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Digital Education in Corona Crises: (A Study Based on Jalandhar City)

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***Abstract*: Second wave of COVID-19 had already swept India after its initial hit of the pandemic and definitely there will be a third wave of corona virus disease (Covid-19) in India once the Omicron variant starts replacing Delta as the dominant strain, according to members of the National Covid-19 Supermodel Committee .Lockdown imposed in country since 2020 with closure of all educational institutions has significantly changed the perspective of education in near future and a paradigm shift has been witnessed in the education sector during lockdown as e-learning came to the forefront, across the world with students and teachers have been forced to adapt to e-learning leaving the traditional classroom teaching, which they were not prepared for. As a result, a total of 320 million learners in India have been affected and moved into the e-learning industry, which includes a network of 1.5 million schools. With huge regional and household disparities in access to the internet and technology, many students and educators are reluctant to this transition. This situation has sparked a debate about whether e-learning is a good alternative to classroom learning. This paper aims to analyse how adversely did COVID-19 pandemic effected the education system of India and identify the arising gaps in transition from traditional to online learning and teaching process with addressing the efforts of Government of India to mobilize and support learning continuity and mitigate the impact of school closures, address learning losses and adapt education systems.**

***Keywords*: Digital learning, COVID-19, Digital Divide, pandemic.**

1. Introduction

As countries begin to emerge from the global COVID 19 crisis, which challenges our priorities, our way of life, and the functioning of our society. World Health Organization (WHO) declared the Novel Corona Virus Disease of 2019 (COVID-19), outbreak as a pandemic much late in March 2020 and without any prior warning, whole world was fighting with a virus, which changed the way we live, work learn and interact with others. Lockdowns, social distances, and stay-at-home orders were introduced as necessary measures to flatten the epidemic and control the transmission of the disease (Sintema, 2020).It is evident that the year 2021 is different because of the COVID-19 pandemic in year 2020, after facing strong public backlash back in 2020 for imposing a severe lockdown on short notice. After China, India is the world's second-largest school system, and the COVID 19 pandemic has been the worst shock to education systems in a century, preventing more than 1.6 billion children and youth from attending school for an academic year. To fight back the disruption of this pandemic, educational institutes across the country forced students to switch to the digital mode of education as a solution to fill the void left by classroom teaching but the fact is that transitioning from traditional classroom learning to online learning can be an entirely different practice for the learners and the educators, while preliminary data analysis indicates that online teaching is a non-starter for most students and institutions in India. This pandemic has provided us with an opportunity to pave the way for strengthening virtual learning in India and master the blended learning in Indian education system.

2. Objectives

1. To study the impact of corona crises on education sector of India
2. To understand the concept of e-learning and measure accessibility and adoption of online education platforms by students.
3. To identify the online communication tool used widely for virtual learning and teaching process during lockdown.
4. To determine positive and negative impact of digital education during pandemic.
5. To identify various challenges faced by students due to sudden transition to digital education.
6. To study the level of personal satisfaction of students attending online classes through various online teaching tools.
7. To determine the mode of education preferred by the students after pandemic.

3. Research Methodology

Researcher has adopted both qualitative and quantitative method of research for this paper. The paper is based on various Primary and secondary resources available to researcher. For quantitative data, researcher has conducted a survey among 50 students in Jalandhar belonging to different educational institutions. For qualitative data Reports from international organisations like WHO have been referred. Various articles

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and published in the Economic times, India Today, Times of India, The Economic times and The Print, with journals like IJMR, have been utilized in this paper. Researcher has also considered reliable websites for attaining accurate data and Information. To attain the objective of this paper, researcher conducted personal interviews (on telephone) with some educators to address their views pertaining to the objective of this paper.

1) Understanding the Concept of E-Learning

ELearning is defined as formalised training, learning, or education offered online using a computer and other digital resources such as computers, tabletsor even mobile phones that are connected to the internet. This allows users to learn whenever and wherever they want, with few, if any, limitations. E-learning is a network enabled transfer of skills and knowledge in which education is delivered to a large number of people at the same time or at different periods. Earlier, it was not accepted wholeheartedly as it was assumed that this system lacked the human element required in teaching and learning.
However, focusing on Education in Emergency in current pandemic, virtual learning have become significant in education sector. With rapid progress in technology and the advancement in learning system, it is now embraced by the masses.

