



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

INTERNATIONAL JOURNAL  
OF CURRENT RESEARCH

*International Journal of Current Research*  
Vol. 13, Issue, 10, pp.19089-19098, October, 2021

DOI: <https://doi.org/10.24941/ijcr.42343.10.2021>

## RESEARCH ARTICLE

# IMPACT OF ONLINE TEACHING DURING COVID-19 ON EDUCATION IN RURAL AREAS OF INDIA

**\*Dr. Davinder Kour**

Senior Assistant Professor in Education, Government Degree College (GDC), Hiranagar, Jammu and Kashmir

### ARTICLE INFO

#### *Article History:*

Received 29<sup>th</sup> July, 2021  
Received in revised form  
27<sup>th</sup> August, 2021  
Accepted 15<sup>th</sup> September, 2021  
Published online 30<sup>th</sup> October, 2021

#### *Key Words:*

Online Learning, Remote Teaching,  
Technological Challenges, Pedagogical  
Challenges, Social Challenges, Rural Areas,  
Covid-19, India.

*\*Corresponding author:*  
**Dr. Davinder Kour**

### ABSTRACT

The paper aims to analyse impact of online teaching in rural areas of India based on experiences of the Covid-19 pandemic. A qualitative research method was undertaken in two steps. In the first step, a thematic analysis of an online discussion forum with experts from different sectors was carried out. In the second step, both the data and the statements of opinion from secondary online sources, including web articles, statistical data and legislation, were analysed. Though Government of India has taken several online teaching initiatives, several technological, pedagogical and social challenges exist in rural areas of India. The technological challenges are mainly related to the unreliability of Internet connections and many students' lack of necessary electronic devices. The pedagogical challenges are principally associated with teachers' and learners' lack of digital skills, the lack of structured content versus the abundance of online resources, learners' lack of interactivity and motivation and teachers' lack of social and cognitive presence. The social challenges are mainly related to the lack of human interaction between teachers and students as well as among the latter, the lack of physical spaces at home to receive lessons and the lack of support of parents who are frequently working remotely in the same spaces. The open challenges emerging from this health crisis may prove crucial in improving the capability to provide effective online learning, in evolving educational models to overcome inequalities and isolation in emergencies and in preventing social exclusion. Policymakers, enterprises, experts, schools, students and families should collaborate closely to develop accessible and smart learning environments, educational resources and tools additionally able to maintain the sociality, inclusiveness and accessibility of education across India.

*Copyright © 2021. Dr. Davinder Kour. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.*

*Citation: Dr. Davinder Kour. "Impact of Online Teaching During Covid-19 on Education in Rural Areas of India", 2021. International Journal of Current Research, 13, (10), 19089-19098.*

## INTRODUCTION

The Covid-19 was proclaimed a worldwide pandemic on 12 March 2020 and social separating was taken on in many spots to contain the issue. To be sure, various nations all throughout the planet chose to close schools cross country to forestall or contain the spread of the infection, fundamentally influencing the learning of millions of kids and young people. Coronavirus has featured the issue of the administration of school illustrations and learning measures around the world, among issues. Innovation can unquestionably be of help in such manner. Government in various nations have prescribed or made it obligatory to carry out web based learning at all school levels in different nations. This choice has additionally been upheld by UNESCO, which has proclaimed that web based learning can assist with halting the spread of the infection by staying away from direct communications between individuals.

UNESCO has moreover given a rundown of free instructive stages and assets that can be utilized for internet picking up as per the necessities of each instructive foundation, giving social consideration and connection during school terminations. Web based learning can be characterized as guidance followed through on a computerized gadget that is planned to help learning. In the writing, a few benefits of web based learning have been featured: considering from anyplace, whenever; plausibility of setting aside huge measures of cash; no driving on swarmed transports or nearby trains; adaptability to pick; and saving time. Internet learning is in this way turning out to be increasingly more significant for training during the hour of the overall wellbeing crisis, offering the chance to keep in contact, regardless of whether distantly, with schoolmates and educators and to follow examples. Nonetheless, many difficulties have been seen in country spaces of India. The most apparent and broadly talked about by specialists and policymakers is that socially hindered bunches face challenges in gathering the fundamental conditions needed by web based

learning. The following area presents past investigations on internet learning in crisis circumstances. Lockdowns and the ensuing conclusion of instructive foundations appear to have enhanced the hole among rich and destitute individuals, not simply between the Global North and the Global South, yet in addition inside nations. School terminations could adversely affect students from lower financial foundations, extending the hole with their more advantaged peers. To be sure, on the one side, there is the principle objective of protecting wellbeing, while on the opposite side the previously mentioned issues are arising. The reception of internet learning in a circumstance of crisis addresses a need, yet it has additionally animated specialists, policymakers, residents, instructors and students to look for new arrangements. This is creating a shift from the idea of internet figuring out how to crisis remote educating, which addresses a transitory shift of informative conveyance to an other conveyance mode because of emergency conditions. Consequently, new difficulties and openings at a social and innovative level might arise. It is an encounter that empowers us to ponder the various methodologies and examples learned in various nations and also gives a chance to discover new arrangements. Truth be told, more prominent reflection on and investigation of social difficulties identified with the current pandemic and all the more by and large to worldwide emergencies are vital.

