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## ONLINE EDUCATION DURING THE PANDEMIC - A HASSLE FOR RIGHT TO EDUCATION

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AP. Christy Epsi<sup>\*</sup>, M. Linita Christ<sup>\*\*</sup> & T. Perinbanathan<sup>\*\*\*</sup>

### ABSTRACT

We live in a society that depends on technology for a lot of things including education. Online Education means technology based on a modern tool of education, a class without walls and boundary . Only the thing is Mobile data and Smartphones are required for attending online class . In India the pandemic has accelerated the roll out of online education. Traditional education was shifted to online education. Digital divide is the gap between those who have access to digital devices and the internet and those who don't. The aim of the research paper is to study the challenges faced by students in online education during pandemic. Empirical research method followed and Simple Convenient sampling and Sample size is 203. And the data collected through online. Major Finding, is in India we don't have fundamental ecosystem to facilitate online teaching and innovation in pedagogy in higher education virtual classrooms and many children who are living in rural area they are deprived of online education. Government should take necessary steps and they should implement policies for making students to get the online education. Finally we conclude that Online teaching is ineffective and inadequate. Mostly the children who are from economically weaker section they don't get proper online education. In India there is no fundamental ecosystem for online teaching pedagogy. In many government school there is no proper technology to conducted online classes. During this pandemic many rural children education got spoiled due to lack of smartphones and access to it.

Government has to focus more on developing education according to the changes of the Society and circumstances. So that no child will be deprived of online education.

**Keywords:** Students, Right to Education, Online -Education, innovation in pedagogy, deprivation of education.

## INTRODUCTION:

Education is not preparation for Life. Education is life itself - **John Dewey**

Online Education means a technology based on a modern tool of education, a class without walls and boundaries. Only the thing is Mobile data and Smartphones are required for attending online classes. Digital divide is the gap between those who have access to digital devices and the internet and those who don't. The aim of the research paper is to study the challenges faced by students in online education during pandemic.

**Evolution :**The roots of the Indian education system go back to the ancient vedic age where education was imparted to the members of the royal families. The Vedic Gurukul system was prevalent where the guru and the student reside together and the guru will teach the students. It was a unique practice and it caught the attention of every persons. As the time passed, we moved from one era to another, each era brought with itself new ideas, which became the base for future innovations. Though historians witnessed many changes in the field of education, one feature that remained constant was the relation between the students and teachers. The teachers always held the highest position in the society and were equally respected by the students as well as parents. Slowly education became available to all who wanted to learn, no discrimination of any sorts was made for the ones willing to gain knowledge. With the introduction of technology various innovative techniques of teaching and learning have found its way in the field of education. A decade ago the students opted for Private or group tuitions as a supplementary form of education, but by the introduction of various online learning apps like; Byju's, Khan academy, Educom, Tata edge etc. the internet became a huge marketplace for the learners. Nowadays, not only the students but the teachers are also benefiting from online courses, there are many online platforms for tutors. These platforms are excellent for sharing knowledge. Many websites promote online teaching and are willing to pay teachers to upload courses/tutorials on their websites. Thus the time & hassle of commuting is saved. A computer with a well- connected Wi-Fi is the only thing required by the teacher and the learner.

**Government initiatives: *Right to Education Act (RTE)*** is an Act of the India Parliament which was made on August 4, 2009. This law describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under **Article 21 A** of the Indian Constitution. **Article 45** The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

**Factors affecting to adopt Online education:** Infrastructure and Technology dimensions, students related dimensions, faculty's related dimensions, facilitating dimensions, social influence dimensions, effort dimensions, perceived usefulness, performance expectations dimensions and security & risk dimensions.

**Current trends in online education:** People are Learning from World-Class Experts, Increasing Optimization of Learning, Video becomes the Preferred mode of Learning, Homeschooling, Gamification, Advanced digital technologies are on the rise, The popularity of video-based material will rise. The ed-tech business is booming. Comparison between states : During the Covid 19 lockdown, school going children were found crossing the Odisha - Jharkhand and the Odisha - Andhra Pradesh borders in search of mobile connectivity . Rural students often climbed hills or water tanks towers to catch a signal they face a lot of trouble to attend online class. In India, due to certain issues, not everyone can have equal access. Online education becomes a great source of education This online learning is flexible but it can not be attained during traditional classroom learning as the students will become four bound during the face to face learning. The aim of the research paper is to study the challenges faced by students in online education during pandemic.

### **OBJECTIVES :**

- \*To analyse people awareness about Article 21 A right to Education
- \*To explore whether India has currently the fundamental ecosystem to facilitate online teaching and innovation in pedagogy in higher education virtual classrooms.
- \*To study about Students Satisfaction towards online learning
- \*To find out the major reason for poor participation by students in online classes during COVID 19.
- \*To understand and find out whether politicians, media and governments seems to be more concerned about other things there has been little focus on the future of the students.

### **REVIEW OF LITERATURE:**

(El-Seoud et al. 2014) studied the impact of e-learning on higher educational institutes. The data were collected from 124 students and recommended that faculties must change the teaching techniques while teaching through online mode. (Sun and Chen 2016) discovered that

