt to instruction is a critical skill that teachers must learn. Conceptual learning must be supported by motivation and metacognition. Some difficulties include a lack of time and materials, as well as a lack of teaching expertise (Izci & Siegel, 2015).

Behavioral intervention evaluations, such as computer-assisted learning, frequently find beneficial impacts throughout all stages of the school life cycle, but they are typically less than those observed with the most effective computer-assisted learning models. Concurrently, technology-enabled behavioural interventions, such as large-scale text message campaigns, are often very low-cost to conduct and have immense potential as a cost-effective educational technique. In the future, researchers should concentrate their efforts on determining when technology-based behavioural nudges are most successful. With the emergence of new technologies such as machine learning, we can do more research to help us determine the root cause of the problem. Students enrolling in online-only courses may struggle to learn.

Mixed learning outcomes, on the other hand, are frequently equivalent to those of completely in-person courses. This demonstrates the feasibility of combining online and in-person learning at a low cost. As the online learning sector grows, a new study is needed to explore how new models, such as MicroMasters programmes and nanocredentials, may impact or democratise learning. The educational technology sector is rapidly evolving, and cutting-edge tools and apps are sometimes considered obsolete after only a few years. When making purchase decisions, school officials frequently look for resale value (Escueta et al., 2021). MOOCs (Massive Open Online Courses) are another sort of online learning that may be beneficial (MOOC). This form of learning necessitates active learning and student willingness to apply the Freedom To Learn Program (Irene et al., 2020).

3.4 Challenges

Many countries have embraced computer-assisted instruction and technology in the classroom. Recent studies had been conducted. According to the findings, there was some potential theoretical insight and an increase in the students' achievement. The first hurdle is for teachers to prepare learning materials. Slides and tests should be thoroughly prepared ahead of time. The materials must be provided as efficiently as feasible. These behind-the-scenes operations are critical. The well-prepared materials will have a significant impact on students' learning and achievement. These slides have the potential to make lessons more appealing. Students' willingness and interest in learning might be piqued by good audiovisual content. As a result, digital transformation in education can assist teachers in more successfully managing their teaching materials (Comi et al., 2017).

Difficulties in integrating digital transformation in education into practises are challenges in implementing digital transformation in education. The availability of equipment such as computers, software, tablets, or instructional programmes is insufficient to improve pupils' performance. Teachers and students must be digitally literate and have ICT abilities. ICT can be utilised to create interactive learning materials and to develop learning materials. Attractive audiovisual content is critical for effective classrooms. Teachers' aid in guiding students through the use of educational software is crucial to increasing students' achievement (Apriani et al., 2020; Comi et al., 2017; Honggono & Nuryanto, 2020).

Student-Centered Learning is an important principle that must be practised. It is a significant difficulty when it comes to establishing online learning. Issues pertaining to real-life difficulties should be given in order to develop students' competency. Teachers can assist pupils in developing critical thinking skills. This will be useful when the kids go to work in the future. The good influence of critical thinking while adhering to Student-Centered Learning will be achieving a professional attitude in one's future employment (Puscas, 2015).

The primary online learning technology is e-learning (electronic learning). The teacher is no longer the primary focus of learning. Students should engage in active learning. Students can study anywhere, at any time, and on multiple occasions with e-learning. The technologies used to enable online learning are computers, laptops, or cellphones. The advantage of online learning is that it saves travel time (Ferri et al., 2020). E-learning necessitates internet access, satellite communication, and cellphones. Open Educational Resources (OER), Flipped Classroom (FC), blended learning, and Massive Open Online Courses (MOOCs) are some of the principles used (Bal & Gupta, 2020).

OERs follow the 5R model, which stands for Retain, Reuse, Revise, Remix, and Redistribute. The ability to download content is referred to as retention. Being able to reuse content implies being able to utilize it in a lesson or create a video. The ability to edit or translate text is referred to as revising. The term "remix" refers to the ability to combine two or more pieces of content to generate a new piece of content. Being able to redistribute content means being able to share it with others (Bal & Gupta, 2020).

