

# Future Educational Challenges

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**Abstract:** *Innovation in teaching-learning process continues to happen with passage of time. From offline teaching to online teaching during pre-covid times to post-covid times has been an era of learning apps. Fortunes were made by those companies who could sell them to schools and other institutes. Yet with these learning apps and digitization on its way there are innumerable educational challenges which offline education starts facing in post-covid times. The nature of educational challenges and the impact it causes on the education system is discussed in the article. What in your opinion are the current educational challenges? How should schools, teachers and parents facilitate children to cope up with the changes in the educational expectations?*

**Keywords:** teaching, innovative learning, digitization in learning, educational challenges

## 1. Introduction

Teaching-learning process has undergone some of the greatest changes in post-covid era. In pre-covid period such innovation in teaching was unimaginable as there was no concept of online teaching. From March 2020 to March 2022 - two whole years taught how schooling could be done from home without wasting years (Major, 2020). Lots of innovations have come in these two years - digital literacy among children has increased manifolds, children who were asked not to spend over phone and laptop were forcefully dependent on them for educational purposes and parents had no other alternatives. As a result they are now the masters in these technological fields rather than their parents or teachers. God forbid such pandemic should ever come to earth again. After stuck up for two years at home these children though have joined physical classes are still addicted to phone not only for educational purposes but also for games, watching videos or be in social media every time.

## 2. Current Educational Challenges

### 2.1 Imbalance between efficiency and pace of learning

The biggest educational challenge is the imbalance between the efficiency and the pace of learning amongst students. The students or learners cannot cope up with the syllabus material in a definite time-frame (Brammer, 2020). Teachers cannot invest and extend 'n' number of classes for each and every student. The pace of learning becomes slow especially for the D and E category of students. (Annexure provided for Category of students at the end)

### 2.2 Disciplinary issues

When efficiency matters in class, teachers find difficult to shift to previous lessons and make them efficient first. It is seen in many cases that a child studying in Class 8 does not know the things of Class 4 or 5. This happens in every class and to every teacher and in every school. The concepts of Mathematics / Grammar or any subject don't get cleared at the right time. The teacher might have to explain previous things in upper classes. For this, disciplinary issues crop up in class. Weak students will always become problems in class. They don't tend to learn nor have that inclination. By their influence the class tends to get in disciplined. Offline and online education system

has created major gaps in last two years during lockdown period. Many learners could not or might not have attended classes and not understood many concepts (Toquero, 2020). These gaps are the main hindrances of understanding concepts of higher classes for which disciplinary issues amongst student's crop up.

### 2.3 Language and pronunciation barriers

Learners find difficulty in understanding the pronunciation and language of teachers if especially the teachers come from a different country or a place. This hampers in understanding a subject of the learners. The learners being of different ages have to adjust with different ears. This becomes a problem for learners to cope with the ever-changing learning environment (Meng, 2020).

### 2.4 Access to technologies

Learners have been using mobiles and laptops extensively these days. There are 'n' number of websites and apps which do not contain or provide correct information. It is difficult for students to judge the correct information. As a result they have a challenging mindset in classes since they think to know more than the teachers. The teachers have to face challenges constantly in class rooms. Teachers have to patiently handle these cases with students and inform all mistakes about websites (Wentzel, 2021).

### 2.5 Lack of technologies

In many cases it is found that teachers provide many study materials over whatsapp or Google Classroom for students to keep them updated with knowledge. But lack of technology shows that students or learners cannot learn fast. Only class lectures do not help to have thorough knowledge. So families which cannot provide Android phones for their wards suffer to get the updated versions of learning materials and become slow learners. They cannot keep pace with the teaching-learning materials (Code, 2020).

### 2.6 Threats from authorities of an institution

Institutions are no longer considered to be a very holy place as these privately managed bodies charge high from parents. Almost 30-40% of per capita income of an

Volume 12 Issue 1, January 2023

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average family goes for education. So these students get the right to say against any teacher even if they belong to (30-50) % range in securing marks. As they are fees payers they complain against any teacher who wants to teach them something in a different way. Any good teacher or who loves teaching will definitely think lots to make them understand the subject or topic or theme. But teachers get de-motivated if threats come from authority (Dewart *et al.* 2020).

### 2.7 Beliefs of authority in marks system

Authority or head of institutions is always in favor of awarding marks. That would make the school's name but do not check whether the child saying right or wrong. Strict marking or lenient marking has no value because if the answer matches with the question in terms of presentation, theme or subject then automatically marks will be awarded. But if it doesn't match and if student doesn't understand what has been asked in the question yet marks is demanded for writing something nonsense and the authority asks teachers to recheck and increase marks, then sorry to say that education is at serious threat. This happens in many schools (Murphy, 2020).