online education is likely to grow. The researchers recommended that it is very important that education should be student-centric. **(Mogaji et al. 2020)**highlighted that internet connectivity is the main issue in digital learning. **(Fegert et al. 2020)**says online education has some positive as well as negative impact on the students and the Parents. Mainly access to the internet. This disparity of access becomes a harbinger of academic stress in students who would find themselves unable to avail online classes or submit their assignments, thus falling behind their peers in their curriculum. This has led to reports of symptoms of depression, anxiety, and in severe cases suicidal attempts in children and adolescents triggered by academic stress and apprehensions regarding future. **(Naha 2020 )**The author mentioned Recently a 15-year old girl died by suicide after being unable to access online classes from her village. **(Barman 2020)**The researcher mentioned some sad incident which happen due to online education . A 50-year old farmer, died by suicide after being unable to buy a smartphone for her daughter’s online classes. Such incidents highlight the severity of the psychological ramifications of inability to access basic education because of socio-economic and geographic barriers. **(Flores and Gago 2020)**The COVID-19 pandemic has affected education, in various ways. As a result of the closure of universities and schools, teachers and students had to rapidly adapt to remote teaching. Teacher education is no exception. The need to create learning environments for student teachers doing their teacher education preparation implied decisions, choices and adaptations in order to meet not only the expectations of students but also the requirements of teacher education as well as the conditions in which both universities and schools had to operate. **(Muthu Prasad et al. 2021)**As the author says,Educational institutes across the world have closed due to the COVID-19 pandemic jeopardizing the academic calendars. Most educational institutes have shifted to online learning platforms to keep the academic activities going. However, the author states questions about the preparedness, designing and effectiveness of e-learning are still not clearly understood, particularly for a developing country like India, where the technical constraints like suitability of devices and bandwidth availability poses a serious challenge. **(Chakraborty et al. 2020)**The researcher focuses mainly his study on the opinion of students on online education. Many Students appreciated the software and online study materials being used to support online education. However, the students felt that online education is stressful and affecting their health and social life. This pandemic has led to a widespread adoption of online education and the lessons we learn now will be helpful in the future. **(Adedoyin and Soykan 2020)** indicated that effective online education happens only when there are online teaching and learning tools, devices and applications. Because online teaching and learning is entirely reliant on technology gadgets and the internet, teachers

and students with poor internet connections may be refused to use online teaching during the COVID-19 pandemic. (**Almazova et al. 2020**) According to Almazova et al. (2020), another important technological factor, which can be beneficial for successful online teaching and learning is technical skills and institutional support, which are defined as knowledge, understanding, and abilities used to complete tasks related to the maintenance and upgrade of computer, network, and communications infrastructure, as well as providing support to users when they encounter technical problems. (**Almaiah et al. 2020**) The success of every information system is determined on how people use it. Hence, the Internet and websites, as part of modern technology, are one of the most efficient and effective means of online teaching and learning. (**Adnan 2020**) conducted a research about the perceptions of students concerning online learning during the COVID-19, and their study revealed some major challenges such as lack of Wi-Fi facilities, teacher/student isolation, effective pedagogical training in using online teaching tools, and applications. (**Huang et al. 2020**)(**Noori et al. 2020**) conducted a study concerning the challenges and opportunities of online teaching during the COVID-19 outbreak has reported a lack of time in preparing teachers for adapting online teaching, the isolation of teacher/student for a long time since they have been left alone, and lack of effective pedagogical training to encourage student's participation and engagements in online teaching . (**Demuyakor 2020**) Online teaching has resulted in students paying the high cost of the internet, the connectivity of the Wi-Fi, and the poor connections of the internet discouraged the students from participating in online teaching (Demuyakor, 2020). (**Kemp and Grieve 2014**) online teaching will probably improve, enhancing classroom dynamics and bringing students face-to-face with their peers/instructors. However, for now, face-to-face instruction provides dynamic learning attributes not found in Web-based teaching. (**Dhawan 2020**) The transition from traditional face-to-face teaching to online teaching provides the opportunity of training potential specialists concerning the production of high-quality online teaching materials and improving the online platforms of teaching in responding to the COVID-19 crises. (**Orphan 2021**) During this Pandemic time, online teaching has become more popular than ever compared to the traditional methods of teaching or face-to-face learning. indicating that the COVID-19 crisis has strengthened social inequality in online teaching. (**Joseph et al. 2021**) collected data from 307 students and found that online classes have a positive impact on the students. The students feel that online learning has various benefits like flexibility, convenience, comfort, etc. (**Aristovnik et al. 2021**) conducted a survey to learn about online education impacts. The sample size is 30,383 students from 62 countries. The author study reveals that amid the worldwide lockdown and transition to online learning students were most

satisfied with the support provided by teaching staff and their universities' public relations. Still, deficient computer skills and the perception of a higher workload was prevented.

### **METHODOLOGY:**

The research method followed here by the researcher is empirical research method. And Convenient sampling method is used to collect the samples. A total number of samples are 203. From 203 people the researcher has got the data. The sample frame taken by the researcher is through online mode like WhatsApp, mail, Instagram etc. ., The independent variables are age, income group, occupation, educational qualification, Gender, Marital status, Residence of the respondents. The dependent variables are the questions framed by the researcher as a research question.

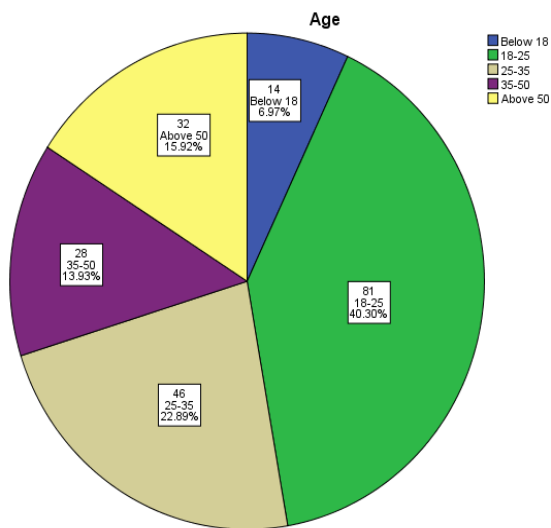
### **QUESTIONNAIRES:**

- 1) Are you aware of Article 21A right to education?
- 2) Does India currently have the fundamental ecosystem to facilitate online teaching and innovation in pedagogy in higher education virtual classrooms?
- 3) Rate the statement: No child was deprived of online education during the pandemic.
- 4) Students Satisfaction towards online learning.
- 5) Technological issues experienced by students during online education
- 6) Major reason for poor participation by students in online classes during COVID 19?
- 7) Rate the statement: Politician, media and governments seems to be more concerned about other things there has been little focus on the future of the students
- 8) Rate the statement: During Pandemic only 1 out of 4 children have access to electronic devices in remote villages to attend classes.
- 9) Rate the statement: During pandemic children are pushed into child labour.
- 10) Rate the statement: Indian children have been pushed into poverty due to Covid 19.