2) Impact of Covid outbreak on education structure of India

According to UNICEF, the Covid 19 pandemic is disrupting education systems around the world, affecting nearly 90 percent of the world's student population. In India, more than 1.5 million schools have been closed due to a pandemic, affecting 286 million children from preschool to secondary education. This adds to the 6 million girls and boys who did not go to school before Covid 19. This interruption in education also has serious financial implications (INDIATODAY). According to UNESCO, the health crisis will bring more than 100 million children below the minimum level of reading literacy. The Government of India has announced the blockade and closure of educational institutions as a logical solution to enforce social distance within the community. However, this prolonged closure had disproportionately negative impact on the most vulnerable students. Schooling is supposed to look after the emotional, social and behavioural health of children, and also play an exemplary role in social inclusion and relative equality, which is diametrically opposite to social distancing norms. The COVID-19 outbreak had compelled all the schools and colleges across the country to adapt with system that they were not prepared for, and adjust with online teaching mode and educators have adopted “Education in Emergency” through online platforms like zoom, Google meet, Telegram, YouTube live, Facebook live, with the assignments being submitted through email, WhatsApp and other platforms. Open book examinations have been conducted by many universities for academic year 2020 and 2021 allotting aggregated marks to students which hindered their further growth and grades improvement. While the government endorses India as the flag-bearer of the digital revolution as supported by the recently drafted new education policy, e-learning platforms cannot replicate the various dialects, varied contexts and different lived experiences that are brought together by physical classrooms. Despite the central and state government initiatives, sufficient spending was not made to improve the digital infrastructure for distance learning. Born in 2019`20. From now on, India's first Post Covid 19 budget 2021 will be allocated. In 2021, the education sector will be allocated 93,224 million rupees, of which 54,873 million rupees will be allocated to school education and literacy, and 38,350 million rupees will be allocated to the higher education sector (INDIATODAY).The schools closure focussed on topics such as student loans, interactive learning programs, the educational and learner support system, lack in accessibility of internet and availability of electricity, food services and health services. Pandemics were difficult for educational institutions because payments were so poor. Many low-budget schools have been closed (Vijaya Mary Pothula, 2020)

An article published in The Hindu Business line on 17th February, 2021 revealed that an online survey conducted by Learning Spiral, an online examination solution provider, has found that over 50 per cent of Indian students, including those from urban areas, do not have access to the internet for online studies. The survey revealed that only 27 per cent of Indian households have access to the internet while only 47 per cent of the households have any access to the internet or a computing device (including smartphone). According to the MHRD report and National University of planning and administration, 260 million learners has been affected as infrastructure development is on a great fall back.

3) Operational burden of virtual learning

While online education has become a buzzword due to the Covid19 outbreak, India's Internet infrastructure is not ready to support change, according to a recent report by the global education network Quacquarelli Symonds (QS).The major challenge of remote learning is the gap in accessibility and availability of digital resources, internet connection and even more electricity as electricity is needed both for operating devices as well as for joining to the internet. While the government’s Saubhagya scheme to provide electricity to households shows that almost 99.9% of homes India have a power connection, but the picture is far less luminous. Mission Antyodaya, a nationwide survey of villages conducted by the Ministry of Rural Development in 2017-’18, showed that about 16% of India’s households received one to eight hours of electricity daily, 33% received 9-12 hours, and only 47% received more than 12 hours a day, which means while students with better means of living can easily bridge the shift to remote learning, However, underprivileged students can succumb to inefficiencies and lack of adaptation due to lack of access to technology. While a computer would be preferable for online classes, a smartphone could also serve the purpose. However, while the phone is useful for apps, it's not for tedious tasks or research. In addition, the 2018 NITI Aayog report found that 55,000 villages in India do not cover the cellular network.

