

A STUDY OF INEQUALITIES IN VIRTUAL LEARNING IN INDIA AS AN IMPACT OF COVID-19

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Abstract

The global pandemic COVID-19 has adversely impacted the education system in India. It has widened the inequality gap between those who can afford and access the digital devices and those who cannot. This paper examined how COVID-19, tremendously widened the inequality in Indian education due to the continuation of virtual learning as a supplementary mode of providing education. Data were collected from more than 200 respondents belonging to the different classes of society across the several parts of India about their experience of virtual learning in terms of accessibility & affordability to digital devices and stable internet connections. Results showed wider disparities among different groups of society for learning resources. Poorer sections are worst affected by COVID-19 in comparison to upper sections of society leading to the fall in enrolment rates, considerable spike in dropout rates, high gender inequality in virtual learning, digital divide, poor crisis management etc. The objectives of the study are presented with factual data to highlight the originality of the paper.

Keywords: *Virtual learning, Inequality in Indian education system, COVID-19, Digital divide, Gender divide.*

INTRODUCTION

The global pandemic COVID-19 has marked its impact on the entire world, leaving no escape from its severities to any single country. The outbreak first came into limelight in the city of China, named Wuhan. In a short span of time, deadly virus started spreading its deleterious effect round the world. As the cases started mounting in different countries, in no time it was declared as a global pandemic. India registered the first case of COVID-19 on 30th January 2020. On March 24, 2020, the Prime Minister of India Sh. Narendra Modi announced complete lockdown for the entire nation. Since then, the economic activities came to a halt and ministries issued the guidelines regarding appropriate COVID behaviour which included- proper sanitization of hands by washing them at regular intervals, wearing of mask at public places, avoiding mass gatherings and practicing social distancing (pokhrel & chhetri, 2021).

The COVID-19 pandemic has adversely affected the teaching-learning process at educational institutions. In an attempt to curb the rising number of corona virus cases; schools, colleges and universities discontinued face-to-face learning. This brought virtual learning into practice. The online mode has not only altered the style of teaching learning process, but also introduced new ways of assessing the progress of students. The sudden shift to virtual learning without appropriate training has posed multiple challenges for both teacher-student communities.

The contemporary educational sector in India was dealing with soaring inequality in terms of basic education and resources. This global pandemic has widened the gap in terms of accessibility of education where the under-privileged section is the most affected sector of the society. Although virtual mode of learning has directed the Indian educational system towards a modern way of imparting the knowledge among learners; it has equally proven as a challenge to those families who are financially deprived and are unable to afford costly ICT (Information & Communication Technology) tools like laptops, mobile phones, stable internet connections, etc. According to the

Commitment to Reducing Inequality (CRI), India is among one of the worst-performing countries in handling inequality going into the pandemic (oxfamindia.org, 2020).

The aim of this paper is to highlight the dearth of virtual learning in Indian education system and how it accelerated the inequality further, owing to the pandemic. The article also evaluates the hopeful prospect of virtual learning along with the limitations hampering the growth of children belonging to varied sectors of society.

LITERATURE REVIEW

Severities of COVID-19 brought major challenges for educational institutions. Discontinuing of physical classes has hampered the learning growth of students and widened the inequality gap between those who can access the technology based learning and those who remained inaccessible from it. The Annual Status of Education Report 2020 revealed the status of Indian education system. As per the data of ASER 2020, 5.3 per cent of rural children in the age group of 6-10 years have not enrolled in school this year in comparison to 1.8% in 2018 (ASER, 2021). Education plays an important role in shaping the future prospects of children. Educational institutions has significantly affected by the COVID-19 pandemic. The pandemic has shifted the pattern of teaching methodology in India (Tarkar, 2020). Virtual learning becomes the possible means of imparting knowledge among students. The new means of learning imposed challenges for the educators to deal with the pandemic and continue imparting the learning from home which created an imbalance in personal and professional life. According to (Chandrasekar, Jirayus, & Wisetsri, 2021), a survey was conducted to measure the satisfaction level of faculties engaged in dealing with work and personal life separately. The results of the survey indicated that 25% of the respondents are dissatisfied consider work and personal life as separate task.