According to researchers, the digital divide is about being able to integrate digital technology into important social activities and realizing its benefits, rather than simply having access to or using it. Young people must comprehend and be able to make informed decisions about how to use digital technologies in meaningful ways in their daily lives. In addition, we believe that the digital divide has an impact on the design and development of such technology. It is vital that the next generation approaches digital technology critically and effectively, which means they should consider how it could and should be rather than simply accepting it as it is. The following criteria must be met in order for this to occur:

Despite the greatest efforts of governments, the education sector, students, and parents, remote learning is expected to face five challenges.

- Infrastructure limits online education. Because of the enormous number of students and professors utilising the online platform at the same time, the network can become overcrowded, resulting in crashes. Furthermore, gaps in the infrastructure of information and communication technology (ICT) may be significant and cause problems. Network coverage is limited in distant areas, which might contribute to educational inequalities.
- When a significant number of students and teachers use the online platform at the same time, the network can become overcrowded, and crashes can occur. Infrastructure gaps in information and communication technology (ICT) may potentially be considerable and generate problems. In remote places, a lack of network connectivity might result in educational disparities.
- Online educational technologies are currently underutilized; online courses are viewed as an adjunct to traditional learning. When offline learning is used as the primary mode of instruction, it can be difficult to complement it.
- Online learning can have an impact on educational quality. Teachers may be cautious to apply these new methods since they have no past experience with online education. Teachers' attitudes about technology use, as well as their willingness to learn about new online tools, can vary.

- When teaching and studying at home, both teachers and students have problems. A home setting, for example, may not be conducive to learning owing to noise, housekeeping obligations, and other distractions, making it difficult for children to pay attention and complete their activities and schoolwork. Teachers may not have had enough room to conduct online learning, and distractions may have hindered their effectiveness. Finally, bad hardware and a shaky home network connection may have an impact on teaching and learning.

It is unknown which teaching approach and methodology would be most beneficial for online learning. While "Suspending Classes Without Interrupting Learning" helps to prevent fast copying of offline curriculum to online education, there is still no widely accepted consensus on how teachers and students should avoid such copying. More research is also required to determine how to account for and include the specific characteristics of online education into daily online teaching and learning.

Education is strongly linked to innovation and is driven mostly by a desire to contribute to social and economic prosperity. During a pandemic, digital innovation serves as a platform for digital education in teaching and learning, as well as information and knowledge transfer to the community. To adapt to the changes imposed by new technology, digital transformation in the education sector has needed the involvement of long-term management.

4. Edtech Start-Ups and Online Education

EdTech start-ups are quickly becoming a major business area in India. Let us look at some of the start-ups in the education industry in India that are progressively rising and altering the globe in terms of the Indian education landscape. The following is a list of the best EdTech start-ups in India.

Ed – Tech Companies of India.

- Byju's
 - Toppr
 - Vedantu
 - Meritnation
 - Unacademy
 - UpGrad
- and many more like these.

A Brief Overview of Some Ed-Tech Companies in India:

4.1 BYJU'S – Think & Learn Private Limited

BYJU'S is a Bangalore-based EdTech start-up created in 2011 by Byju Raveendran. It currently has \$5.4 billion in total equity. BYJU'S has also received other honours, including the CRISIL Emerging India Award and the Deloitte Technology Fast 50 Award, and is available on both the Android and iOS platforms.

BYJU'S Classes is a learning software that offers preparation for competitive admission exams such as IIT-JEE, CAT, UPSC, GMAT, GRE, Engineering & Medical, as well as supplement courses for grades 6th to 12th. BYJU'S provides online and tablet classes with multi-test and assignment

answers, personalised feedback, and in-depth analysis. According to the firm, after using BYJU'S app, 93 percent of parents noticed a significant improvement in their children's academic performance. BYJU'S has 15 million registered users, with 9 lakh paying annual subscriptions and an 85% renewal rate. According to the firm, the average app engagement rate is 53 minutes per day.