There are a few investigations on internet getting the hang of during crises. Other than affirming and building up the difficulties recognized by past research, our review gives a structure on the chances, difficulties and illustrations learned in various nations during the Covid-19 crisis, with an exceptional spotlight on Italy. Albeit past examinations have offered a few ways to follow, they don't give explicit activities getting from examples learned. Our review plans to add to filling this hole. For sure, beginning from the past works, and improved by an internet based conversation discussion and information from auxiliary sources with respect to Italy, we remove difficulties and recommendations for activity to confront these equivalent difficulties, that various entertainers (policymakers, educators, and so on) should carry out to confront the progressing and arising difficulties. Joined Nations, indeed, to relieve the unfortunate results of the Covid-19 on schooling, are empowering governments and partners to make moves and to speed up changes in methods of conveying quality training, abandoning nobody. Comprehensive changes in instruction conveyance through schooling venture and changes at the administration level are important. This pandemic can be a chance and an activity for crisis remote instructing to assess arose difficulties during crises and foster a sound internet based training methodology for some other crises or catastrophic events that might conceivably occur later on. Training frameworks all throughout the planet are confronting a remarkable test in the wake of enormous school terminations ordered as a feature of general wellbeing endeavors to contain the spread of Covid-19. Administrative offices are working with worldwide associations, private area accomplices and common society to convey training distantly through a blend of advancements to guarantee congruity of educational program based review and learning for all. Moreover, one of the points of The Global Education 2030 Agenda of UNESCO is the quality training which intends to guarantee comprehensive and evenhanded quality instruction and advance long lasting learning openings for all. In this specific situation, more consideration is essential on how innovation and learning can be coordinated adequately, including the

crucial job of instructors, and the understudies' requirements. In this way, dissect difficulties identified with crisis remote instructing and show recommendations for activity to confront these difficulties; these proposition are addressed to government, leaders and partners to certification quality in training. The reason for the paper is to think about the outline of assessments by specialists coming from an internet based conversation gathering and the information examination of the Italian contextual analysis, and which served to prove proposition for activity as critical to meeting the new difficulties recorded. Therefore, a subjective exploration technique was embraced in two stages. In the initial step, a topical examination of an internet based conversation discussion was done. This gathering included specialists concerning the difficulties looked during the current emergency. In the subsequent advance, we did an investigation of auxiliary internet based sources, similar to web articles, factual information and enactment, to dissect sway on rural regions in India.

## LITERATURE REVIEW

In spite of the emergency delivered by Covid-19 pandemic, internet learning has empowered many individuals to keep educating and learning without interference. The pandemic emergency is the justification for the largest experimentation in internet based schooling universally. Nonetheless, an efficient way to deal with comprehension the upsides and downsides of internet learning and for contributing, arranging and conveying it is important, given its wide execution and extension. During the school terminations, existing imbalances associated with various financial circumstances have expanded basically because of the accompanying reasons: (I) absence of assets, including admittance to instructive innovations and the Internet; and (ii) absence of actual spaces to complete locally established taking in among families from more unfortunate foundations, who come up short on the fundamental abilities to help their youngsters, particularly in regards to auxiliary training. There is some proof that school terminations can create critical misfortunes in instructive accomplishment, specifically for burdened understudies. These components have brought about a huge hole in how youngsters have been picking up during this crisis period. In country regions where most of understudies don't approach the Internet and sufficient learning conditions, such disparities are significantly more obvious. To conquer these challenges, foundations ought to give more sufficient e-learning stages to build admittance to the Internet and foster an intelligent learning approach. In addition, it is important to give studios or preparing to educators and understudies to work on their innovative and academic skills in web based mastering. The subject of incorporation is focal when we think about crisis remote educating. Incorporation might have various attributes in rural areas of India. The benefits and constraints of utilizing internet learning in rustic regions have been broke down. This investigation discovered that internet learning was an adaptable and viable source that permits understudies to become self-coordinated students, in spite of the fact that detriments identified with the failure to instruct and learn down to earth and clinical work were likewise featured. One more criticality was addressed by the absence of quick input for understudies. Accordingly, the creators suggested preparing personnel and creating illustration plans with decreased intellectual burden and expanded interactivities. It is important to carry out clear strides in applying web based learning, like

getting ready offices, preparing with current innovation, giving rules to instructors and understudies, offering intelligent interactive media materials in accordance with the current educational program and guaranteeing an assessment framework with a question bank. This Covid-19 pandemic might speed up certain progressions in instructive models dependent on the upsides and downsides of the innovation utilized for learning purposes. Thomas and Rogers, beginning from their encounters of internet getting the hang of during the pandemic crisis, have seen that school-gave IT frameworks are much of the time excessively costly, lumbering and straightaway leave date. They recommend moving to individual gadgets incorporated into schools. In addition, they suggest that policymakers boost and urge organizations to create connecting with and incredible instructive games and learning conditions. To gamify schooling will empower youngsters' commitment and interest. Eder moreover recommends utilizing TV or radio for web based learning to arrive at students who need admittance to the Internet, albeit this expects time to plan and program content. All things considered, it is important that various media like radio and TV were likewise utilized in 2014 during the Ebola emergency. Besides, during the current emergency, a few nations have utilized various modalities for web based figuring out how to keep away from the issue of the computerized partition.