Henrietta Fore, UNICEF Executive Director stated- "That so many children and young people have no internet at home is more than a digital gap –it is a digital canyon,". He further added that lack of internet connectivity limit children and young people's ability to connect the resource person at their educational institutions. Without internet access, it is nearly impossible to compete in the modern economy. It isolates them far away from the world. The closure of schools has made the education far from the access of these students. As per him, "lack of internet access is costing the next generation their futures." UNICEF (2020) As per the report of UNESCO (2021), Covid-19 is posing a major challenge for the organizations to fully cover the exact impact of school closures over the girl education. They are working constantly to analyze boy and girl students participation in remote learning, students planning to return to school and, taking steps to cope up with various challenges posed to mental and physical health due to long home isolation. It's a high time to register the declining participation and return to school rates especially among female and throughout the country.

Covid-19 bought a great hardship for the girl students across India which in turn posed numerous impact over the plight of these students. Shutting down of schools to curb the spread of virus has remained the prime impact over the girl education. Even after endless efforts of government, the virtual learning practices has failed to reach out to the each student due to huge wealth and digital disparities across the country. The female portion were less accessible to the digital devices than males especially in those who are living in the rural areas (Sonawane, 2020). According to the report of UNESCO 2021 on accessibility and availability of learning materials and activities, only 36 per cent of all enrolled children received learning resources from their teachers. The disparity is wider and consistently increasing in private institutions in comparison to government affiliated institutions (UNESCO, Indian Case Study Situation Analysis on the Effects of and Responses to COVID-19 on the Education Sector in Asia, 2021). A report by Oxfam India highlighted that children studying in government institutions were severely hit hard by Covid-19, which included more than 80 per cent of government school students in Odisha, Bihar, Jharkhand, Chhattisgarh and Uttar Pradesh who didn't receive any educational materials during the lockdown. The prime reason behind this was that their families were unable to afford the digital devices and e-learning tools for their children (oxfamindia.org, 2020). The massive unemployment hit the economy at it worst which created a situation of debt trap and liquidity chunks. This turned out to be other main reason why the students and their families found it difficult to pay their fee and make learning continued (Jena, 2020). Immediate remedial measures are required to deepen down the adversities of pandemic in order to promote equality in learning.

RESEARCH METHODOLOGY

An extensive review of both primary and secondary sources has been conducted in order to bring out the purpose of research. The data and information depicted in the present research has been taken from the websites of several national and international agencies. Various journals, reports, books and magazines were referred for the study.

To bring out more originality into the present study, researchers conducted a survey. A questionnaire was prepared to measure the inequality in virtual learning in India going into the pandemic. An appropriate number of respondents were chosen collectively from the different social classes and were asked to fill the questionnaire. Based on their responses, an interpretation was made and the results are highlighted in the findings section.

POSITIVE IMPACT OF VIRTUAL LEARNING

COVID-19 brought a lot of challenges for the entire world. However, whenever the market gets unstable, it gives birth to new opportunities. There were sudden dynamic changes in the entire economic and educational sector. In order to maintain the smooth running of various systems, the inert online sector suddenly came into life. There was a sudden surge in demand of Information Communication Tools (ICT) like smart phones, laptops, personal computers which gave boon to the IT sector. Wi-Fi became a basic necessity of every household. All the telecom companies rolled out the best data packages to cater the needs of the customers. All this together helped in smooth running of official work of private and public companies; and ensured accessibility of education to the students of the schools, institutes and colleges. Now students don't need to waste their time in travelling to institutions and can easily utilise the same in more productive manner. It has made the life easier for female teachers who need to leave their family behind. Now they can easily manage their work and family life together without sacrificing any of them.

Virtual learning has brought students and teachers closer to each other. Now students can easily schedule their doubt clearing sessions with teachers through email and WhatsApp communication. They can easily share informational data through WhatsApp and telegram groups. Virtual learning provides an option to record the lectures. These lectures can be heard later by the students who are not able to attend the live sessions.

In order to ensure easy accessibility of data for students; all the schools, colleges and universities introduced learning management system. The entire data is saved in cloud format so that it can be made available on one's fingertip. This created opportunity for the companies those have been developing and strengthening learning management systems for use of educational institutions (Misra, 2020). Google Drive, Microsoft One Drive, MEGA, Amazon Drive, Dropbox, etc.; are the primary sources to save data these days. All the e-books, research papers, etc can easily be stored in form of cloud data. Govt of India under its DIGITAL INDIA vision, along with Ministry of Human Resource Development (MHRD) took various initiatives to facilitate uninterrupted learning. Portals like Diksha, e-Pathshala and National Repository of Open Educational Resources (NROER) provide online material for Class 1st to 12th students. Swayam, Swayam Prabha (DTH Channel), e- PG Pathshala ensures smooth running of Higher Education (Jena, 2020).