4) Widening digital divide and gender bias

Penetration of digital technologies in India has been disorganized and exclusionary. The pandemic has not only caused the wide rift in educational inequality to balloon but also

intensified existing disparities and digital divide (World Economic Forum). Based on the 2017-18 NSSO report, a key indicator of household social consumption in Indian education found that less than 15% of rural Indian households have internet access (42% of urban households in India). Contrast).These data clearly suggest that more than half of the children will be left out of the online education course. The worst affected, as always, will be the marginalised, rural and poor populations. In fact, only 8% of all households with members aged between five and 24 have both a computer and an internet connection. The digital divide appears across classes, genders, regions, and places of residence. Only 13% of people (only 8.5% of females) surveyed in rural areas (more than 5 years) were able to use the internet. Girls in vulnerable families face increasing domestic obligations to lose access to online education due to inadequate access to the internet and devices, or because boys and their education are prioritized. This silent barring of children belonging to families in distress may cause child labour and child marriage. The gender divide in internet usage is also stark. As per the Internet and Mobile Association of India report, in 2019, while 67% men had access to internet, this figure was only at 33% for women. Discrepancies are more pronounced in rural India, with 72% and 28% for men and women, respectively. General inequality in virtual worlds can lead to widening educational disparities among learners if governments continue to teach online without the necessary support.

5) Impact on student's teachers and parents

School closures have far-reaching economic and social effects, not just on students, but parents and teacher also. It has been observed that attending classes at home have become troublesome for both teachers and students with lack of basic computing devices and slow internet connection, distractions and interruptions from family members. Virtual classes has increased stress in students as they had to sit in front of screens for a long time without any physical interaction with teachers and other students, so it is an unnerving task for students to keep up with their studies and peers. With increased screen time, Students could also face eye problems and headaches, which can slow down some students and they could lag behind in studies. As now the children had to stay at home, attending online classes and spending further time on virtual platform to overcome their boredom or isolation, can left them more vulnerable to online exploitation, cyberbullying and get exposed to sensitive content. The provision of midday meal was a great blessing for many students in India, and the closure of the school during the blockade meant that many children were at a disadvantage and malnourished. (Vijaya Mary Pothula, 2020)

Even Teachers and are not always adequately trained, technically supported or equipped and many are absolute when it comes to using new technologies and digital interfaces. Some have limited awareness of online teaching platforms having lack of clarity and direction. It has been observed that maximum teachers are just conducting lectures on video platforms such as Zoom, Google meet or just delivering pre-recorded lectures thinking that pre-recorded videos could help; however, this would limit interactions. It have become challenge for teachers to design a teaching system that could to fit the learning needs and are at convenience of each and every student. Online teaching had come with challenges of absence of a vigorous monitoring methods, hindrances to replicating the rapport between teacher and students in an online world, bridging impersonal online experience, increase in screen-time and unavailability of tools to create content in regional languages. Moreover, many a times, teachers couldn't concentrate on all students and are unable to figure whether students have understood the concepts or not. Switching to online learning mode is not limited to lectures using the video calling app. It is designed to ensure that faculty have access to the digital infrastructure needed to deliver lectures on the Internet, such as virtual reality (VR), gamification, and engaging content. In most webins and lectures, teachers experience connectivity issues due to lack of bandwidth. Some teachers didn't even have their own laptop. The university did not receive funding from UGC last year to meet such demands. (MK Slapper, 2021)

Lack of parental guidance, especially for young learners, is another challenge, especially when both parents are working, responsibility for a child's safety and learning at home remains a huge problem. However interested learners are relatively unaffected in their learning as they need minimum supervision and guidance, while the vulnerable group consisting of students who are weak in learning face difficulties. It is noticed that some academically competent learners from economically disadvantaged background are not only incapable to access and afford online learning, sometimes low education of parents hinders parents to guide their wards through tech-savvy applications leading to interrupted learning, compromised nutrition, childcare problems and consequent economic cost to families who cannot work.