### 2.8 Adolescent students become judge

Students who are not even more than eighteen years old live in fool's paradise as they are adolescent and think that they know lots. Such attitude is shown only by adolescent students who are between (15 -18) years old. These adolescents always believe that they are deprived of marks and they should get it hook or by crook. This way of getting marks has become a system in the educational institutes. Less time to study and get more marks is their motto. They argue and try to convince teachers what they have written is right but forget that a teacher has walked thrice times more years on earth than these new learners. They are more experienced. They complain to authorities and authorities are sheer puppets in their hands (Pace, 2020).

### 2.9 Authorities - faithless on teachers

Another threat is that these puppet authorities will function on what students say. If students complain that the style of teaching of a teacher is difficult to understand (since the teacher is experienced and of higher quality) then instead of saying students to upgrade them, the authorities also dance with students in most institutes. The authorities instead of advising students to sit and study for extra few hours and make them to inculcate the value of hard-work will believe in them and if students don't want such teacher, then the teacher might be sacked from the institute. Such powerful are these self-judged adolescents who come to school for learning something (Chan *et al.* 2021).

## 3. Impacts of Such Challenges

### 3.1 Quality teaching suffers

The teachers do not want to be parts of any blame game in teaching-learning process. They adjust with students and give marks whatever students have written. As a result, no proper checking is done for evaluation. Teachers even if they know the correct thing do not point out the mistakes because they know that pointing such mistakes will ultimately have no value to students. Rather the thought is to keep students happy becomes their motto as they don't want to be in bad books in the eye of authority of any institute (Meng, 2020).

### 3.2 Appeasement policy taken by teachers

Teachers believe that they have come to make a living in the profession. Why to fall unnecessarily in the eye of students and authority to teach in a different way and check answer scripts thoroughly because the thought is when students don't want to learn, then let that thought flow in institutes. After all, authority has to be happy with the results of students and marks has to be awarded whatever the students write - whether that matches with questions or not, doesn't matter. Marks need to be given. Thus quality teaching and learning process suffers in every way (Wentzel, 2021).

### 3.3 Quality Man-power suffers in market

When it is time to learn and rectify mistakes, the students feel jolly happy to get marks from teachers. 90% scorers have increased manifolds from 80's to 90's. But these scorers suffer from quality - they neither can express themselves properly on any of their subject topics nor able to furnish a grammatically correct sentence for concrete communication. Talks are there for unemployment. Infosys Chairman Mr. Narayan Murthy or Wipro Founder-Chairman Azin Premji rightly has pointed out that teaching in schools and colleges suffer for which there is lack of quality people in the market. 'Jobs there, but dearth of quality man-power' is the voices of giant technos (Murphy, 2020).

### 3.4 Easy marks means easy money

Students become lazy in schools. Result of the above-mentioned factors for which these lazy students when enter into job market think that the companies are torturing them. Students, who were not into hard-grind from childhood days, cannot think, cannot analyse, cannot judge between the right or wrong will fall into prey of many stupid things when they enter into the job market. They should understand since childhood that from marks to money, nothing comes free - marks to money needs to be earned with skills that they need to develop before entering into job market. If such thought is ingrained in them through structured actions starting from school days, then automatically corruption will decrease in society (Code, 2020).

### 3.5 Society suffers

These lazy mindset people when find themselves into the medley of jobs tries to leave jobs and search for alternatives to make 'easy money'. Thus corruption begins from their sub-conscious minds to make easy money without working hard. All activities that we find like human-trafficking, running all pros centers, smuggling, scamming, digital cyber crimes, stealing etc. are all the results of failure mindsets who avoid stiff competition and be in the flow of easy-making-money-schemes. Corrupt society flourishes and a person is blamed at a later age. But the process starts from school till we can embrace some newer methods of teaching - like analytical teaching. Thus the corrupt society will exist and no Baba can cure it (Pace, 2020).

## 4. Suggestions / Recommendations

### 4.1 Teaching - an art

Teaching becomes different and constantly changes with experience. A teacher teaching for 5 years will mould himself or herself with time. Starting from simple explanatory and descriptive style of teaching a teacher can shift towards analytical style of teaching. Analytical teaching is done for Science subjects where constantly teachers have to explain, why it is done. When in literature such is done, this becomes analysis and higher qualities of brain activities depend on this thought process. In chapters nowadays, HOTS is included in many subjects - which is called High Order Thinking Skills. To develop this HOT Skill one has to be very analytical and logical in reasoning even while teaching literary subjects. English questions asked in MBA are all analytical. So market demands the children to be analytical yet due to students and school authorities such is hampered (Murphy, 2020).