A significant shift to ODL (Open Distant Learning) can be seen among all the universities. This helped in promoting digital literacy which is the future of educational sector. Also, emergence of new creative ways of evaluating students can be seen. IIT Goa question paper and the new method of evaluating students on the basis of "understanding of the course" have been appreciated by many. For the exam on analogue circuits, IIT Goa asks students to frame their own question based on all that they have learnt over the semester and answer it. (Deka, 2021).

NEGATIVE IMPACT OF VIRTUAL LEARNING

India has the world's second-largest school system, after china. Lockdown measures including shutting schools, restriction on movements, work-from home, virtual learning at home amidst the pandemic crisis were most feasible solution to deal with the rising number of COVID-19 cases. However, the prolonged discontinue of physical learning at classrooms has hampered the skills and growth of the learners, especially belonging to the poor background (Modi & Postaria, 2020).

The emergence of virtual learning posed various challenges related to accessibility, affordability and flexibility in the educational sector. Virtual learning has exposed children to the virtual world without safety controls, making them more vulnerable to the online exploitation. The impact of COVID-19 pandemic viewed on primary, secondary as well as higher education in India. The teachers and students are forced to shift to virtual learning without proper training, resulting in lack of coordination and poor quality of education. No significant training is provided to teachers to handle software and devices to conduct classes. Moreover, teachers' monotonous lectures fail to cater the interest of students. Lack of expertise among the teachers to facilitate effective learning may have detrimental effects on the educational sector.

Heavy fees are levied over the students across different school and universities without any significant qualitative teaching when the families of various lower and middle class students are already going through financial crisis. Lack of availability of digital devices especially to poverty stricken group has worsened their situation. Lower class people fail to purchase these costly gadgets and to pay regular internet rents, snatching away the Right to Education from them. Parents of the children studying under EWS Scheme are attracted towards school through mid day meal and free education facilities. But COVID-19 era has broken the bridge to reach to these children. Bringing them back to school or to make them attend online classes aftermath the pandemic will pose a major challenge for the NGOs and government schools.

The students belonging to physically weaker and disabled group finds it tough to attend virtual classes and to arrange scribes for the examination as no such special arrangements has been made for them.

Major IT software crashes are observed on the day of examination due to heavy load on the servers as they are made in hustle and bustle without proper testing. Developed cities of India have the capability to provide all basic amenities to the students. If the pandemic has shaken the roots of entire technical system in such places due surge in demand; what shall be the plight of the students living in north-eastern regions who already face instability of internet due to natural calamities. Also, the under-developed areas of India are least point of attraction for IT companies due to lack of demand. The technical glitches in these areas are yet to be fixed in order to provide high speed internet in rural and sub-urban hubs of the country.

Virtual learning has its own advantages but it can't be used as a clear substitute to the real life offline learning. No interaction with peer groups is killing social relations which enhance student's personality. No physical and extra co-curricular activities like sports, music, dance, art, and debates have major affect on grooming of the student. Not every discipline can be taught online. For example, health universities involve practical teaching and training in laboratories. Mechanical engineering involves actual training at the work place. Law students require on field training in courts. Such discipline if taught online can create an army of students who lack actual skills. A degree without knowledge means nothing. Students passing out lack the real skills and knowledge as they merely cheated in exams. Proctor to invigilate students during exam is not so possible at this stage for all schools and universities. Poor evaluation techniques adopted for promoting students without proper internal and external examinations have deteriorated the standard of education (Ravi, 2020).

The pandemic has a severe psychological repercussions over the minds of the students as they are isolated at home; away from the schools where parents fail to provide proper attention due to lack of awareness. If any student is facing mental stress, anxiety or suicidal thoughts; proper guidance is needed to be provided. The government has also initiated various helpline numbers to provide special attention to avoid student's suicidal cases in lockdown period.