6) Impact on assessments

All internal assessments of students were carried out through online platforms-Google meet, Zoom, and retrieved using WhatsApp and emails with a lot of trial and error, uncertainty and misperception among the teachers and students. The procedure for conducting an online exam depends on the instructor's convenience and expertise, and the learner's compatibility. But suitable measures to check plagiarism is yet to be put in place in many schools and institutions generally due to the large number of student population or lack in infrastructure

4. Views by Various Educators

Case 1-Ms. SAMITA, Coordinator, Revel dale public school, Rangarh, said that the new alternatives to conduct online classes have become norm for education in India without any prior preparedness for both teachers and students. The lecture delivery method was never meant to be analogous for both primary and higher secondary students. Earlier education program was usually designed for children according to their age. But sudden shut down of all schools and colleges has left us with only one alternative, i.e conducting online zoom classes without any physical interaction with students which have become a matter of concern for both parents and teachers. The

pandemic has not only increased screen timings for students but have also made them vulnerable to immoral effects of new technology. According to Samita, during online classes, students are having internet connection issues and thus, they are unable to Switch ON their webcams, which comes with drawback in establishing rapport between them. Moreover it have become quite difficult for primary students to spend long hours on lapotops and mobiles, lacking their focus on screens. Taking classes from home is itself a big challenge when parents and families of students are in proximity, always interrupting the online sessions and major drawback is found in conducting online assessments and internal tests, as sometimes parents of primary students write paper for them and when it comes to higher secondary, their assessments are usually copied from internet sources.

Case 2- According to Mrs. Preeti Rana, a government higher secondary teacher, Government Senior Secondary Smart school, Tibber, Gurdaspur, and pandemic COVID-19 has caused major impediment in education system especially in rural India. The existing disparities has been deepened with rising inequality in school education and widening digital divide and most vulnerable students lag behind. Lack of smart phones, computers, internet access and availability, less attendance, lack of personal touch is the major drawback of virtual classes in government schools in rural India. Parents of these students are mostly illiterate and belongs to labour classes and are unable to afford smartphones for their children's education in the time when there are major health crises in country and food and health have become utmost priority then education. As virtual learning is based on self-discipline, interested students are making efforts by themselves, they are now grouping with their peers to attend classes from same gadget, but this is no practical solution for seamless education, this can further increase risk of disease transmission. Government should increase their spending in government schools as now, just providing mid-day meals cannot promise bright future for these vulnerable students. Although senior secondary class students were granted smart phones last year from Punjab government but no such initiative has been taken for primary students and they are more prone to loss of their academic year. Low-income private and government schools have completely shut down for not having assess to E-learning.

Case 3- Mr. Sukhvir Panesar, faculty of CT Group of Institition, Shahpur presumes that virtual technology must be able to increase opportunities for students to access higher education, increase retention rates, and increase learning quality in order to result good outcomes. Due to pandemic he took online classes as well as live streaming classes and doubt clearing classes by using Zoom, you-tube etc and student's assignments being submit through referred emails. Although classes have been seamless for students belonging to families with higher incomes, still vulnerable ones suffers with access and availability of technology. Lack of personal touch is still a challenge n online class. To reduce technical issues a The CT Institition have built their own online learning app 'Smarttowls' to support eLearning in their institution. Students can easily attend lectures on it and access study material for their reference. It is good initiative taken by university for its students, but still Parents attention is demanded in higher scale as these virtual classes need self-paced discipline and consistency. It's been a year the COVID 19 has deviated the graph of educational statistics in a huge way affecting consecutively two academic years.

1) Positive impact of corona crises on education: rise in e-learning

Approach to blended Learning: COVID-19 has paved a way for blended learning in coming future which could comprise different audio visual aids, online lectures, pre-recorded lectures, e-texts, eBooks quiz and assessments through online mode with traditional based classrooms. This could enhance students understanding about concepts and they can engage in critical thinking and analysis of their topics. Improvement in collaborative work- Team work with engaging experts from different corners of world and providing quality opinions and education is another feature of online learning. With all education going online in every country, it brought a new opportunity where collaborative teaching and learning can take on new forms.