The statistics tool used by the researcher is SPSS, Pie Chart and Bar graph.

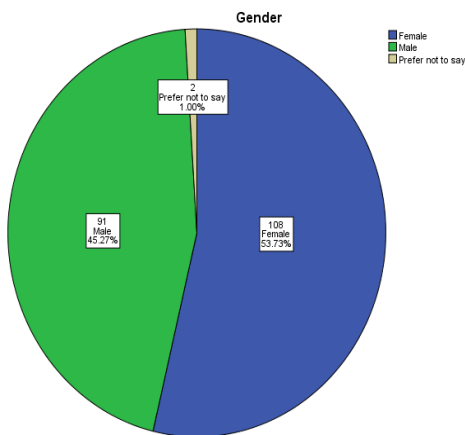
**ANALYSIS:**

**FIG 1**



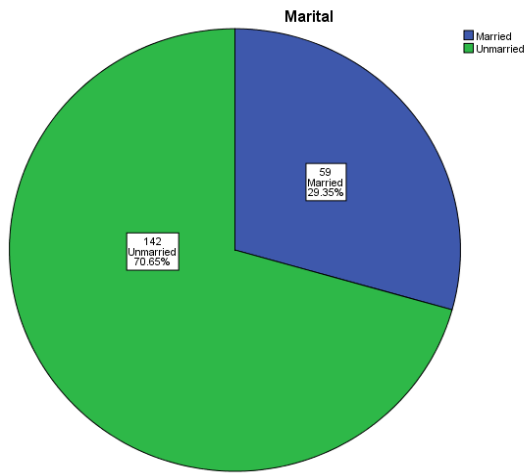
**Legend 1 :** Fig 1 Pie chart represents the age of the respondents which is divided into 5 categories,(Below 18;18-25;25-35;35-50;Above 50)

**FIG 2:**



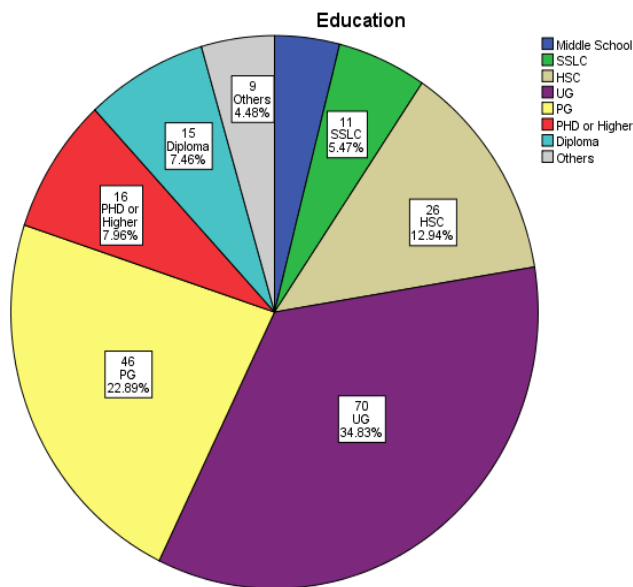
**Legend 2 :** Fig 2 Pie chart represents the Gender of the respondents which is divided into 3 categories,(Female, Male, Prefer not to say)

FIG 3:



Legend 3 : Fig 3 Pie chart represents the marital status of the respondents which is divided into 2 categories,(Married,Unmarried)

FIG 4:

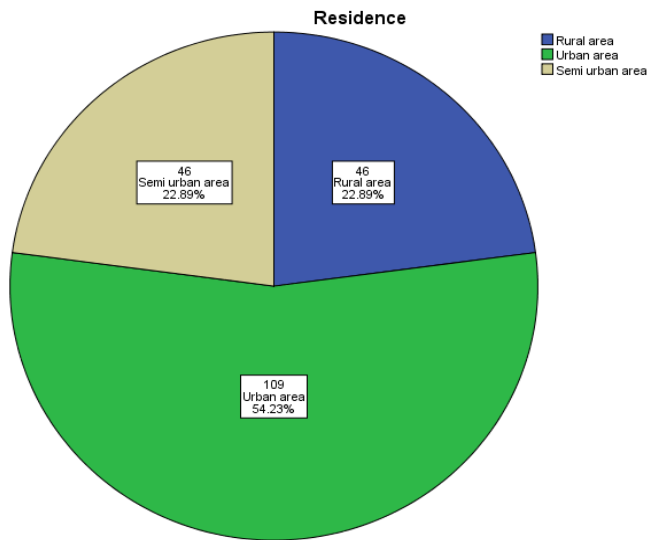


Legend 4 : Fig 4 Pie chart represents the Educational qualification of the respondents which is divided into 8 categories

(Middleschool,SSLC,HSC,UG,PG,PHDor Higher,Diploma,Others)

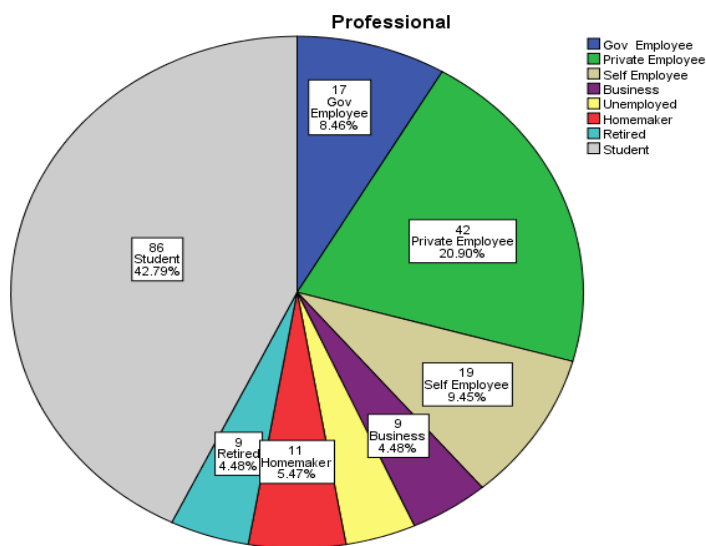


FIG 5:



Legend 5 : Fig 5 Pie chart represents the Residential status of the respondents which is divided into 3 categories ( Rural area,Urban area,Semi urban area)

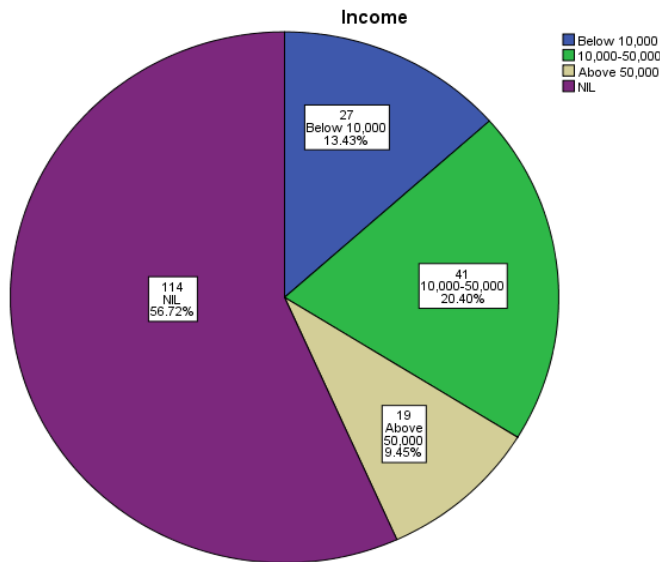
FIG 6:



Legend 6 : Fig 6 Pie chart represents the Professional status of the respondents which is divided into 8 categories

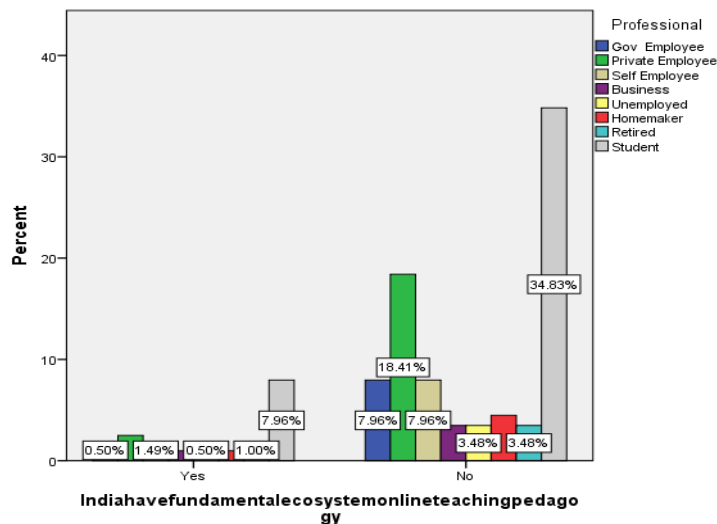
(Govemployee,Private employee,Self employee,Business,Unemployed,Homemaker,Retired,Student).

FIG 7:



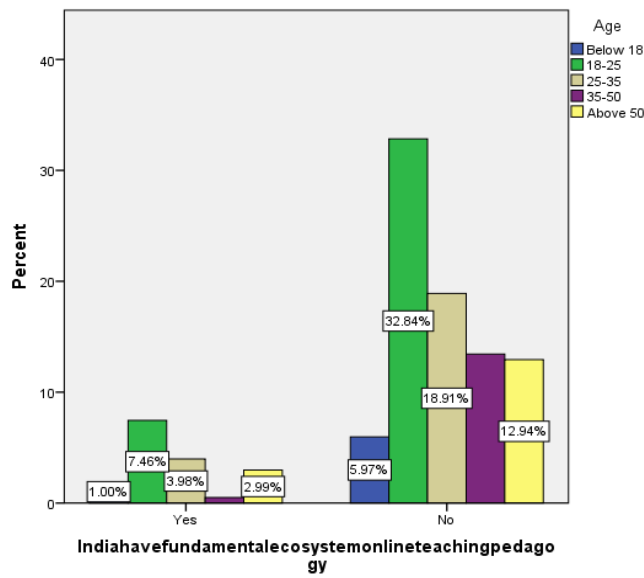
Legend 7 : Fig 7 Pie chart represents the Income status of the respondents which is divided into 4 categories(Nil,Above 50,000,10,000-50,000,below 10,000).

FIG 8:



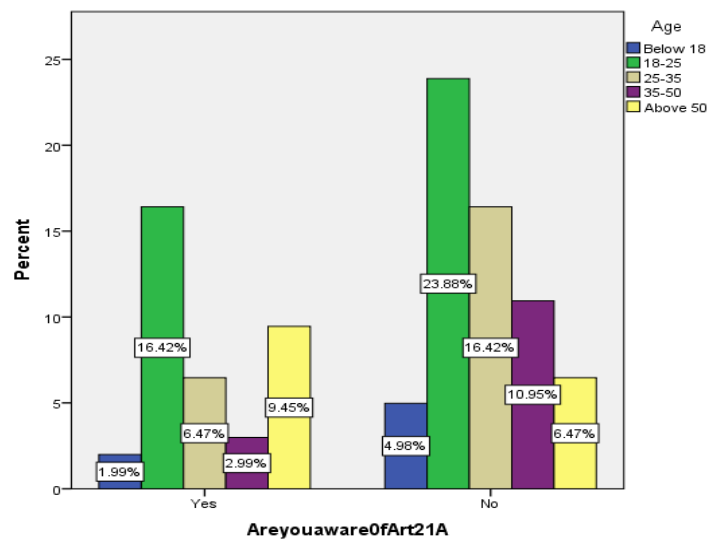
Legend 8 : Fig 8 Bar graph represents the Professional status of the respondents and the question that is (Whether India have fundamental ecosystem for online teaching pedagogy)