4.2 Toppr

Toppr is a Mumbai-based startup started in 2013 by Zishaan Hayath. Goal-based learning, adaptive question practise, a performance report, concept sheets, and previous year question papers are all included in the Toppr app. It also provides courses for medical and engineering exams, board exams, and Olympiads. Toppr is an online test preparation tool for students in grades K-5 through K-12 that focuses on school curriculum syllabus and admission examinations like as JEE, UPSC, NEET, SAT, and others. It provides structured courses that include interactive video lectures, practise question sets, professional doubt clearing, and an all-India test series.

4.3 Vedantu – Vedantu Innovation Private Limited

Vedantu is India's biggest online teaching platform, allowing students to learn LIVE with some of India's best-curated professors. Vedantu's distinguishing feature is the calibre of its teachers. It boasts 500+ professors who have taught more than 1 million hours to 40,000+ students in 1000+ cities from 30+ countries. Vedantu was formed by IITian friends who have been teachers for over 13 years and have taught over 10,000 students. VMSI Krishna, Anand Prakash, and Pulkit Jian, the founders of Vedantu, launched their first enterprise in education, Lakshya, in 2006, which was eventually bought by a publicly traded firm called MT Educare (Mahesh Tutorials) in 2012. The founders of Lakshya taught and supervised over 10,000 students and educated over 200 teachers.

4.4 Meritnation - Applect Learning Systems Private Limited

Pavan Chauhan launched Meritnation, an online education start-up based in Delhi, in 2008. It has evolved into one of the most effective websites for online learning. They provide learning content for children in grades 1st through 12th - CBSE, ICSE, and other prominent state boards. Meritnation offers study materials, tests, proficiency tests, and Olympiad packs to its consumers. It provides a full social network experience for education, and the app analyses each student's progress and presents tailored recommendations as well as analytical data reports to highlight areas of strength and growth.

4.5 Unacademy - Sorting Hat Technologies Private Limited

Unacademy is a Bangalore-based EdTech company that provides an online learning marketplace for courses and was started by Heemash Singh, Sachin Gupta, and Gaurav Munjal. In 2015, the YouTube channel was moved to an online learning platform. Despite this, you can still discover a lot of educational films on their YouTube channel. Hemaash Singh founded Unacademy in 2010 as a YouTube channel, and it has since grown to become a household name in India's education technology business. Unacademy is an Indian e-learning start-up. More than 30,00,000 (3 million) students have received lessons from Unacademy. They have partnered with some of the most well-

known and experienced educators to instruct the kids. There are approximately 2400 online courses available.

The majority of the courses on this site are free. Unacademy's mission is to provide all education in the globe for free, and it has delved into a variety of sectors such as Banking, CA, CAPF, UPSC, CLAT, CAT, JEE, Pre-Medical, and more. The video tutorials are available in a variety of languages, and students may follow tutors and purchase courses directly from their homepage. The majority of their business plan is based on their platform's Plus Subscription function.

4.6 UpGrad – UpGrad Education Private Limited

UpGrad is an EdTech portal that offers higher education programmes online. They offer an immersive learning experience through the use of cutting-edge technology and well-designed courses. Ronnie Screwvala, Mayank Kumar, Phalgum Komapalli, and Ravijot Chugh created UpGrad in 2015. UpGrad was founded in 2015 on the belief that in an ever-changing market, professionals must constantly upskill themselves in order to remain relevant.

Table 1. Ed – Tech Start-up Companies of India

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5. Classifying Effectiveness Of Digital Education During Covid-19

This study primarily includes an overview, detail, and thorough strategy to identifying literature about the effectiveness of digital technology in education during the Covid19 pandemic crisis based on database classification with a critical process to find genuine work done on the topic.