Students desiring to study abroad have to postpone their plans due non-availability of flights and lack of safety during the ongoing pandemic. There is a lack of job opportunities in both national and international market. Rather, companies are more interested in lay-off instead of recruiting these days to avoid their shut-down due to heavy load of operational expenses. Pandemic has a serious detrimental affects over social and economic well being of the society.

DISCUSSION

DIGITAL DIVIDE

Inequalities, in terms of, income and wealth, education and health, employment and standard of living, always remain a major complex problem in India. The COVID-19 pandemic, has further widened this gap as virtual learning came into practice since the lockdown and restrictions imposed by the government. This paradigm shift to E-education in India had impacted the society as a whole. A total of 320 million learners have been adversely affected and transitioned to the E-learning industry in India (Modi & Postaria, 2020). As the online classes become new means of continuing the teaching-learning process, it is more evident that only students of richer section could afford the advance ICT tools and accessibility to stable internet connection. The unprivileged remain vulnerable in coping up with the new era of advancement in the form of virtual learning.

COVID-19 pandemic have posed several challenges to education system globally, and India is no exception. Even before the pandemic, Indian schools & colleges saw high dropout rates and decline in enrolment rates. The dropout rate at secondary level was 17% in 2019-20, with experts warning that dropouts are likely to surge due to the pandemic. Virtual learning demands of smartphones & computers along with the stable internet connection, without any technical disturbances for smooth functioning of online classes and people belong to the lower-income groups are finding difficult to afford such expensive ICT tools. This challenge of affordability has placed the India into the trap of 'Digital Divide'. The digital divide is evident across class, gender and region and it may have long term implications for those who are out of reach from its accessibility. Among the poorest 20% households in India, only 2.7% have access to technical devices and 8.9% have stable internet connection, while in the case of top20% households, the proportions are 27.6% and 50.5% respectively (kundu, 2020). Digital divide has tormented the education system in India as schools & colleges are facing hardships in getting accessibility to learning resources. According to the report published by Unified District Information System for Education Plus (UDISE+) 2019-20, only about 37% of the schools in India had a functional computer facility on campus. Among government schools, less than 12% had internet connection in the same year, while less than 30% had functional computer facilities.

The problem of inequality in India was soaring from Pre-Pandemic times. However, the severities of COVID-19, worked as adding fuel into the fire, deepening down the nations already suffering from outdated technology, low learning outcomes, shortage of resources, high drop-out rates and poor infrastructure. Lack of internet access remained a major challenge for low and lower-middle-income countries. There is a high inequality for home internet access among children and young people aged 25 years or less in the East Asia and Pacific region (UNICEF, 2020). According to the key indicator of Household Social Consumption on Education in India Report, prepared by NSSO, 2017-18, nearly 4% of the rural households in India have ICT tools to take online classes in comparison to 23% of urban households. Speaking about the accessibility to internet connection, nearly 15% of households had access to internet connection in rural India while 42% of urban households had accessibility to internet connection in the same year (Singh & Chanda, 2021). It is clearly visible from the report by NSSO that internet penetration is higher in the urban India than rural India.

Even at a state level, there exists high disparity for internet penetration. States like Kerela (54%), Punjab, Himachal Pradesh & J&K (49%), Tamil Nadu (47%) and Maharashtra (43%) has larger size of internet users, including NCT of Delhi (69%), registered highest internet penetration. On the other hand, states in the East and North-East except Assam (38%), have low internet penetration. Bihar is the worst affected state amid ongoing pandemic, comprise only 28% of internet penetration, the least share among all other states (INDIA INTERNET 2019). While the whole India is continuously struggling and trying to outreach its internet penetration, the scenario is different and bit favourable in metropolitan cities. This affected the kind of digital education options available to educational institutions during the pandemic, as well as plans for hybrid learning in the days ahead.

GENDER DIVIDE

Gender divide has always been a major issue on the terms of education in India. Women have to struggle even for the basic education. COVID-19 has only added to the disparities in the educational sector in recent times. It has worsened the plight of women education. Non availability of electronic devices like laptops, smart phones, stable internet connection, etc. kept girls away from school. In the presence of such amenities, they are still forced to get engaged in household chores. Educating a girl child is seen more as a liability than an opportunity. In order to overcome the economic ordeals, women education is the first thing to be looked upon. The basic taboo prevalent in the society is, 'Educating man is considered as an investment, while educating a woman is perceived as a liability'. Further, it is believed that spending on women education is an investment which will go out of the door once the girl get married, bringing fortune to other family. This cemented attitude of the society diffused an ideology where the boys are considered as an asset and girls are treated as liability, thus, widening the gap and giving rise to the gender divide issue.