FIG 9:



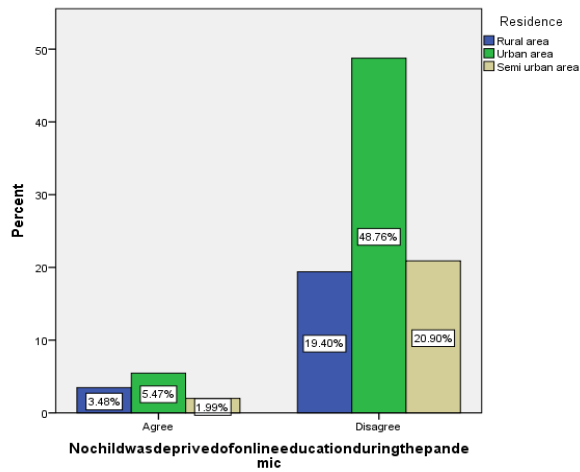
Legend 9 : Fig 9 Bar graph represents the Age of the respondents and the question that is (Whether India have fundamental ecosystem for online teaching pedagogy)

FIG 10:



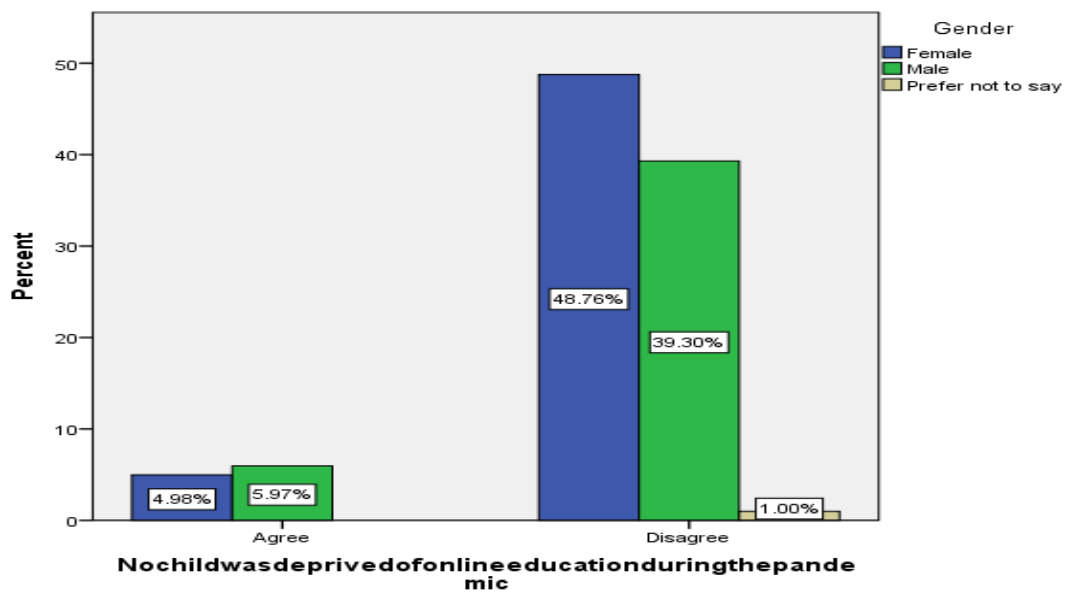
Legend 10: Fig 10 Bar graph represents the Age of the respondents and the question that is (Are you aware of Article 21 A)

FIG 11:



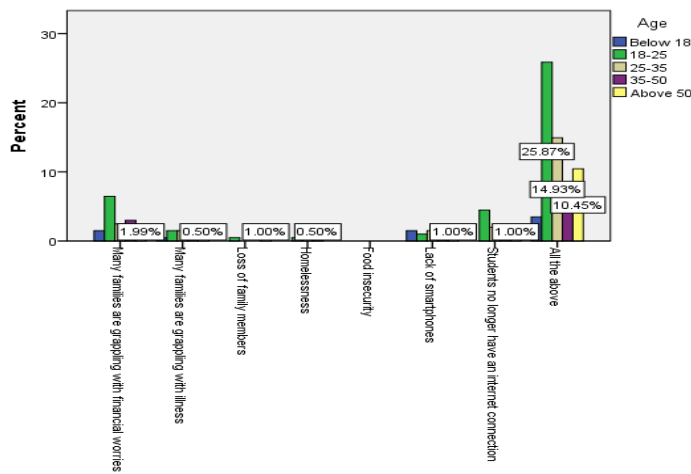
Legend 11: Fig 11 Bar graph represents the residential status of the respondents and the question that is (No child was deprived of online education during the COVID Pandemic )

FIG 12:



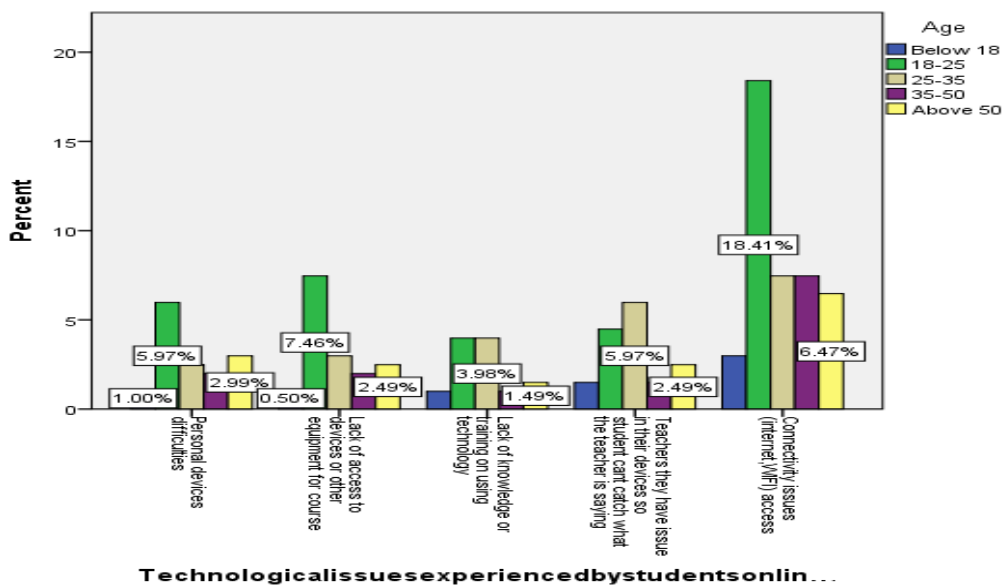
Legend 12 : Fig 12 Bar graph represents the Gender of the respondents and the question that is (No child was deprived of online education during the COVID Pandemic )