**Study Findings:** Multiple free e-Learning stages have been created by the Government of India (GoI). The point of free e-Learning stages is to make the schooling available to the most impeded. The GoI has fostered a few free e-Learning stages for the students across different branches. The point of free e-Learning stages is to keep the learning and the showing framework continuous and progressing. To defeat the Covid-19 pandemic, the GoI has taken a few drives through the Ministry of Education and University Grant Commission. Not one but rather many free e-Learning stages have been created and dispatched by the Government of India at the appointed time. Free e-Learning stages created by the GoI contain different courses that can be gotten to by the understudies, instructors, experts and students. The substance are accessible as sound, video, show, PDFs, tests and so forth.

**Swayam:** The objective of SWAYAM is to provide a learning platform to all, including the most disadvantaged. It hosts almost all the courses taught in classrooms from Class 9 till post-graduation. **Diksha:** This is an initiative of the National Council of Educational Research and Training, Ministry of Education, Government of India. DIKSHA can be accessed at [diksha.gov.in](http://diksha.gov.in) by the learners and teachers across the country. It currently supports various courses of NCERT, CBSE and SCERTs across India.

**e-ShodhSindhu:** It will continue to provide current as well as archival access to more than 10,000 peer-reviewed journals and a number of bibliographic, citation and factual databases to its member institutions.

**e-PG Pathshala:** It is an initiative taken by the MHRD under its National Mission on Education through ICT, which is being executed by the UGC. The platform, [epgp.inflibnet.ac.in](http://epgp.inflibnet.ac.in) provides interactive e-content in 70 subjects across all disciplines of social sciences, arts, fine arts and humanities, natural & mathematical sciences.

**Swayam Prabha:** It consists of 34 DTH channels, which is devoted to telecasting high-quality educational programmes on 24X7 basis. The course contents are provided by NPTEL, IITs, UGC, CEC, IGNOU, NCERT and NIOS.

**NPTEL:** The National Programme on Technology Enhanced Learning was initiated by IIT Bombay, IIT Delhi, IIT Kanpur, IIT Kharagpur, IIT Madras, IIT Guwahati, IIT Roorkee along with Indian Institute of Science, Bangalore in 2003. NPTEL platform, [nptel.ac.in](http://nptel.ac.in) provides open online courses around engineering and core science subjects.

These free e-Learning portals created by the GoI give a special chance to the understudies, instructors, and experts to team up and share their insight. This drive ensures that schooling is a continuous interaction. Free e-Learning stages give autonomy of getting to the courses whenever and anyplace.

**Challenges of Online Learning:** Online teaching in rural areas of India has given a huge lift to web based picking up, opening up new freedoms and reflections for the instructive framework. As per the conversation completed inside the discussion, the Covid-19 pandemic experience is introducing various difficulties that ought to be addressed to foster new procedures and educational methodologies, framework and stages explicitly intended for web based instructing. These new techniques should be created in an interdisciplinary and all encompassing point of view that will expect and evaluate likely ramifications and social assumptions. For sure, the Covid-19 pandemic has clarified that advancements alone don't address a panacea. The drawn out disparity holes between understudies in various circumstances in instruction frameworks have regularly been featured during the Covid-19 pandemic period. Understudies and educators have confronted various snags in remote instructing because of the current limits identified with innovative, educational and social difficulties, which will be examined in the accompanying segments.

**Technological Challenges:** Technological difficulties are fundamentally identified with an absence of Internet network and electronic gadgets. This issue might expand disparities through lopsided admittance to the innovation required by understudies and instructors. For sure, not all students approach the important advances to exploit online schooling like a quick Internet association and an incredible PC. These issues particularly influence many impeded families, yet in addition working class families with various kids, or guardians who are occupied with savvy working. In addition, there are contrasts among country and metropolitan spaces of India. In rustic regions, specifically, there are a few deterrents to getting to laptops and desktops across India. One significant issue saw in rustic regions was inadequate data transfer capacity, creating postponements or association disappointments during examples and video gatherings. Truth be told, not all topographical regions are reached by a broadband association. This implies that sometimes there is a primary hole that addresses a deterrent for individuals association. This issue was additionally said to happen in Estonia, where computerized instruments are essential for ordinary learning and e-learning days are important for educational plans. The computerized learning conditions made were not intended for such serious use as in the pandemic emergency, bringing about breakdown in the initial not many days when all schools attempted to run them.