There is a high risk of female students not returning back to schools after the pandemic. Major barriers on returning shall be financial crisis, household responsibilities, transitions to adulthood resulting in marriages or pregnancies and many more. As per the reports, women faces more stress, depression and anxiety issues as compared to men. Increased anxiety cases have also been reported among LGBTQ society. Many students faced lost access to comprehensive sexuality education due to gradual online learning that increases vulnerability to early and unintended pregnancy, sexual transmission and gender violence (UNESCO, 2021).

With the rapid pace of digitization, the growing disparity among internet users is clearly visible. There is high inequality between males and females in terms of internet consumption. The proportion of internet usage in India is less among females as compared to the males. The female internet population is only half of the 258Mn male internet population. The disparity is even high in rural India where women are considered to be assuming the role of unpaid housekeeper. Speaking about the All India Gender Distribution for internet consumption, while 67% men are using internet, share of women is only 33%. The disparity is more striking in rural India, where the figures are 72% and 28% for men and women, respectively in comparison to urban India with figures 62% and 38% for male and female, respectively (INDIA INTERNET 2019). It has been ascertained by UNESCO that globally, 23.8 million children, adolescents and youth from pre-primary to tertiary education ought to dropout or not have access to school due to the impact of COVID-19. This figure includes 11.2 million young females (UN, 2020). While other studies believe this figure to be as high as 20 million girls and young women in low and low-middle income countries (fund, 2020). As per the World Bank, women from age group 12 to 17 years from lower and lower-middle groups are more at risk of not returning schools after pandemic.

A girl child is always the first one to lose out on childhood, nutrition and other basic amenities for maintaining good physical and mental health (UNESCO, 2021).

FINDINGS

A survey was conducted to analyse inequalities in virtual learning in India as an impact of COVID-19. The target audience were Post-graduates, Undergraduates, Senior Secondary and Secondary students. Among the respondents, 43.7% were male while the remaining 56.3% were females. The respondents were from different parts of India and were classified into the different groups on the basis of their income in order to understand how COVID19 has affected the learning in different corners of the country. This provides us with an unbiased view from the lens of different audience. Majority of respondents hails from New Delhi, Maharashtra, Bangalore, Uttar Pradesh, Bihar, Haryana,

Rajasthan, Manipur, Gujarat, Madhya Pradesh, Uttarakhand, West Bengal and Karnataka. Students are from diverse disciplines like Commerce, Science, Arts, Law, Engineering, Medical, Education, etc. About 56.3% of the students are studying in government institutions, while 29.6% are in private institute and the remaining 14.1% are studying in public institute.

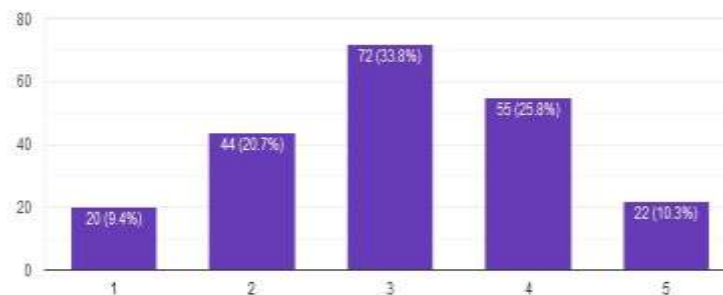


Figure 6.1

In Fig. 6.1, respondents were asked to evaluate the COVID-19 crisis management at their respective institutions among which 10.3% of the students were not satisfied with the crisis management policies followed by their institution. The other 25.85% of them believed that it was just adequate. 33.8% were found neutral and 20.7% were found it good. Only 9.4% students found that their institutions managed the pandemic crisis in a very well manner. The high variations in this data shows that many institutes across the country are not well equipped to manage the sudden crisis resulted from the pandemic and the mechanism may collapse in such circumstances.