FIG 13:



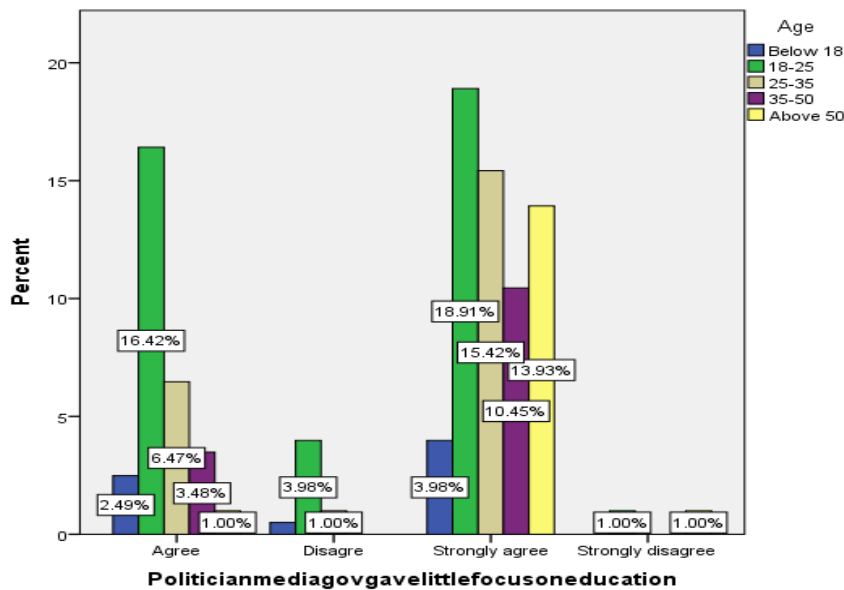
Legend 13 : Fig 13 Bar graph represents the question ( Major reason for poor participation in online education)and it is compared with age and their opinion towards the question .

FIG:14:



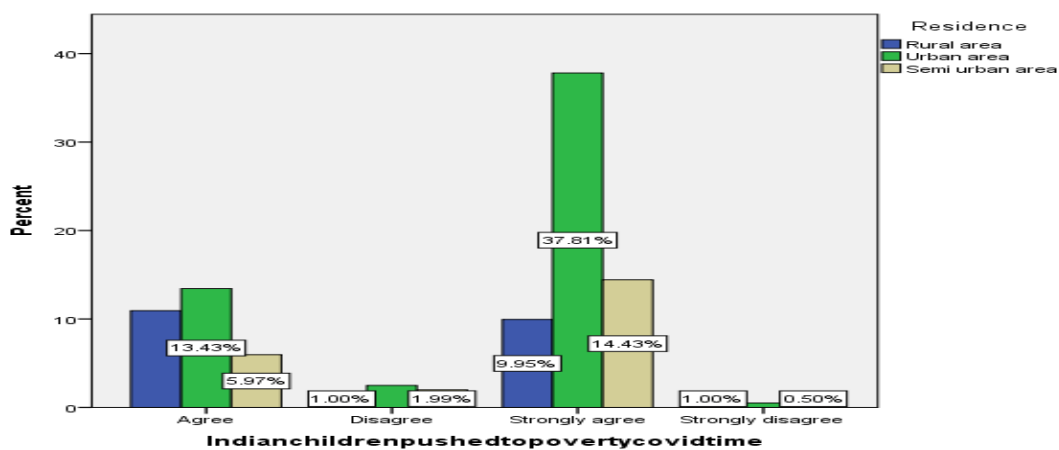
Legend 14 : Fig 14 Bar graph represents the question (Technological issues experienced by students during online classes) and it is compared with age and their opinion towards the question.

FIG 15:



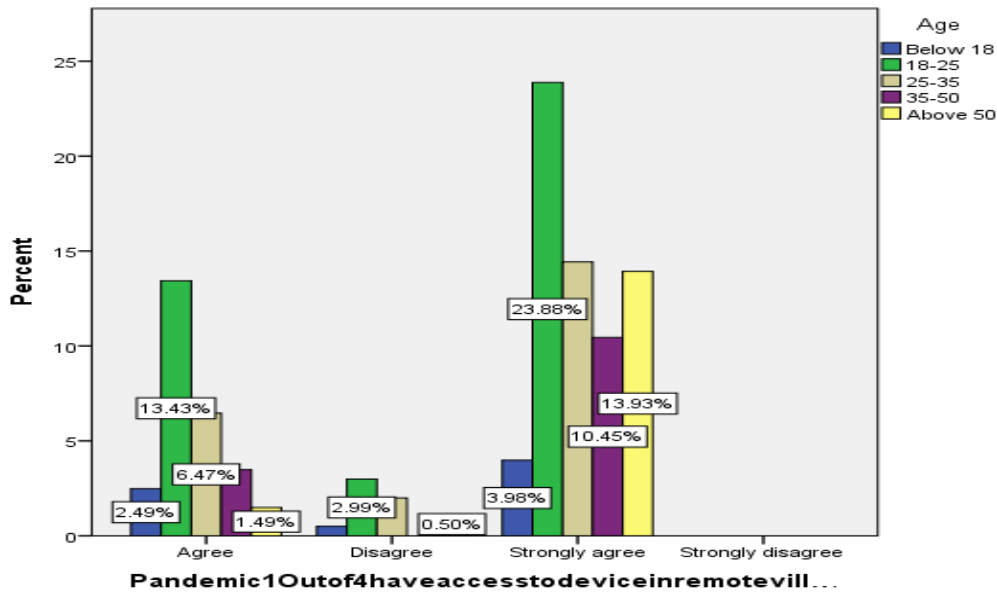
Legend 15 : Fig 15 Bar graph represents the age of the respondents and the question that is (Politician, media, and government they are focusing more on other things but they focus very little on education)