Accordingly, as a matter of first importance, it is important to beat issues identified with associations, thinking about the execution of 4G innovations. The huge scope spread of 4G would permit a more effective association and in this way, an improvement in web-based execution and the sorts of advancements that can be utilized at distance. This is a technological issue, yet in addition a test associated with administration and arrangements identified with the reception of 4G in rustic regions. The illustrations learned in different nations can work with new reflections about the best advances and ways to deal with use later on. In certain spaces, the public authority gave internet learning classes broadcast by means of TV for grade school understudies, with on the web/distance picking up beginning the day after the lockdown. This permitted all families to be reached and figuring out how to recommence right away. This is a potential methodology that requires an undeniable degree of focal coordination. A particularly certain encounter of utilizing TV is vital on the grounds that it empowers us to think about the utilization of a medium that is generally accessible and open to families, especially in rustic regions. All things considered, TV has not assumed a huge part in distance adapting particularly in country regions where ignorance rates were high. Television can assume a part among the different innovations proposed. Different issues underlined by the specialists were morals, protection and copyright identified with the concentrated utilization of online gadgets by students and to performing on the web assessments because of misrepresentation discovery. Likewise, the wonders of utilizing assets without makers' consent, accreditation and appropriate oversight were advanced. Thus, activities that increment mindfulness among clients and safe framework for instructional classes for kids were supposed to be fundamental.

**Pedagogical Challenges:** There isn't just advancement connected to mechanical viewpoints yet in addition the rise of new instructive perspectives. Web based learning infers changing the methodologies utilized in up close and personal illustrations. Advancements in instructing strategies are accordingly expected to draw in understudies, animating their proactive conduct, which is hard to acquire when one is just associated on the web. Specifically, new ways to deal with keep up with kids' consideration and interest on a screen for quite a while are required. As a matter of first importance, to design a sufficient academic course for remote instructing, it is important to expand the mechanical abilities of all the entertainers in question. In rustic regions, challenges identified with holes in advanced proficiency in schooling among instructors, understudies and guardians were said to have arisen. Educators ought to be prepared to increment advanced and other explicit abilities for online training to enough arrangement and execute an inventive instructive program. In spite of the fact that understudies are generally exceptionally acquainted with the utilization of computerized gadgets, they may not be ready to get remote educating and it is very hard to catch their consideration. Moreover, guardians might not have the important instructive level and language ability as far as advanced abilities. In rural areas of India, elementary schools specifically have never broadly explored different avenues regarding internet learning, particularly in a crisis circumstance. All things considered, the gigantic measure of content and data accessible on the web, habitually organized and arranged substance for grade schools, are restricted; instructors have attempted to put together and give organized substance, and guardians were grumbling that they didn't have

the foggiest idea how to assist kids with schoolwork. During this pandemic lock-down, when youngsters were approached to get associated for their illustrations, guardians were much of the time engaged with brilliant working. In addition, because of the absence of appropriate advanced gadgets, a few understudies had to utilize a cell phone to watch illustrations without improved computerized content. Albeit portable learning offers the chance of omnipresent figuring, there are numerous mechanical constraints identified with the substandard usefulness included contrasted with work stations. It is likewise important to manage the issue of streamlining the learning of advanced substance for cell phones. Upgrading content permits diminishing the time spent utilizing cell phones, which addresses a basic issue for understudies' degrees of consideration and fixation. An open inquiry is the utilization of internet learning for small kids in kindergarten. For instance, in Italy, kindergarten and preschool instructors imparted kids' melodies to guardians, short instructive recordings with basic games and readings told by the educators to keep in touch with kids. There is a wide discussion in the writing identified with the kinds of outcomes of youngsters' utilization of ICT gadgets before they arrive at young. Oftentimes, families additionally have various perspectives towards innovation and web based learning.

Numerous colleges and schools of India had as of now began to acquaint encounters of internet learning with decrease costs. Accordingly, they have experienced less challenges comparative with different degrees of tutoring. Coronavirus is proposing a speed increase toward this path. There are numerous internet learning openings presented by colleges and the deal is developing as an outcome of the Covid-19 pandemic. This issue opens a reflection on the exemplary model of colleges and on the advancement of a half breed model that empowers understudies to not be completely present, consequently decreasing expenses for families and making college access more comprehensive. During the gathering conversation, the requirement for governments to make a move in the exceptionally present moment to characterize procedures zeroing in on computerized schooling appraisal was engaged. Covid-19 pandemic has likewise given a lift to the open training assets approach, identified with connectivism hypothesis. This drive empowers the assortment of a lot of free instructive materials accessible. This free substance could be utilized during illustrations. The utilization of numerous channels and guaranteed assets made accessible by various establishments require preparing on the most proficient method to get to these substance. A lot of content isn't generally usable; for sure, this substance should be coordinated. This can be worked with by building networks for sharing such substance in a systematized manner, accordingly expanding normal information. This can likewise help educators and teachers to defeat the criticalities and hardships of utilizing an agreeable methodology. Nonetheless, a few specialists were condemning of this methodology in light of the fact that, according to a business perspective, a few establishments may begin gathering every free material and charging for them. The presence of web based picking up during crisis periods empowers understudies to stay in contact with their educators and furthermore with different understudies. Notwithstanding, some central questions are building a feeling of local area among students and instructors and delivering intuitive and connecting with illustrations where all understudies additionally know one another.

