



Post Covid-19 Pandemic- Challenges among Students in Higher Education in India

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ABSTRACT

The Covid-19 pandemic caused trouble in developing countries such as India. It has significantly disturbed the education sector, which is a significant determinant of a nation's economic future. Human society has been forced to maintain social distance. People have been forced to sit inside. As a result, the pandemic was disrupting the teaching-learning process. Online learning is the best solution during this pandemic situation. Teachers can use virtual classrooms to teach from home with all the necessary tools which makes online sessions as effective as traditional ones. This article highlights different tools adopted by government for seamless education in the country. And also highlights different challenges created by post Covid-19 among students in higher education. The study is descriptive in Nature.

KEYWORDS: Higher Education, Post Covid-19 Challenges.

I. INTRODUCTION

The deadly coronavirus pandemic caused the majority of world's educational institutions to close their doors in March 2020; by the end of the month, 185 nations had done so, affecting 90% of the world's students. This month has always been remembered in the education community as the closure month. Earlier than we think, the COVID-19 epidemic will alter the course of humanity. Perhaps over time, the way our governments, institutions, companies, and people think and perform may completely shift.

The higher education sector is one of many economic sectors that is currently going through a tectonic transformation. Due to the pace of these closures and the quick transition to remote learning, there was insufficient time for planning or contemplation on both potential risks to prevent and potential possibilities to take advantage of. Both institutions and students are under pressure to reinvent teaching-learning by going exclusively online in order to avoid wasting academic time. Every crisis brings with it significant challenges and opportunities for transformation of prior academic crises have shown that it is feasible to improve after a crisis. What numerous visionaries and academic technologists have been predicted is currently taking place.

That should be obvious that the pandemic has affected the traditional chalk-talk teaching method that was based on technology. Policymakers are being compelled by this disruption in the way that education is delivered to consider how to increase engagement at a wide scale while ensuring inclusive e-learning options and blending the digital divide. It is essential for the Indian higher education system to reflect, take

constructive action to address the issues, and assume responsibility in these challenging circumstances to show their dedication to society.

II. OBJECTIVES

- Enlighten various online tools or platforms adopted by educational institutions during the pandemic Covid-19.
- Enlist post Covid-19 challenges among students in higher education.

III. METHODOLOGY

The data and information used in the current study were gathered from a number of reports on the Covid-19 pandemic that were written by national and international organisations. Information and data about the various effects of Covid-19 on the Indian educational system are gathered from numerous reliable websites, journals, and electronic resources.

IV. ONLINE TOOLS/PLATFORMS ADOPTED BY GOVERNMENT

Due to the increasing demand for education, the current conventional educational model cannot meet everyone's needs. Some students are unable to pursue higher education simply because their financial situation prevents them from doing so. The most economical way of higher education is open and distance learning. Because it has the ability to effectively reach a significant percentage of the unreached, underprivileged, and needy, the open and distance learning system has emerged as a viable alternative to the conventional system. The system of open and distance learning has several benefits particularly during the lockdown. And ever since, its significance has only grown.

The various initiatives under National Mission on Education through Information and Communication Technology' (NMEICT) programme are as under:

- **SWAYAM:** The "Study Webs of Active Learning for Young Aspiring Minds" (SWAYAM) is a platform that offers online courses for students in grades 9 through 12 and up to and including post-graduate level. SWAYAM has provided 2769 MOOCs (Massive Open Online Courses) thus far. The online courses are being used not only by the students but also by the teachers and non-student learners, in the form of lifelong learning. It may be accessed on swayam.gov.in
- **SWAYAM Prabha:** A project called SWAYAM Prabha aims to offer 32 High Quality Educational Channels via DTH (Direct to Home) on a 24 hour base throughout the entire nation. It offers curriculum-based instruction in a variety of subjects. This is primarily intended to increase access to high-quality educational materials in rural locations where internet accessibility is still an issue. Website: <https://swayamprabha.gov.in/>
- **National Digital Library (NDL):** The National Digital Library of India (NDL) is a project to provide a single-window searchable virtual library of educational content. Through the NDL, more than 3 crore digital resources are accessible. Nearly all significant educational fields are covered, as are all significant learning levels, including lifelong learners. With over 20 lakhs active users, the NDL has more than 50 lakh

students who have registered. A smartphone app is now available for accessing the NDL. Website: www.ndl.gov.in.