Enhanced use of various formats of learning material: In lockdown situation students were not able to collect the hard copies of study materials- their books notes and references, so digital books, online books repositories, educational videos and notes in pdf formats was delivered to students that added up references for students for clear understanding of concepts.. Instructional designers and e-learning professionals create online courses that address almost all learning habits and take into account all learning preferences. With online learning it doesn't matter whether your learners are visual, acoustic, or kinaesthetic; there is a very wide variety of learning methods and tools that can be used to support learning while meeting all needs.

Global exposure- The pandemic has significantly increased conference calls, virtual conferences, webins, and electronic conferences. There is no limit. In online learning, location is no longer an obstacle. So is culture and nationality. By translating and adapting online courses to different cultures in different languages, e-learning content can travel around the world and reach the widest possible audience. Educators and learners are given the opportunity to interact with peers around the world. Learners adapting to the international community. This will further improve global communication and further enhance global opportunities for teachers and students.

Improved digital literacy- The pandemic situation has helped people learn and use digital technology, improving digital literacy. Es enhancing the use of electronic media for information exchange Research materials are easily shared among students, and related questions are resolved via email, SMS, phone, and various social media such as WhatsApp and Facebook Increase. Immediacy and better time management- Students are able to immediately connect to their educators, allowing immediate access to resources and are also able to see immediate results; whether self-paced or instructor-led, Online learning offers a variety of ways to provide constructive feedback to your audience. Students can manage their online

education time more efficiently during a pandemic.

Increasing use for Open and Distance Learning- During the pandemic situation, many educational institutes had updated their LMS system for students. Students have preferred Open and Distance Learning mode as it encourages self- learning providing opportunities to learn from diverse resources and customized learning as per their needs. It's flexible. It's really easy. Adjusting to your learning needs and preferences will make learning easier. Online learning allows learners to learn at their own pace, whether they are students, busy adults, or employees.

2) Negative impact of corona crises on education: drawbacks in e-learning

All Educational activities are hindered- Schools have been closed since March 16, 2020 to contain the spread of corona virus among teachers and students. All educational activities- traditional classes, assessments, exams, admissions hot hampered resulting in loss delayed academic years and inefficient education structure. With the rise of second wave of corona in country all examinations are once again held across country.

Spur-of-the-moment for teachers and students – Digital India was still not ready for digital education either due to lack of resources or experience, moreover, the Teachers and students were unprepared for online education with all methods of online teaching being untested. They are reluctant to this sudden transition from face to face learning to online learning.

Teacher Training: Online learning requires teachers to have a basic understanding of using digital forms of learning. However, this is not the case always. Teachers often have a very basic knowledge of technology. You may not even have the resources or tools to run a course online. To counter this, it is important for schools to invest in training teachers with the latest technology updates to ensure that online classes are offered seamlessly.

Lack of digital infrastructure from both ends online classes are completely dependent on proper internet connectivity and functional systems (computers or smartphones). In smaller cities and towns, a consistent connection with decent speed is a problem. Without a continuous internet connection for students and teachers, children can lack continuity in learning. Moreover the picture is more disturbing in rural area where many students have limited or no internet access and many students may not be able to afford computer, laptop or supporting mobile phones in their homes, Online teaching-learning may create a digital divide among students. According to various reports, the blockade has hit poor Indian students very hard, as most of them are unable to explore online learning. This harms the educational process.

Sense of Isolation: Students can learn a lot from being in the company of their teachers and peers. Sure, online learning can be convenient and flexible, but it's also a stand-alone act. It will not be easy for all of your students to feel comfortable when participating in online discussions and engaging more actively with their online instructors or their virtual classmates. In addition, some people absolutely need personal contact with educators and trainers for successful learning.

If you spend too much time in front of your computer screen, it can be harmful. Always online is a new reality, but in reality, constant use of computers and tablets can lead to vision problems, overuse injuries, and other physical problems. Many parents are concerned about the health risks of having their children stare at the screen for extended periods of time.