The commitment issue can likewise be overwhelmed by utilizing participatory ways to deal with instruction related to the utilization of online advancements. The utilization of co-creation stages in internet learning was additionally recommended, in which understudies can turn out to be more involved, in any event, taking part in making content for illustrations.

**Social Challenges:** The crisis was said to address a decent chance to secure practices that advance autonomy and obligation from the understudies' side. Nonetheless, one of the principle constraints is the deficiency of human cooperation among instructors and understudies just as among understudies. Subject matter authorities agree, albeit the utilization of ICT devices resembles a lengthy arm for understudies all throughout the planet who feel OK with them, there is not a viable alternative for appropriate instructor understudy connection. To relieve issues of consideration, the specialists proposed utilizing a mixed methodology, sooner rather than later. Mixed learning is characterized by as the smart combination of up close and personal and web based learning encounters. It empowers view of human variables to be heightened and supports sensations of local area having a place. Absolutely, mixed learning works with association, further developing joint effort and social connections among students and among students and educators. Later on, when typical training exercises will actually want to continue, a harmony between learning at school and internet learning ought to be set up. Web based learning is something that can supplement eye to eye examples.

A significant test is to help understudies with extraordinary requirements in their learning exercises moderating any danger of imbalance and weakness. What do we do about schools of youngsters with mental or actual weaknesses? This inquiry requires another instructive methodology, thinking about the potential benefits of innovation. Online teaching instructing likewise presents a few difficulties for guardians and instructors. During such a crisis, they may likewise be working distantly. This creates an issue identifying with the accessibility of ICT gadgets for all individuals from a family. In the event that all individuals are working at home, there is additionally an issue of actual space where every individual can get an illustration or do her or his work.

The co-ordinations of web based learning must be painstakingly thought of. To be sure, not all families have adequate spaces to be utilized by their youngsters. Additionally, web based instructing for kids every now and again requires guardians' essence, which might make it incomprehensible for them to offset their work exercises with supporting their youngsters during their internet learning experience. Moreover, a few guardians don't have sufficient proficiency to help learning at home. Online learning is opening up new freedoms that are not really connected to crises. Guardians view at this experience as a decent chance for executing internet learning at max throttle, specifically for families who travel a ton, who work abroad, who have explicit necessities, etc. This last sign is extremely fascinating are now profoundly knowledgeable about ICT. Hence, the center issue is to see how internet learning can be utilized and coordinated with up close and personal learning, furthermore thinking about that a considerable lot of the difficulties are additionally associated with the need to defeat mechanical holes

## Conclusion

Online teaching has permitted schools, schools and colleges in India to give adapting generally undisrupted during the lockdown constrained by the Covid-19 pandemic. In any case, there are a few difficulties to be confronted. The consequences of the investigation of the internet based conversation discussion with worldwide specialists and optional information have uncovered a few innovative, educational and social difficulties, furthermore affirmed by the reference writing. The mechanical difficulties are for the most part identified with the trickiness of Internet associations when huge number of understudies and laborers are at the same time associated just as the absence of innovative gadgets for some understudies. This perspective has been underlined by various examinations, especially in provincial spaces of India. The academic difficulties are related with instructors' and understudies' absence of advanced abilities, the absence of organized substance versus the plenitude of online assets, students' absence of intuitiveness and inspiration and the social and intellectual issues that educators and schools should address in the present circumstance. The absence of intelligence and inspiration of understudies is associated with the social test identified with the deficiency of human connection among instructors and understudies just as among understudies. To support kids' commitment and interest, our outcomes recommend the utilization of more intuitive assets to gamify schooling. Also, there are issues identified with the absence of physical spaces at home where examples can be gotten and, at times, an absence of parental help.

Online teaching ought to turn into a need for policymakers in country regions. Examples gained from this Covid-19 emergency empower us to demonstrate difficulties and proposition for activity to confront these equivalent difficulties addressed to policymakers so they can address a portion of the open difficulties. Here we consider the synopsis of sentiments by specialists coming from the internet based conversation discussion and the information examination of the Italian contextual analysis which served to prove the accompanying proposition for activity to react to the recognized difficulties. Dependable organization foundation should be created. Instructors, understudies and guardians should have network that permits them to have the option to take examples distantly in any event, when others in a similar house are doing other internet based exercises. Truth be told, the aftereffects of the web-based conversation gathering underlined that the concentrated utilization of organizations during the pandemic emergency has delivered association disappointments in provincial regions, which is innovatively exceptional. More reasonable gadgets should be given. Gadgets, for example, tablets or PCs to be associated ought to be more affordable and GoI should give families motivating forces to get them. Every one of the elaborate entertainers should have appropriate gadgets to follow an example distantly in the most agreeable manner. This issue was underlined by the specialists, specifically for families with more than one kid. Many investigations shows that numerous families don't have a PC or work area, despite the fact that this nation has the most noteworthy pace of responsibility for telephones in rustic regions. GoI can assume a vital part in boosting offices and framework for web based learning. This is likewise in accordance with the activity intend to help people, instructive foundations and training frameworks to more readily adjust forever and work during a time of quick computerized change.