5.1 Digital education quick shift online teaching and learning for during COVID-19 pandemic

Despite the fact that digital education has a growing list of enormous benefits such as increased accessibility and outreach for teaching and learning, cost and time savings, flexibility in location, cost savings in terms of travel, and making education more inclusive, digital education was not fully implemented in the educational system until the Covid19 pandemic hit the world. For starters, digital communication platforms are useful tools for educational institutions that survived, and even won, the Covid19 crisis. Digital education has provided a platform for teaching and learning to continue for student achievements; during a pandemic, digital education was practised at all levels of the education system, from preschool to higher education, and it is projected to be applied to resilient post-COVID-19 by strength benefits for stakeholders to satisfy.

The posts or discussion (text/image/poster) and videos one way and multiple ways together virtual meeting discussing these all-educational institutions or schools share are more focused on either the press gentry or the public information model. Digital communication is used to guide, inform, and support staff and students as they transition from face-to-face to online classes via digital platforms, either asynchronous or synchronous; virtual experiment films are also a tool to support students in this situation for learning attainment. According to these studies, integrating learning theories with technology has changed students' thinking and ways of creating information, and as a result, learning achievement is rising and kids are growing up. Several research have emphasised online learning approaches as a means of engaging and promoting students' learning satisfaction and achievement.

Another advantage is that digital education is used to ensure that students in their final year can continue with their education and graduate as planned when they are forced to stay at home due to the corona virus. This supplies a considerable number of high-skilled labour resources for the labour market, particularly for digital employment, and contributes to national economic development around the world. Computer communication skills are reviewed for students studying accomplishment and career development. Aside from teaching and studying, digital education connects researchers all around the world to a variety of interesting topics. With national borders closed and cross-country travel limited, the evolution of digital education creates a new platform for global exchange and knowledge sharing. Virtual international conferences are being implemented in many universities across the world, creating ample space for staff and students to share and discuss; global classes are taking place all over the world.

Remote education studies revealed some problems, in addition to the benefits of digital technology for teaching during the Covid-19 pandemic. Teachers face a difficulty in terms of being prepared to use technologies to engage with students and online teaching methodology when full online teaching and learning is implemented during the Covid19 pandemic. Students' learning performance as measured by online learning assessments reveals issues, particularly in medical

education. Some disciplines related to physical skill development are confronting many challenges, such as sports education and medical practice. Some institutions failed to achieve student achievement during the early semester epidemic, with over half reporting that they reduced the expected level of work for students (including eliminating assignments or tests) and switched to a pass/fail model of online learning. This teacher education force is undergoing innovative training in order to adapt to the future digitalization of education.

This teacher education force is undergoing innovative training in order to adapt to the future digitalization of education. Solutions for improving learning outcomes through distance education are also being discussed, such as universities reshaping curriculums and outcomes, as well as providing adequate facilities for technical equipment to run smoothly, teachers and students investing enough time, training, and practice for readiness, as well as critical digital pedagogy: student engagement, involvement, and participation in online learning activities is critical for success in online courses devising.

5.2 Digital education during pandemic and rethinking for sustainable community

When children are required to stay at home and parents are required to work from home due to the COVID-19 epidemic, schools are closed, and digital education evolves to give a platform for pupils to continue to be educated through online learning. More than millions of youngsters around the world have continued to learn at home in order to broaden their experiences and gain constructive knowledge for long-term community development.

The pandemic has demonstrated how communities can educate children; parents serve as teachers, supporting children at home or learning from one another via a digital platform. Digital education has not only assisted children's learning, but it has also had a significant impact on the human capital labour market for training, knowledge sharing, and experience related multi-fields for eco-social community development, such as online business, online transportation, especially in low-income areas or villages, and most women quickly learn how to use online business from a digital technology for enhancing knowledge to self-care, protecting, and maintaining one's life.

People in developing countries must swiftly gain new knowledge and skills in order to obtain lawful employment. When the digital economy creates new career opportunities in the workplace, digital technology is the greatest option. As a result, members of the community began to learn and find work, such as drivers and customers learning how to use the app for transportation; factory workers learning how to manage their jobs when they work from home; and restaurants opening online services and delivering food to homes during lockdown times. During a pandemic, digital education helped to improve the digital competency of community workforce members, allowing them to adapt to the new digital working environment. Another advantage of digital education is that it reduces psychological and psychiatric issues in some people and promotes peace and safety when a pandemic crisis badly hits the community. However, several concerns surround the challenges of sustainable growth based on digital education. The availability of Internet access in the community becomes an enviable aspect for people to communicate with one another during lockdown.