Virtual learning requires self-discipline: If students lacks self-discipline, it is unlikely that they will be motivated to self-study. Traditional learning and training have the benefit of easily tracking both progress and falling behind; this works for many students as well, as students needed to be closely monitored and motivated for their best performance.

Lack of social collaboration: In traditional classrooms, some students find comfort in group learning, lively group discussions, and therefore have easy access to professors and fellow students. However, these moments do not occur in online learning. For some, these face-to-face interactions are essential to bring the material to life.

Inability to Focus on Screens: With online learning, there is also a greater chance for students to be easily distracted by social media or other sites. Therefore, it is imperative that teachers make their online lessons crisp, engaging and interactive so that students can focus on the class.

5. Data Interpretation and Analysis

1) Respondent's profile

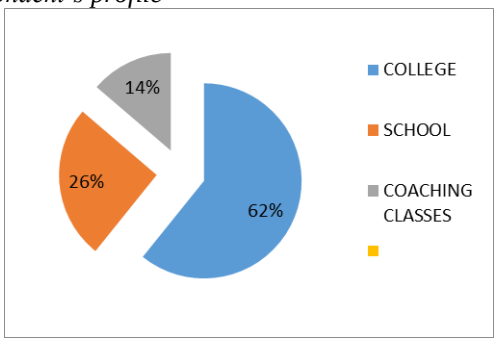

Fig. 1. Show that majority of respondents

Figure 1 show that majority of respondents were college students 62%, other respondents were school students 26% and students studying in coaching classes all belonging to Jalandhar city.

2) Were you able to access your online classes during lockdown?

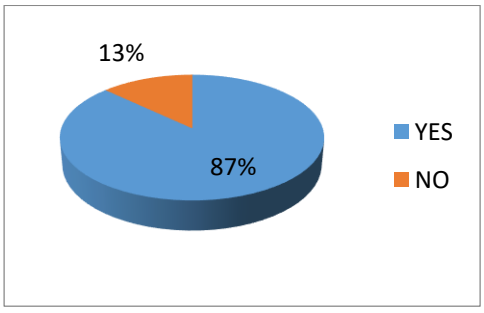

Fig. 2. Shows that majority of respondents in Virtual mode

Figure 2 shows that majority of respondents 87 % were able to attend their classes in virtual mode during lockdown whereas only 13 % of respondents were not able to attend their classes online.

3) Have you ever used any E learning platform to study before lockdown?

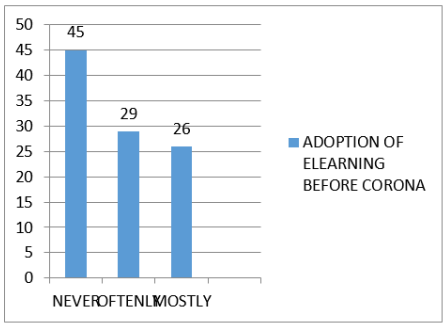

Fig. 3. E-learning platforms

The above figure 3 represents that 45% of respondents have never opted any e-learning platforms for their study before lockdown, while 29 % of respondents have used online platforms oftenly, whereas only 26% of respondents have already adopted and implementing e-learning platforms for their study.

4) Mention the application through which you attended online classes

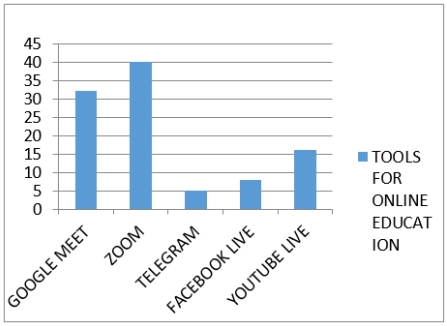

Fig. 4. Shows that majority of respondents have used Zoom application

Figure 4 shows that majority of respondents have used Zoom application for attending online classes 40 %, while 32 % respondents have attended their classes through Google Meet. Telegram have been used by only few respondents 5 %, whereas Youtube live has been used twice to that of Facebook live , 16 % and 8 % respectively.