Different modalities (telecourses, TV, radio, online courses) ought to be utilized to give available learning encounters to understudies in provincial regions. Efficient preparing drives ought to be given to work on educators' and students' innovative abilities corresponding to new arising models and approaches empowering the viable utilization of internet learning. The aftereffects of this review uncovered that in country spaces of India there are difficulties identified with holes in computerized proficiency in instruction among educators, understudies and guardians. A clear and consistent plan ought to be created, giving organized and arranged instructive material (content, techniques and shared objectives) and more satisfactory e-learning stages by utilizing intuitive appropriate advanced learning assets (video, movements, tests and games) to keep up with understudies' consideration. For instance, in Italy, there arose on one hand a wide decision of mechanical stages and on the other ineffectively coordinated and guaranteed content for web based learning. Co-creation stages could be created and made accessible, empowering understudies' interest in content creation and their consideration in the learning system. Methodologies for correspondence and advanced training appraisal should be made. The absence of understudy criticism has additionally been expressed. As indicated by the specialists who took part in the discussion, instructors ought to convey reliably and regularly with understudies so they don't feel confined and befuddled. They ought to keep in touch with understudies, for instance by making a local gathering, sending them messages double a week and setting up an as often as possible posed inquiries segment so all understudies can profit from other understudies' inquiries. The specialists underscored that a local area of students and educators can be worked by expanding human digital communication. A mixed methodology ought to be utilized at whatever point conceivable to support a sensation of local area having a place, in this way working on friendly connection and coordinated effort among students and among students and instructors. Most authorities on the matter would agree, understudies need vis-à-vis cooperations, so vis-à-vis illustrations should supplement online examples. Advancements that utilization virtual and increased reality should be improved, making them generally open and along these lines seriously captivating and comprehensive, to invigorate understudies' association and connection. Subject matter authorities agree, a few issues incorporate understudies' internet based inspiration and association. The execution of these new innovations in web based educating could help in such manner.

The utilization of insightful advances for remote educating, as man-made brainpower, should be supported to empower customized, comprehensive and participatory web based learning ways. This can open up additional opportunities and offer added benefit to internet learning, as long as it is coordinated with the educational techniques utilized by educators. Truth be told, in this review a need to customize learning and make it more viable arose. More comprehensive devices, stages and gadgets considering distinctive web content openness rules should be created to make computerized learning assets open to a more extensive scope of individuals with incapacities. The open difficulties arising out of this wellbeing emergency might demonstrate vital in working on the ability to give compelling internet learning, in developing instructive models to defeat disparities and disconnection in crises and in forestalling social avoidance. Policymakers, endeavors, specialists, schools, understudies and families

ought to work together near foster available and keen learning conditions, instructive assets and apparatuses also ready to keep up with the sociality, comprehensiveness and openness of training across India.