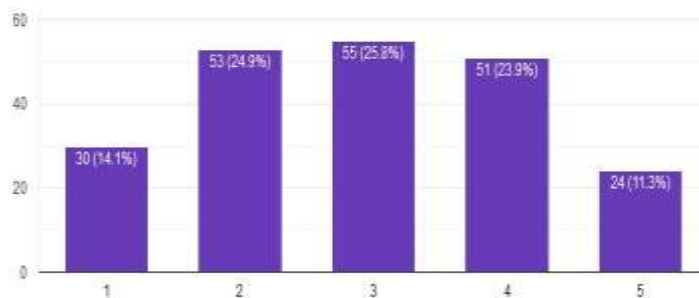


Figure 6.2

Talking about the efficiency of the teachers in handling & managing the online classes, in Fig. 6.2, 14.1% of the students were very highly satisfied with the online or distance teaching and learning process. 24.9% students found satisfied and 25.8% were found neutral. On the other hand, 23.9% students were found that their teachers were adequate efficient in managing the online classes while, 11.3% were not satisfied at all with the teaching process through online classes.

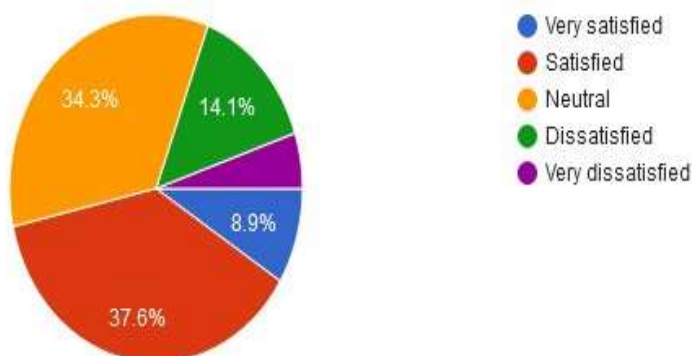


Figure 6.3

Credibility of Evaluation techniques during the pandemic have always remained questionable. Fig. 6.3 highlighting how much of the students were satisfied with the evaluation methods adopted by their institutions. Around 14.1% of the students were dissatisfied and 5.1% of the students were highly dissatisfied. Where 8.9% of the students were highly satisfied and around 37.6% of the students were merely satisfied with the evaluation techniques. However, 34.3% students were sceptical about the evaluation method adopted by their institution.

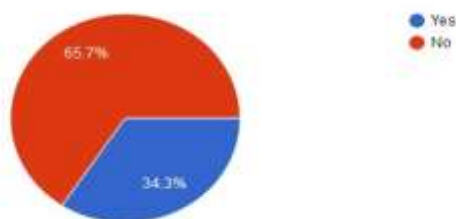


Figure 6.4

Many institutes raised the tuition fees by giving an argument that setting up equipments to conduct online teaching had bought additional cost for them. In Fig. 6.4, 34.3% of the students faced hike in tuition fees. However, some parents and students resisted against the hike by presenting an argument that online teaching is rather less costly than physical teaching. Hence, 65.7% of students didn't face any hike in tuition fees.

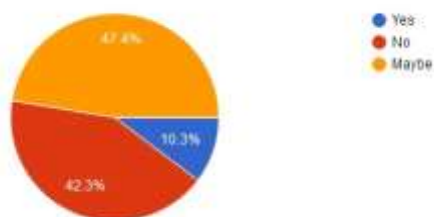


Figure 6.5

Fig. 6.5 represents whether the respondents were aware about any of the governmental schemes being provided as an emergency funding for higher education in the context of COVID-19. It was astonishing to find that 47.4% of students were completely unaware about any government initiative for higher education in the COVID-19. However, 42.3% of the students did not get any emergency funding as a relief measure for their education. Only 10.3% students got accessibility to government relief measure for education in view of the ongoing pandemic.

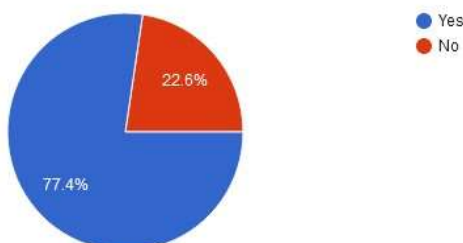


Figure 6.6

As the participants includes students from different corners of the country, thereby accessibility to smartphones & stable internet connection, remain one of the major challenge for continuing virtual learning. According to the Annual Status of Education Report 2021, the availability of smartphones has nearly doubled from 36.5% in 2018 to 67.6% in 2021 among the schoolchildren (ASER, 2021). Although the accessibility to smartphones has been considerably increased due to the shift in education pattern, the stable internet connection is a major challenge in virtual learning. Fig. 6.6 clearly depicts that though, 77.4% of the students have stable internet connection, but still 22.6% of the students experiencing unstable internet connection which creates a hindrance in their learning process.