5) Online classes conducted during lockdown were successfully able fill void of traditional offline classes

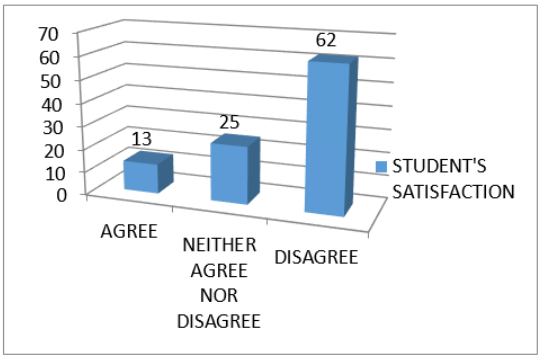

Fig. 5. Online classes

The above figure 5 demonstrates that only 13 % of respondents agree with the statement that "online classes were successfully able to fill void of traditional offline classes" and were fully satisfied with their academic year going online, whereas 62 % of respondents denied the same and were not satisfied, while. 25 % respondents have remained neutral on the stance.

6) Mode of education students prefer after lockdown

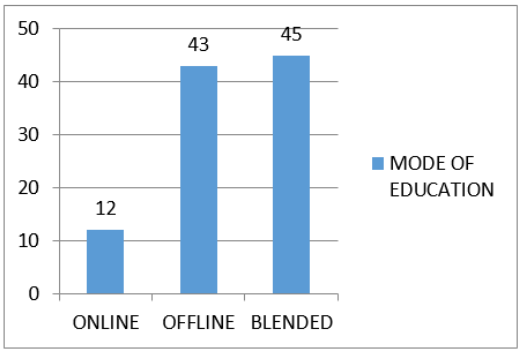

Fig. 6. Mode of Education

Figure 6 shows that majority of respondents preferred Blended mode of education (both online and offline) after attending their online classes 45%. Only 12% of respondents preferred the online mode of education whereas 43% still prefer traditional offline classes as their mode of study.

7) Challenges during online education

Figure 7 is based on a 6-point agree-disagree scale, where the segment uses the mean value to inform the reader of the stated results. Zero represents strongly disagree and five represents strongly agree. Therefore, the mean values in figure 7 illustrate the overall challenges faced by all respondents during online education on a scale of strongly agreeing to strongly disagreeing.

As seen in Figure 7, the majority of respondents strongly agreed for two major challenges of online education, "Hindrance in internet connection during online classes" with average score of 4.5 while "Lack of personal interaction" statement generated average score of 4.2. The statements "Signal disturbance during online classes" and Inattentiveness in virtual classes" both generated average score of 4 on agree scale. Respondents also highlighted the challenge of "Increased screen time with headache and eye problems" and "Lack of personal conversations with educator" with an average score of 3.8. "Less individual assessment and attention" have got an average score of 3.5. "Limited financial sources to attend class online" and "Less formal setting for classroom environment" have received average score of 3.While "lack of focus on screen", "Hindrance in instant feedback" has generated average score of 2.8 and 2.5. The Respondents have gave minimum response for "Lack of accessibility to internet" and "Lack of digital devices" with average score of 2 and 1.8 respectively.