## REFERENCES

- Bernard, R.M. et al. 2009. A meta-analysis of three types of interaction treatments in distance education. *Rev. Educ. Res.* 79, 1243–1289.
- Bijeesh, N.A. 2017. Advantages and Disadvantages of Distance Learning. Available online: <http://www.indiaeducation.net/online-education/articles/advantages-and-disadvantages-of-distancelearning.html>// HYPERLINK
- ["http://www.indiaeducation.net/online-education/articles/advantages-and-disadvantages-of-distancelearning.html"](http://www.indiaeducation.net/online-education/articles/advantages-and-disadvantages-of-distancelearning.html)www.indiaeducation.net HYPERLINK
- ["http://www.indiaeducation.net/online-education/articles/advantages-and-disadvantages-of-distancelearning.html"](http://www.indiaeducation.net/online-education/articles/advantages-and-disadvantages-of-distancelearning.html) HYPERLINK
- ["http://www.indiaeducation.net/online-education/articles/advantages-and-disadvantages-of-distancelearning.html"](http://www.indiaeducation.net/online-education/articles/advantages-and-disadvantages-of-distancelearning.html)online-education HYPERLINK
- ["http://www.indiaeducation.net/online-education/articles/advantages-and-disadvantages-of-distancelearning.html"](http://www.indiaeducation.net/online-education/articles/advantages-and-disadvantages-of-distancelearning.html) HYPERLINK
- ["http://www.indiaeducation.net/online-education/articles/advantages-and-disadvantages-of-distancelearning.html"](http://www.indiaeducation.net/online-education/articles/advantages-and-disadvantages-of-distancelearning.html)articles HYPERLINK
- ["http://www.indiaeducation.net/online-education/articles/advantages-and-disadvantages-of-distancelearning.html"](http://www.indiaeducation.net/online-education/articles/advantages-and-disadvantages-of-distancelearning.html) HYPERLINK
- ["http://www.indiaeducation.net/online-education/articles/advantages-and-disadvantages-of-distancelearning.html"](http://www.indiaeducation.net/online-education/articles/advantages-and-disadvantages-of-distancelearning.html)advantages-and-disadvantages-of-distancelearning.html HYPERLINK
- Bol, T. 2020. Inequality in home schooling during the corona crisis in the Netherlands. *First Results LISS Panel*.
- Braun, V. and Clarke, V. 2006. Using thematic analysis in psychology. *Qual. Res. Psychol.* 3, 77–101.
- Brown, C. 2017. Advantages and Disadvantages of Distance Learning. Available at: <https://www.eztalks.com/elearning/advantages-and-disadvantages-of-distance-learning.html>// HYPERLINK
- ["https://www.eztalks.com/elearning/advantages-and-disadvantages-of-distance-learning.html"](https://www.eztalks.com/elearning/advantages-and-disadvantages-of-distance-learning.html) HYPERLINK
- ["https://www.eztalks.com/elearning/advantages-and-disadvantages-of-distance-learning.html"](https://www.eztalks.com/elearning/advantages-and-disadvantages-of-distance-learning.html)elearning HYPERLINK
- ["https://www.eztalks.com/elearning/advantages-and-disadvantages-of-distance-learning.html"](https://www.eztalks.com/elearning/advantages-and-disadvantages-of-distance-learning.html) HYPERLINK
- ["https://www.eztalks.com/elearning/advantages-and-disadvantages-of-distance-learning.html"](https://www.eztalks.com/elearning/advantages-and-disadvantages-of-distance-learning.html)advantages-and-disadvantages-of-distance-learning.html HYPERLINK
- ["https://www.eztalks.com/elearning/advantages-and-disadvantages-of-distance-learning.html"](https://www.eztalks.com/elearning/advantages-and-disadvantages-of-distance-learning.html) HYPERLINK
- Campbell, M.K et al. 2001. Health behavior changes after colon cancer: A comparison of findings from face-to-face and on-line focus groups. *Fam. Community Health*, 24, 88–103.

- Clark, R.C. and Mayer, R.E. 2016. *E-Learning and the Science of Instruction*, 4<sup>th</sup> ed.; Wiley: Hoboken, NJ, USA.
- D'Andrea, A. Ferri, F. Fortunati De Luca, L. and Guzzo, T. 2009. Mobile devices to support advanced forms of e-learning. In *Multimodal Human Computer Interaction and Pervasive Services*; Grifoni, P., Ed.; IGI Global: Hershey, PA, USA.
- Doyle, O. 2020. COVID-19: Exacerbating Educational Inequalities? Available at: <http://publicpolicy.ie/papers/covid-19-exacerbating-educational-inequalities/>
- Drane, C.; Vernon, L.; O'Shea, S. 2020. *The Impact of 'Learning at Home' on the Educational Outcomes of Vulnerable Children in Australia during the COVID-19 Pandemic*; National Centre for Student Equity in Higher Education; Curtin University: Bentley, Australia.
- Eder, R.B. 2020. The remoteness of remote learning. *J. Interdiscip. Stud. Educ.* 9, 168–171.
- European Commission. 2020. The Digital Economy and Society Index (DESI). Available at: <https://ec.europa.eu/digital-single-market/en/desi>
- European Commission. 2020. Responsible Research & Innovation. Available at: <https://ec.europa.eu/programmes/horizon2020/en/h2020-section/responsible-research-innovation>
- Eyles, A.; Gibbons, S.; Montebruno, P. 2020. Covid-19 school shutdowns: What will they do to our children's education? A CEP Covid-19 analysis Briefing note No. 001. Available at: <http://cep.lse.ac.uk/pubs/download/cepcovid-19-001.pdf>
- Garrison, D.R. and Vaughan, N.D. 2008. *Blended Learning in Higher Education: Framework, Principles, and Guidelines*; Jossey-Bass: San Francisco, CA, USA.
- Guzzo, T.; Grifoni, P. and Ferri, F. 2012. Social aspects and Web 2.0 challenges in blended learning. In *Blended Learning Environments for Adults: Evaluations and Frameworks*; Anastasiades, P.S., Ed.; IGI Global: Hershey, PA, USA.
- Hodges, C.; Moore, S.; Lockee, B.; Trust, T.; Bond, A. 2020. The difference between emergency remote teaching and online learning. *Educ. Rev.* Available at: <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>