FIG 16:



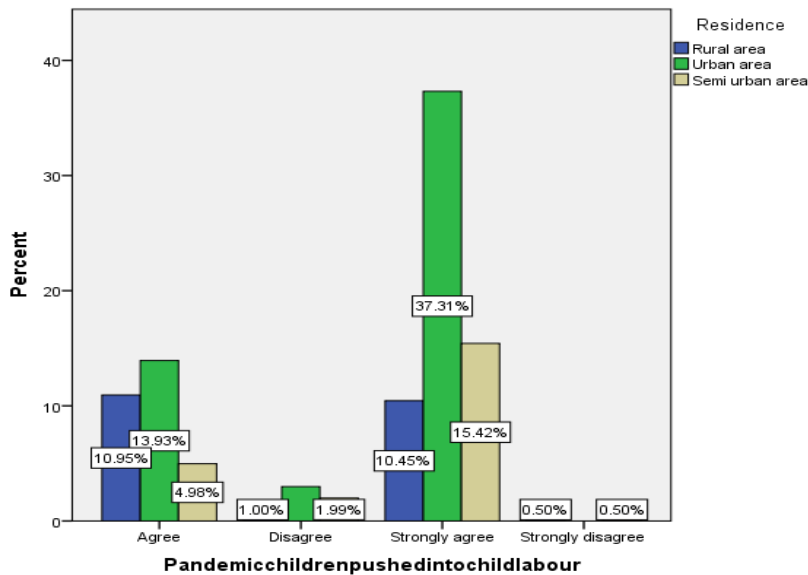
Legend 16 : Fig 16 Bar graph represents the residential status of the respondents and the question that is (Indian children pushed to poverty during Covid time)

FIG 17:



Legend 17 : Fig 17 Bar graph represents the age of the respondents and the question that is (In pandemic 1 out of 4 have access to device in remote village )

FIG 18:



Legend 18 : Fig 18 Bar graph represents the residential status of the respondents and the question that is (During Pandemic children are pushed into child labour )

**RESULT:**

From this above Fig 1 pie chart we can see the age of the respondents. As seen majority of the respondents that is 40.30% belongs to the age group of 18-25 yrs. And the least respondents 6.97% belong to the age group below 18 yrs. From this above Fig 2 pie chart we can see the gender of the respondents. As seen the majority of the respondents are female that is 53.73%. And the least respondents are prefer not to say 1.00%. From this above Fig 3 pie chart we can see the marital status of the respondents. As seen the majority of the respondents are Unmarried that is 70.65%. And the least respondents are married 29.35%. From this above Fig 4 pie chart we can see the Educational qualification of the respondents. As seen the majority of the respondents are UG Holders that is 34.83%. And the least respondents are clicked the option others (Illiterate) that is 4.48%. From this above Fig 5 pie chart we can see the Residential status of the respondents. As seen the majority of the respondents belongs to Urban area 54.23%. And the least respondents belongs both rural area as well as semi urban area 22.89%. From this above Fig 6 pie chart we can see the Professional status of the respondents. As seen the majority of the respondents are students 42.79%. And the least respondents are retired people, business people and Few are unemployed that is 4.48%. From this above Fig 7 pie chart we can see the Income status of the respondents. As seen the majority of the respondents didn't earn income Nil 56.72%. And the least respondents earn income Above 50,000 that is 9.45%). From this above Fig 8 bar graph we can see the majority of the respondents are Students 34.83% they says No. And the least respondents are gov employee and business person they says yes 0.50% in India we have fundamental ecosystem for online teaching pedagogy. From this above Fig 9 bar graph we can see the majority of the respondents belong to the age group 18-25 yrs they say No 32.84%. And the least respondents belong to the age group 35-50, they say yes we have 1.00%. From this above Fig 10 bar graph we can see the majority of the respondents belong to the age group 18-25 yrs they say No 23.88% they are not aware. And the least respondents belong to the age group below 18 yrs they says yes they are aware 1.99%. From this above Fig 11 bar graph we can see the majority of the respondents belong to the urban area they disagree with the statement 48.76%. And the least respondents belong to a semi urban area they agree with the statement 1.99%. From this above Fig 12 bar graph we can see the majority of the respondents belong to the urban area they disagree with the statement 48.76%. And the least respondents belong to the rural area they agree with the statement 4.98%. From this above Fig 13 bar graph we can see the majority of the respondents belong to the age group 18-25 says



all the above 25. 87% and the least respondents says 0. 50% many families are grappling with illness and homelessness. From this above Fig 14 bar graph we can see the majority of the respondents belonging to the age group 18-25 says Connectivity issues and the least respondent says Lack of access to devices or other equipment for courses. From this above Fig 15 bar graph we can see the majority of the respondents are 18-25 yrs they say strongly agree 18. 91%. And the least respondents strongly disagree. From this above Fig 16 bar graph we can see the majority of the respondents are from urban areas they say strongly agree 37. 81%. And the least respondents are semi urban areas they say strongly disagree 0. 50%. From this above Fig 17 bar graph we can see the majority of the respondents are from 18-25 yrs they strongly agree 23. 88%. And the least respondents are above 50 they say disagree 0. 50%. From this above Fig 18 bar graph we can see the majority of the respondents belong to the urban area they strongly agree 37. 31%. And the least respondents belong to both rural and semi urban areas they say strongly disagree 0. 50%.