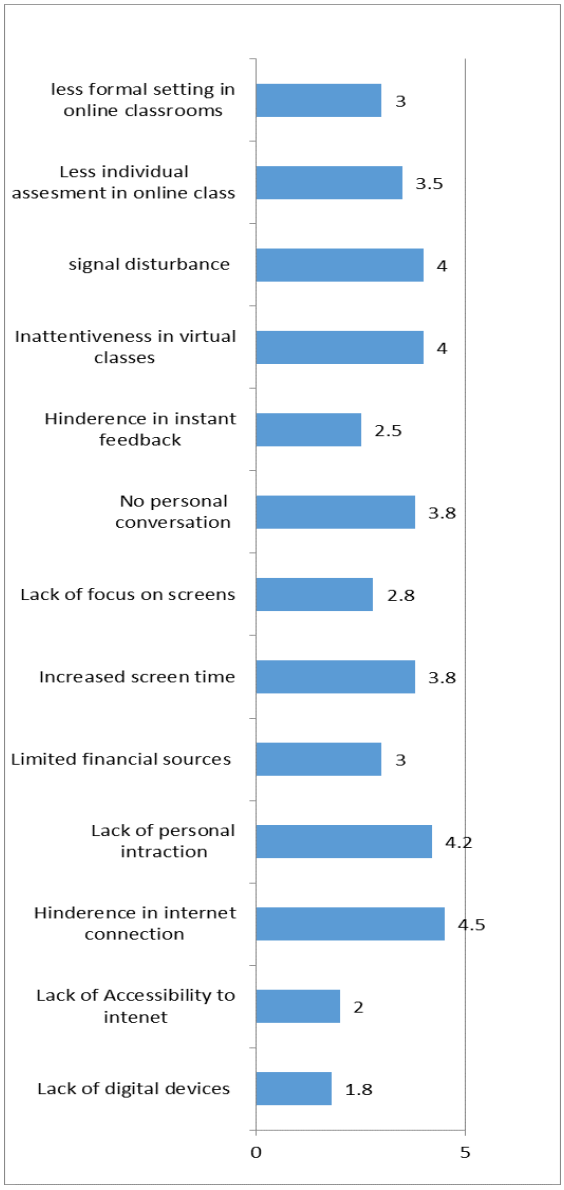

Fig. 7. Majority of respondents on online education

6. Results and Findings

The rapid shift to e-learning prompted by the Covid-19 pandemic had resurfaced long-standing issues of inequality and a digital divide as most vulnerable section of students were not able to attend their classes. Considerable amount of students have never used any e-learning platform before this crises, which must be addressed in future economic, education and digitalization policies. Zoom and Google meet have become most trending applications for conducting online classes but educational institution should try to develop student learning portals for future use. Although majority of students felt void of traditional offline classes during their online academic year, still they are interested to study in blended mode in future for their growth and skill development. Online classes have been challenge not only for students but for teachers also. The classic disadvantages of online classes center around lack of infrastructure and technical difficulties, less personal interaction, and lack of individual assessment, While on one hand, online education boost the technical skills of students/teachers, it has also emerged as another key challenge for them.

7. Conclusion

The pandemic has taught us a lot about responding to change in new and creative ways. If the Indian education system implements blended learning for the benefit of students in the future without creating a digital divide, centers and state governments will need to increase their education spending. As a declaration of intent, NEP 2020 contains many positive things. As always, the challenge is to keep details and promises. Since the Indian education system is dominated by face-to-face education, the reopening of schools presents some challenges that have made the work of educational institutions difficult. Current teacher-centric and IT-based education has been out of sync due to old thinking and lent interest. The transition from traditional class-based education to digital education will require a multifaceted approach over time. All of these are time consuming and resource consuming. The long-term effects of this crisis will be felt by the workforce in the future.

8. Suggestions

If e-learning is "new normal," the digital infrastructure policy is feasible to digitize to ensure the fairness and quality of education so that children have sustainable access to learning during a pandemic. Gender needs to be considered further. Power support, digital device availability, and seamless access to the Internet are important requirements. Therefore, the necessary digital skills and infrastructure are available to people of different backgrounds, including remote areas, marginalized minority groups, and vulnerable communities, to help students continue their education during a pandemic. Must be reached.

The addition of distance learning programs, especially for low-income students and students with disabilities, is very important. We need to bring the weak sections with us. Public funds must be used to find loopholes in the digital divide and ensure seamless digital distribution of education.

State / private organizations need to further strengthen new initiatives to address this issue. Immediate action is needed to mitigate the impact of pandemics on recruitment, training programs, internship programs, and research. Educational institutions need to focus on training teachers and creating skills for teachers and students to use and navigate digital devices and deploy open source digital learning solutions and learning management software.

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