The pandemic allowed community officials to rethink school functions as well as re-imagine and re-design education for the future; before to the pandemic, knowledge was mostly imparted to pupils from teachers in schools. During a pandemic, however, digital education creates a blended learning environment for education, even if it is aided by TVs, cellphones, feature phones, laptops, and tablets. Google Classroom has created a slew of integrated learning platforms that can be readily linked to YouTube, Lexia, Khan Academy, and other educational resources.

Members of the community use digital tools to construct virtual storytelling sessions that contribute to knowledge sharing for long-term development. Some academics examined financial resources and financial management for children from low-income homes in order for them to have access to adequate digital tools, as well as equitable educational opportunities. According to Iyengar R. post-COVID-19, education systems should acknowledge community-driven support systems, employ technology to bridge the digital divide in learning, and achieve educational equity for all students worldwide.

5.3 Digital education for medical education and healthcare in hospital

During the Covid19 epidemic, digital education has a direct impact on medical education. The pandemic has caused extensive disruption in medical education and professional training, with instances including reduced instruction due to the redeployment of medical educators to clinical care, as well as quarantine and the impact of disease on medical educators and students. The reason for this is that a large number of professors, doctors, nurses, and students who are involved in activities for patient treatment in hospitals are suddenly facing an increase in the number of deaths caused by a coronavirus, especially this virus outbreak in the world, which poses serious risks to hospital staff and students.

As a result of the Covid19 pandemic's huge impact on medical education, significant changes have occurred, and digital education has been immediately implemented innovatively to preserve teaching and learning in a challenging environment. These encounters range from clinic and ward rounds to interactive patient sessions to training in interpersonal and interprofessional communication and clinical skills that programmes must alter to accommodate digital education. Instead, readily available technology such as videos, podcasts, rudimentary virtual reality, computer simulations, and serious games are assisting educators and facilitating student learning and training in these areas. With real-time mobile video tools and apps, medical educators may remotely advise students. Simple internet platforms, such as websites and blogs, can provide basic information while also providing chances to host films demonstrating critical skills, such as procedural clinical skills and communication.

The application of emerging educational technology, such as artificial intelligence for adaptive learning and virtual reality, is extremely likely to be critical components of revolutionary change and the future of medical education. These innovations in the medical education continuum have primarily replaced current techniques to providing medical education, pushed by the urgency to implement a workable and practical answer to the crises, with educators using ordinary technology. In general, the current response to the pandemic has been increased awareness and acceptance of currently accessible technologies in medical education and the broader education sector.

5.4 Digital education and digital innovation development during COVID-19 pandemic

Education has a strong correlation with creativity and is mostly motivated by the desire to contribute to social and economic growth. During a pandemic, digital innovation provides a platform for digital education in teaching and learning, as well as the transfer of information and knowledge to the community. Without a question, digital education provides the finest environment for professors, teachers, and students to generate innovative ideas and products for the advancement of digital innovation.

Digital innovation has a tremendous impact on social developments during a pandemic. Although professors and students work from home via digital education, there are many challenges in "movement control order" by lockdown policies applied globally to prevent epidemic outbreaks, and there is an emerging digital innovation product to assist social people in safe by healthcare and overcoming the difficult situation. Simultaneously, digital innovation in universities is utilizing the power of collaboration and collective intelligence to design and execute more robust and durable entrepreneurial activities. Digital innovation is linked to the digital entrepreneurial ecosystem in training by emphasizing the integrated digital-output and digital-environment perspectives.