## **DISCUSSION :**

In the (Fig 8) bar graph, We can see, most of my respondents are students. They say in India there is no fundamental ecosystem for online teaching pedagogy.

The COVID-19 pandemic has destroyed the entire education system globally. During covid the medium of education is through online . It was the first time India was experiencing a terrible scenario . We are not mentally prepared to face such situation. Due to this education turned to digitalised medium . In india we don't have proper tools to adopt online education . Due to this pandemic we are trying this online education for the first time. . There have been a lot of systemic weaknesses in educators' pedagogical capacities, insufficient tools for conducting online classes. In the (Fig 9) bar graph,we can see,most of my respondents belong to the age group 18-25. They say in India there is no fundamental ecosystem for online teaching pedagogy. Because this age group people they studied in online during Covid . They say there is no significant body of validated research by the government,academicians or private sector in pedagogical aspects of online learning. A search on the pedagogical and qualitative aspects of most online platforms provides only basic anecdotal information about the number of users and growth. In the (fig 10) bar graph,we can see the majority of my respondents belong to the age group 18-25 yrs. They say No.

They are not aware of Article 21 A right to education. Most of my respondents do not even know that there is a right for education. Due to Lack of awareness about education and there is

no person to take initiatives to teach them that right to education is the fundamental right guarantee to a citizen . It is the duty of every school teachers and college professors irrespective of their course of study to give them basic information about right to education . In schools and college they didn't taught right to education so the students they lack in knowledge this Art 21 A. In the (Fig 11) bar graph,we can see the majority of my respondents belong to the urban area. They disagree with the statement that no child was deprived of online education during the pandemic. Because during Covid 19 many children were deprived of education . There are many reasons children didn't get proper online education during Covid. Urban area people they witness that many . In the (Fig 12) bar graph,we can see that the majority of my respondents belong to females. They disagree with the statement that no child was deprived of online education during the pandemic . Especially economically weaker section children and the rural children were deprived of online classes. Increased inequality in attending online education. Many children they even committed suicide because not able to attend online classes. In the (Fig 13) bar graph we can see the majority of the respondents belong to the age group 18-25 says all the above 25. 87% and the least respondents says 0. 50% many families are grappling with illness and homelessness. During Pandemic many families were got corona to recover from that it was a great challenge to them this is also one of the reason for poor participation in online class. In the ( Fig 14) bar graph we can see the majority of the respondents belonging to the age group 18-25 says Connectivity issues and the least respondent says Lack of access to devices or other equipment for courses. Because this age group people they attended online classes and they said connectivity issue is major problem due to this they were unable to attend the class properly . In the ( fig 15 ) bar graph,we can see that the majority of my respondents belong to the age group 18- 25. They say that they strongly agree with the statement that politicians,media and government focus on other things primarily. But little focus was given to education. These people they were keep on focusing to meet the country's economy status and they were focusing to recover the country people soon from global coronavirus . So there was a little focus on education. ( Fig 16) bar graph,we can see that the majority of my respondents belongs to urban area they say strongly agree with the statement that Indian children were pushed to poverty during Covid time. Because in covid many people they don't have money due to loss of job and continuous lockdown. In the (Fig 17) bar graph,we can see that the majority of my respondents belong to the age group 18-25. They strongly agree with the statement that during pandemic 1 Out of 4 only have access to devices for attending online education in remote villages . In rural area in remote place there is no proper electricity facilities,and they don't have smartphone . There are many reason behind not attending online

classes. In the (Fig 18) bar graph, we can see that the majority of my respondents belongs to urban area they strongly agree with the statement during pandemic children pushed into child labour. Many parents they lost jobs in pandemic. So they cannot afford money for their children education and to meet their financial crises children were pushed to work as a child labour. It was a sorrowful incident.

**LIMITATION:** The Major limitation of the study is the sample frame. The sample frame Collected mostly through online platforms like sending mail, sending links via WhatsApp is the limitation of the study. And due to pandemic coronavirus researcher could not go to all the field to take survey . The sample size is another drawback of the research. Collection of data via online platforms is limiting the researcher to collect data from the field. Since the data is collected on an online platform wherein the researcher does not know the real opinion of the respondents. The researcher could only come to an approximate conclusion of what the respondent is feeling to convey.

### **CONCLUSION AND SUGGESTIONS:**

Online Education means a technology based on a modern tool of education, a class without walls and boundary . Only the thing is Mobile data and Smartphones are required for attending online class . In India the pandemic has accelerated the roll out of online education. The number of Ed Tech platforms has also been growing at a rapid pace. Traditional education was shifted to online education. Digital divide is the gap between those who have access to digital devices and the internet and those who don't . We live in a society that depends on technology for a lot of things including education. Major Finding, is in India we don't have fundamental ecosystem to facilitate online teaching and innovation in pedagogy in higher education virtual classrooms and many children who are living in rural area they are deprived of online education. Government should take necessary steps and they should implement policies for making students to get the online education. In India during pandemic not everyone is able to learn during online classes. Million of children are at risk being pushed into child labour. Indian children have been pushed into poverty due to Covid. Suggestion Many policy interventions and guidelines should be implemented, There should be a sufficient research has to be done by the the government, academicians or private sector in pedagogical aspects of online learning, And Online education software should be primarily present in each and every schools and colleges. Finally I conclude that Online teaching is ineffective and inadequate this online education is not reaching the rural children. Mostly the children who are from economically

weaker section they don't get proper online education. In India there is no fundamental ecosystem for online teaching pedagogy. In many government school there is no proper technology to conducted online classes. During this pandemic many rural children education got spoiled due to lack of smartphones and access to it. The inequalities in Education is increasing . Government has to focus more on developing education according to the changes of the Society and circumstances. So that no child will be deprived of online education. We should bridge the gaps in the educational system. So that every child's right to education will be safeguarded.

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