- verticali/scuola-istruzione-ricerca/la-scuola-e-la-sfida-della-didattica-a-distanza-cosa-possiamo-imparare-dallemergenza-covid-19/"temi-verticali [HYPERLINK](https://www.forumpa.it/temi-verticali/scuola-istruzione-ricerca/la-scuola-e-la-sfida-della-didattica-a-distanza-cosa-possiamo-imparare-dallemergenza-covid-19/)
- "https://www.forumpa.it/temi-verticali/scuola-istruzione-ricerca/la-scuola-e-la-sfida-della-didattica-a-distanza-cosa-possiamo-imparare-dallemergenza-covid-19/"scuola-istruzione-ricerca [HYPERLINK](https://www.forumpa.it/temi-verticali/scuola-istruzione-ricerca/la-scuola-e-la-sfida-della-didattica-a-distanza-cosa-possiamo-imparare-dallemergenza-covid-19/)
- "https://www.forumpa.it/temi-verticali/scuola-istruzione-ricerca/la-scuola-e-la-sfida-della-didattica-a-distanza-cosa-possiamo-imparare-dallemergenza-covid-19/"la-scuola-e-la-sfida-della-didattica-a-distanza-cosa-possiamo-imparare-dallemergenza- [HYPERLINK](https://www.forumpa.it/temi-verticali/scuola-istruzione-ricerca/la-scuola-e-la-sfida-della-didattica-a-distanza-cosa-possiamo-imparare-dallemergenza-covid-19/)
- "https://www.forumpa.it/temi-verticali/scuola-istruzione-ricerca/la-scuola-e-la-sfida-della-didattica-a-distanza-cosa-possiamo-imparare-dallemergenza-covid-19/"Covid-19 [HYPERLINK](https://www.forumpa.it/temi-verticali/scuola-istruzione-ricerca/la-scuola-e-la-sfida-della-didattica-a-distanza-cosa-possiamo-imparare-dallemergenza-covid-19/)
- "https://www.forumpa.it/temi-verticali/scuola-istruzione-ricerca/la-scuola-e-la-sfida-della-didattica-a-distanza-cosa-possiamo-imparare-dallemergenza-covid-19/" [HYPERLINK](https://www.forumpa.it/temi-verticali/scuola-istruzione-ricerca/la-scuola-e-la-sfida-della-didattica-a-distanza-cosa-possiamo-imparare-dallemergenza-covid-19/)
- Thomas, M.S.; Rogers, C. 2020. Education, the science of learning, and the COVID-19 crisis. *Prospects*, 1.
- UNESCO. 2020. COVID-19 Educational Disruption and Response. Available at: <https://en.unesco.org/covid19/> [HYPERLINK](https://en.unesco.org/covid19/)
- "https://en.unesco.org/covid19/en.unesco.org [HYPERLINK](https://en.unesco.org/covid19/)
- "https://en.unesco.org/covid19/" covid19 [HYPERLINK](https://en.unesco.org/covid19/)
- UNESCO. 2020. Distance Learning Solutions. Available at: <https://en.unesco.org/covid19/educationresponse/> [HYPERLINK](https://en.unesco.org/covid19/educationresponse/)
- "https://en.unesco.org/covid19/educationresponse/"en.unesco.org [HYPERLINK](https://en.unesco.org/covid19/educationresponse/)
- "https://en.unesco.org/covid19/educationresponse/" [HYPERLINK](https://en.unesco.org/covid19/educationresponse/)
- "https://en.unesco.org/covid19/educationresponse/"covid19 [HYPERLINK](https://en.unesco.org/covid19/educationresponse/)
- "https://en.unesco.org/covid19/educationresponse/" [HYPERLINK](https://en.unesco.org/covid19/educationresponse/)
- "https://en.unesco.org/covid19/educationresponse/"educationresponse [HYPERLINK](https://en.unesco.org/covid19/educationresponse/)
- "https://en.unesco.org/covid19/educationresponse/" solutions [HYPERLINK](https://en.unesco.org/covid19/educationresponse/)
- "https://en.unesco.org/covid19/educationresponse/solutions" [HYPERLINK](https://en.unesco.org/covid19/educationresponse/)
- UNESCO. 2020. Distance Learning Strategies in Response to COVID-19 School Closures. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000373305>
- UNESCO. 2020. Education for Sustainable Development Goals: Learning Objectives. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000247444>
- United Nations. 2020. Policy Brief: Education during COVID-19 and Beyond. Available at: [https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\\_policy\\_brief\\_covid-19\\_and\\_education\\_august\\_2020.pdf/](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/) [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf"www.un.org [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf"/ development [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf"/ [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf"desa [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf"/ [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf"dspd [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf"/ [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf"wp-content [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf"/ [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf"uploads [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf"/ [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf"22 [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf"/ [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf"2020 [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf"/ [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf"08 [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf"/ [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf"sg\_policy\_brief [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf"Covid-19 [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)
- "https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\_policy\_brief\_covid-19\_and\_education\_august\_2020.pdf" [HYPERLINK](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf/)

- 19\_and\_education\_august\_2020.pdf" \_and\_education\_august\_2020.pdf
- Verawardina, U. et al. 2020, Reviewing online learning facing the Covid-19 outbreak. *J. Talent Dev. Excell.* 12, 385–392.
- Vlachopoulos, D. 2020. COVID-19: Threat or opportunity for online education? *High. Learn. Res. Commun.* 10, 2.
- Yusuf, B.N. 2020. Are we prepared enough? A case study of challenges in online learning in a private higher learning institution during the Covid-19 outbreaks. *Adv. Soc. Sci. Res. J.* 7, 205–212.

\*\*\*\*\*