In order to adapt to the changes imposed by new technologies, digital transformation in the education sector has necessitated the engagement of long-term management. To begin with, when digital finance has become widely used in economic systems around the world, —many apps created for use on smartphones in digital servitization innovation conveniently and effectively during a pandemic. Following that is a market method for achieving long-term industrial development. Digital innovation is strongly linked to long-term industrial development, and technological innovation helps to bridge the gap between flexible environmental policy and long-term economic development. Following that, diverse digital engineering creates products such as robotics, nanotechnology, synthetic protein, cellular agriculture, gene-editing technology, artificial intelligence, block chain, and machine learning that have an impact on a variety of fields such as agriculture, industry, and hospitals. This results in the development of interpersonal abilities among higher education students when employing information and communication technologies for digital innovational learning and outcomes.

6. Recommendations

6.1 Phone monitoring apps and protecting family in the digital age

Smartphones have definitely simplified many parts of life for our multi-tasking society. However, for parents, the same smart phones have exposed their children to possible risks and dangers that necessitate continual supervision. The good news is that there are numerous free and paid phone monitoring apps available to assist parents in keeping a digital eye on their children and protecting them from improper information, online predators, and other cyber risks. Parental tools features and capacities are available in phone monitoring apps. Here are some of the most important features to look for in parental monitoring software.

6.2 Internet controls

The internet is full with important information, and youngsters may need to utilize cellphones for school research at times. That is why it is critical to utilize a parent monitoring programme that only allows you to block and filter out Web Pages containing unsuitable content.

An outright ban on internet access is counterproductive. More complex programmes scan pages in real time and block them if they include banned terms or subjects. Some surveillance apps even capture the photographs or videos your children view and provide screenshots of their screens.

6.3 Communication monitoring

According to a 2010 study conducted by the University of New Hampshire, 9% of youngsters who use the internet received unsolicited sexual solicitation. If you want to be sure your child isn't one of them, you'll need a full phone surveillance programme that includes chat and text monitoring. These programmes can notify parents if their child attempts to reveal personal information, log their keystrokes, and email parents a transcript of both sides of text and chat conversations.

6.4 App blocking

According to the New England Journal of Public Policy, because applications are popular with children of all ages, it's no surprise that online predators frequently approach children through chat rooms, social media apps, or the chat component of a game. Parental controls can restrict certain apps, take screenshots of children's screens, and listen in on chats.

6.5 Control interface and alerts

Parents, believe it or not, cannot be glued to their phones at all times. As a result, an online portal that parents can access via computer is an important phone monitoring software function. If your youngster engages in illegal activities, some applications will send you an alert to your phone. If you receive an alert, you can lock down your child's phone.

6.6 Screen-time management

For good reason, screen time is one of the most talked-about, hot-button problems surrounding children and cellphones. A JAMA Pediatrics study indicated that spending too much time in front of a screen can impair a child's ability to develop healthily.

A screen time management system is included in almost every child monitoring software on the market. When a child surpasses the predetermined amount of screen time, there are a variety of consequences, ranging from fully removing phone access to allowing youngsters to request more time.

6.7 Reduce some parenting anxiety

Smartphones will only become smarter as technology improves. Parents must ensure that their phone monitoring app stays up with evolving technologies. When used to their full potential, phone monitoring applications, in conjunction with attentive and involved parenting, can protect families from the risks that present in an increasingly interconnected world.

7. Conclusion

The groundbreaking educational breakthroughs in pandemic were investigated in this study. The SWOC (Strengths, Weaknesses, Opportunities, and Challenges) examination of online learning was carried out in the context of the Corona Virus epidemic. During Covid-19, the effectiveness of digital education was graded. It was assessed the expansion of EdTech start-ups and online education. Recommendations were made on how to make online learning work in a crisis situation. Both digital education and traditional schooling have advantages and disadvantages. Students will

be able to take ownership of their learning thanks to educational technologies. Students taking responsibility of their learning is the new normal of education, which is gradually taking shape. Finally, student's and teacher's infrastructure and abilities are impediments to digital transformation. Opportunities include extensive research scopes, changes, and creativity that can be pursued throughout the digital revolution. As a result, both teachers and students must adjust to the educational system's digital revolution.

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