- **Spoken Tutorial:** They are 10-minute audio-video tutorials on open source software designed to increase students' employment prospects. It is designed for self-study, has audio dubs in all 22 languages and an online version is available. Without the assistance of a physical teacher, the Spoken Tutorial courses successfully train a novice user.
- **Free and Open Source Software for Education (FOSSEE):** The FOSSEE initiative encourages the usage of open source software in educational settings. It accomplishes this through educational materials like spoken tutorials, documentation like textbook supplements, awareness programmes like conferences, training seminars, and internships, and instructional materials like these. Approximately 2,000 college students and instructors took part in this project, and more than 1,000 TBCs were produced in Scilab and made freely downloadable. Website: <http://fossee.in>
- **Virtual Lab:** The goal of the Virtual Labs Project is to provide a fully interactive simulation environment where users can conduct experiments, gather data, and respond to questions about the knowledge they have learned. About 225 of these labs are currently in use, have conducted more than 1800 experiments, and have benefited more than 15 lakh students.
- **E-Yantra:** The goal of the e-Yantra project is to make embedded systems and robotics education more efficient throughout Indian engineering institutes. Workshops that teach the fundamentals of embedded systems and programming are used to train teachers and students. Through this effort, more than 275 colleges in India have benefited. Website: www.e-yantra.org

V. CHALLENGES CREATED BY POST-COVID-19 AMONG STUDENTS IN HIGHER EDUCATION

The Covid-19 outbreak has significantly impact the education sector. All stakeholders in education have faced numerous obstacles as a result of pandemic COVID-19. New technologies will undoubtedly disrupt established paradigms, including those of classroom lectures, forms of instruction and modes of evaluation, as Covid-19 may lead the way for a better future. Some of the challenges are listed below:

- **Attention deficit:** Since the pandemic began, there has been a significant impact on the learning and social-emotional needs of students, resulting in poor focus and an irrational attitude. Additionally, fewer outside activities and more interior activities discourage students. Additionally, they could feel excluded from a peer group or college clique online, which in real life promotes competition and drives people to succeed. Anything done online suffers from a lack of focus since students multitask when listening to lectures online by checking their email, chatting with friends, and browsing the web. It is becoming more difficult to keep them interested in the lectures in class as a result.
- **Students are mobile addicted:** In covid-19, screen time had increased due to online classes for a long time. Along with attending classes, students also used to do other activities. Now the situation has become such that students spend most of their time on mobile, due to which the student's mind is now more engaged in mobile. Because of this the students became mobile addicted.
- **Less basic knowledge:** Due to not being able to take the exam in covid, mass promotion was given to the students. On the basis of these results the student got admission. When classes resumed in colleges and universities, it became apparent that students lacked a basic understanding of the subject.

- **Not able to attain descriptive exam:** Due to the lockdown, offline classes and exams could not be held. The educational institute has started taking classes and examinations in online mode. And the pattern of the exam was changed from descriptive to objective. Because of this students are finding difficulty in writing the descriptive exam. Students are not able to write continuously for 2 hours.
- **Psychological distress:** The pandemic has had an impact on student's well-being. More than ever, students struggle with stress, isolation, fear, and confusion. The psycho-social development of students is greatly influenced by their educational environment. As a result, by studying and interacting with their classmates, students gain a sense of belonging.

VI. CONCLUSION

Though the outbreak of Covid-19 has created many challenges for the education system. Many educational institutions have accepted the challenges and trying their best to provide seamless support services to the learners exploring better opportunities. Every challenge is an opportunity. Though post-Covid-19 has created many challenges for students. Educational institutions should arrange orientation programs for all learners in order to utilize the educational opportunities. Further Understanding the ways that youth of various ages are likely to respond to uncertainty, fear and stress. Understanding what to look for and how to identify students who may be struggling and need more support and how to request assistance. Incorporating social-emotional learning, and ways to cope with stress and fear into academic instruction and assignments every day. Post-Covid-19 education is expected to be the digital mode of education which may start a new era in the education sector of India. Further in-depth research may be undertaken to study the effect of Covid-19 on the education system.

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