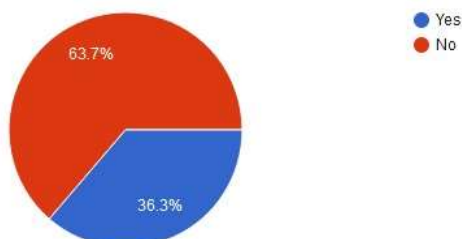


Figure 6.7

Fig. 6.7 highlights the data about dropout of the education among students due to financial instability. It can be seen that around 36.3% of students dropped out due financial instability and 63.7% of the students are enough capable of continuing their education. The high inequality in dropout rates left the inaccessible groups in a vulnerable state forcing them to live a dark life.

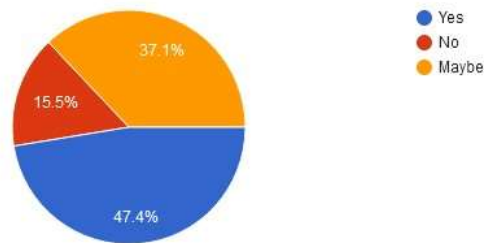


Figure 6.8

India, as a developing country, has always remained inequitable in providing education to girls. Fig. 6.8 represents the inequality in male and female education in India. On enquiring, 47.4% of the students thought that pandemic has made poor female students to dropout, while 37.1% of the students were sceptical about the fact. Only 15.5% of the students thought that pandemic has not forced the poor female students to dropout their education.

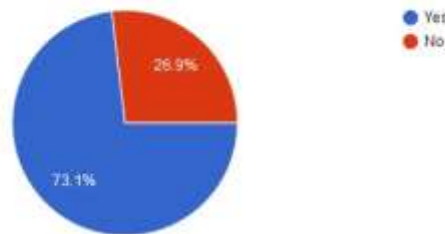


Figure 6.9

Continuous lockdowns and long shutdown period had impacted the mental and physical well being of students. Fig. 6.9 highlights the severe psychological repercussions of the pandemic due to shift towards virtual learning over the minds of the students. Results showed 73.1% of the students believed that pandemic has severe psychological repercussions over the minds of the students. In some cases repercussions were much severe. It resulted in increase in the number of suicide cases. Such instances clearly highlight the deteriorated psychological condition of the students.

CONCLUSION

COVID-19 pandemic has adversely impacted the education sector of India. It has widened the inequality gap in Indian education system through adoption of virtual learning in practice as a means to continuing the education. Various studies have been carried out which studied the impact of COVID-19 on education, challenges it posed and opportunities it created in the post-pandemic era. However, very few studies have been found related to exploring the study of inequality in Indian education system especially, amidst the ongoing pandemic. In the present study, researchers have tried to explore this study in detail and provided factual data in order to prove how the practice of virtual learning widened the inequality gap among different groups of society. For this purpose, researchers conducted a survey and data related to accessibility and affordability of digital devices were collected from the respondents of various social backgrounds.

Results showed the upper section of society and many developed regions are accessible to learning devices but the lower section and remote areas people are out of reach from stable network connections which is creating hindrances in their learning process. There were less effective crisis management at various educational institutions and students are not highly satisfied with teacher's methodology in dealing with online classes. The evaluation techniques are less credible as many students are sceptical for the way in which their performance was evaluated. In order to effectively conduct the virtual learning process, the government introduced certain schemes for those who are suffering from the drawbacks of online learning. However, many students were unaware about the government initiative for education in COVID-19. A steady spike in dropout rates are shown in the pandemic times, especially among the poorer sections of society. The pandemic has created a large gap between male and female education. It widened the gap of gender divide as many female students have dropout their basic schooling education. Continuous lockdowns and high pressure for studies has created severe psychological repercussions over the minds of students and deteriorated their mental as well as physical well-being.

India should strategize the way of providing online education as inaccessibility and unaffordability to stable internet connections hampering the growth of poor students. Further detail study can be carry out to mitigate the negative impacts and inequalities in virtual learning in India.

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