### 4.2 Analytical teaching - an innovative style of teaching is the need of the hour

Apart from all informative subjects studying and teaching, teaching literature has also become very innovative. Constantly the reasons to find out why the author or poet has written this, the message he/she wants to communicate with students resemble values that they need to inculcate in themselves. Only simply explaining in a descriptive mode is not what is expected from a teacher nowadays. When the world demands a logical and analytical explanation such teaching style should be inculcated in schools. Everywhere reasons with cause and effect relationship needs to be told to students so that the reasoning and analytical power develops or becomes a part of life for these learners. No authority should discourage such style of teaching in any subject. That would develop the focus, attention, logical sense and above all the understanding power among students (Chan *et al.* 2021).

### 4.3 Questions should be more of analytical from school level

Analytical and thought-provoking questions should be encouraged from school level. When especially job market demands analytical reasoning and logical skills in all sorts of competitive exams then CBSE should introduce 2 papers in English - one literature and another writing skills but marks for finals can be averaged and given in exams - all analytical and reasoning questions with maximum MCQs as given in competitive exams.

## 5. Role of Schools, Parents and Teachers

- Schools apart from teaching the course or syllabus have a big role in developing the character of a child. If not taught in schools the right values by which one can take decision prudently then a child's character will be in shambles. Only educating in modes that help build character of a child will make them good respectable citizens and hope to get a corruption-free society (Brammer, 2020).
- Parents have to support schools in many ways. Not only in terms of their syllabus and marks but also in supporting schools for their wards' all-round development. Schools and parents should work together at all points of time for each other's benefits. Schools using hybrid mode of learning help parents to understand what is done in schools. Always this would bridge the gap between schools and parents (Meng, 2020).
- Teachers have to play dual roles. Friendly and strict nature both have to be adopted by them. They have to be innovative at every step and the teaching pattern will change as per the quality of students. Inculcating values in children through stories is what builds up their character. For instance, they need to understand the difference between 'joke' and "prank". Students have to be rightly separated by schools in different sections for better results and class management. Class is seen to be in pandemonium if all categories are mixed together. A and B can be in same section but C, D and E should be separate for better results (Code, 2020).

## 6. Conclusion

Parents, schools and teachers should play the role of motivator to students. They should always encourage them to learn the nice and wonderful things through analytical ways. Thought-provoking attitude should be developed in schools so that students have to think and answer questions. If a definition is asked, the students must know the reason behind the definition. Assertion, Reason or Statements and Reason should be the evaluation mode even for school students apart from competitive exams. All should work together to make this earth a better place to live in.

PS. Attached is the sheet of students' category -

category	Nature	Character	Marks Score	Remarks
A	SILENT, NOT AT ALL DISTURBING THE CLASS, LISTENS TO TEACHER, OBEDIENT, GOOD CONDUCT, WILL BRING BOOKS AND COPIES EVERYDAY	VERY STRONG, NEVER INDULGES IN CHEATING NOR TELLS LIES, DUTIFUL, SERIOUS, HARDWORKING	< 90%	Make the school proud by giving importance in all subjects.
B	GENERALLY SILENT, SOMETIMES DISTURBING THE CLASS, PARTLY OBEDIENT, GENERALLY BRING BOOKS AND COPIES EVERYDAY	STRONG, MAY INDULGE OR RARELY INDULGE IN CHEATING, RARELY TELLS LIES, DUTIFUL, SOMEWHAT SERIOUS AND HARDWORKING	70% - 89%	Try to make the school proud by giving importance to one or two subjects
C	TALKATIVE, DISTURBING THE CLASS, DO NOT LISTEN TO TEACHERS, HARDLY BRING BOOKS AND COPIES IN CLASS, DISOBEDIENT	WEAK, MAY INDULGE IN CHEATING, TELLS LIES, LOW SENSE OF RESPONSIBIITY, NOT VERY SERIOUS, NOR HARDWORKING	50% - 69%	Average students
D	DISOBEDIENT, TALKATIVE, DISTURBING THE CLASS, USELESS CHATS AND UNNECESSARY QUESTIONS, RARELY BRINGS BOOKS AND COPIES, POOR CONDUCT AND DISOBEDIENT	VERY WEAK CHARACTER AS THEY TELL LIES VERY EASILY, LOW SENSE OF RESPONSIBILITY, NOT AT ALL SERIOUS NOR HARDWORKING, STOOP TO CHEATING EASILY	30% - 49%	Below average students (Can fail in one or more than two subjects)
E	SUBMISSIVE, RARELY OPENS MOUTHS, DON'T STUDY AT HOMES, MAY BRING BOOKS BUT LACK OF UNDERSTANDING	TRIES BUT FAILS, NOT FIT TO STUDY IN NEXT CLASS, GENERALLY REPEATERS	BELOW 30% OR NEARLY SO IN AGGREGATE	REPEATERS

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Volume 12 Issue 1, January 2023

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