

Impact of Digital Learning in Economically Weaker Section (EWS) during Pandemic

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Abstract

As we know that During CoVID lockdown, Digital learning emerges as boon for education sector .As government has also taken initiatives for online classes' .So in my study I want to know the impact of online classes on economically weaker sections students and the access of internet by them. How they get benefited Digital learning.

Keywords: Education, Students, EWS

Introduction

As we know that education plays important role in overall development of individuals thereby contributing immensely to the overall development of a nation. Education globally is one of the important sectors to witness revolutionary changes in recent times. As we know that COVID 19 spread over whole world and force all human to keep social distancing form each other. WHO declared COVID-19 as apandemic on March 11, 2020.The first case of theCOVID -19 pandemic in India was reported on 30 January 2020 in the state of Kerala .The first death due to COVID -19 was reported in India on March 12, 2020. Students has affected more than 4.5 million peoples worldwide(WHO). According to UNISCO report, it has effected more than 90% of total worlds student population during mid April 2020 which is now reduced to nearly 67% during June 2020.CoVID 19 has impacted more than 32 corers of students have been affected by the various restrictions and nationwide lockdown. AS per the UNESCO report, About 14 corers of primary and 13 corers of secondary students are affected which are two mostly affected levels in India (Jena, 2020)

As we know that and felt that the situation of COVID-19 Pandemic has created fear and threatening to millions of people all over the world, So Government of India and other countries are also taking necessary actions like lockdown, Closing of schools, colleges, Universities, making Guidelines of social distancing, polices to take precautionary measures from corona virus .Thus the lockdown destroys the academic pattern and life of students. And during this crucial situation of Pandemic, Digital learning has played a vital role to continue the academic life and make balance.

This happens primarily because of digital revolution taken place all across the globe. Our traditional pattern of teaching from blackboard to laptop. Everybody now giving thanks to educational technology its makes life easier. Due to digital Learning there are no restrictions for the students to take lectures under the walls of classroom. The internet and Proliferation of internet devices has given students the ability to learn any were and everywhere. Digital learning replace the need of Library. Somehow teachers are also not bounded and dependent on books. They also use the software and internet devices as per their need.

Digital Learning is not only providing laptop or smartphone .It is more than that. It is combination of Technology, Digital content and instruction.

Technology

That delivers the content to the students which require laptop, smartphones, an IPad and desktop.

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Digital content

It is academic material from which student can learn and avail academic material.

Instruction

Without Instruction, Learning is impossible, so the role of Teacher is very important. Internet or digital era cannot replace the teacher's role.as we know our traditional methods of teaching in which discussion method, lecture method, demonstration methods are well known. So without guidance and instruction of teachers, students will not able to learn, understand, synthesize, analyze the concept (Team)

So digital learning emerges as a boon for the teachers and students. Students can able to take class on Internet through Google meet, zoom, Facebook, Skype, what Sapp. So when we saw the present situation of Novel corona virus we can see that Due to digital learning all students taking classes' online (Bareq Raad raheem, 2020). A online learning platform is an integrated set of interactive online services that provide trainers, learners and others involved in education with information, tools and resources to support and enhance education delivery and management .one type of E-learning platform is a learning management system (LMS) (SAP Litmos)

Review of Literature

(A study on digital education in India:scope and challenges of an Indian society, 2017): (Mr ram Pravesh Gond, 2017) stated about Benefits, scope and challenges of Digital learning

To academic institution

Time & money saving where teachers can easily communicate and connect with students. They conduct online classes and publish results on the websites. It promotes affective domain of education because students are taking more interest in audio-visual, ppt presentations during the class.

Benefits to students

Students did not depend upon library, they can easily access internet and search for their content. Digital learning also help them to save the classroom teaching. They don't miss their lectures as online classroom teaching is more interesting and interactive.

Benefits to the Parents

As in the present era, most of the parents are working. So it is difficult to go physically everywhere with the help of Digital learning parents can track their children Results, attendance, pay fees online.

To the Teachers

Teachers can record their lecture and save it for a long time. They didn't depend upon traditional methods on teaching as digital learning helps them to search for the books. They can reach made their class interactive by using multimedia.

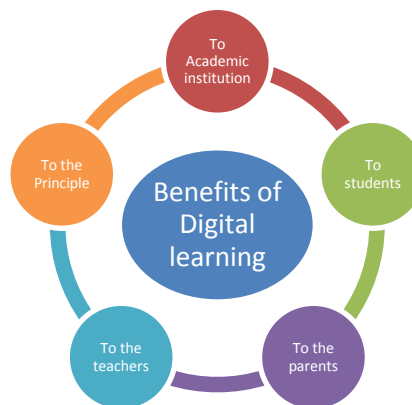
To principle

Easy to manage online to students and teachers. Easily track teacher's performance .able to access school information online.

(As learning moves online amid COVID-19, EWS students worst hit: Survey, 2020)

stated that due to lockdown of COVID 19 all the schools colledgs are reamin closed .and depend upon online education .But for those who have lack of availibility of resoures and never used tenchnolgy for study purpose are facing challenges. Out of 25 crore students, 80 perecnt lies in the category of EWS, they never met before online technologies, nor they have availibility of infrasturtucre.Due to this 75 percent students didnot have any experince of online classes and 79 percent find it very uncomfortable.As per the survey 30 percent of student did not possess infrastructure for online class and 35 percent did not know to right online class opt for. 75 perecnt students are highly impacted and 90percent students wants handholding support to train for using online classes. (Why e-learning isn't a sustainable solution to the COVID-19 education crisis in India, 2020)

According to this news article, Household social consumption on education in India Report, which is based on the 207-2018 national sample survey- 4.4 % household of rural area having computer? 23.4% of urban household with computer. 14.9 % rural household with Internet and 42% household of urban household with internet. Most of the case studies also shows that Most of the students are not comfortable, having Internet issues, not satisfied. According to sruthi Sri Lakmi, she is student of class 12th from, disfavors the digital learning. She stated that "Now, I have to do everything on what Sapp - submitting assignments, talking to friends, asking doubts... It is boring." Teachers has also not satisfeid as one of the teachers >valli subbiah,the



principle of KC high school in chennai says, "every teacher has a unique teaching style.Over a period, they would have built a rapport with the children.This is done through observing their body language in class,their interaction with class mates-how it is different in small groups and large groups. Now, they just see them on computer screens and there could be a lot of disturbances." Neha Shrama who hersef a technolgy teacher in private school of Bengloru says "There are afew parents who arenot comfortable with technlogy themleves -they crib about it.So,their children,too ,might look at it negatively.At times ,classes get disturbed due to Internet issues"Some initiatives also launched for digital learning .Like Avanti, a social educational enterprises setup in 2010,has conducts free live classes for 9th to 12th students on social media platforms. Also launched

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free learning app for hindi medium Government school students of class 9th to 12th. Akshya saxena, co-founder of this organisation has partneship with State government of Haryana,Rajsthan,jharkhand and Madhya pradesh says-Students from private schools and those from urban areas can access high- quality digital learning.But we are not able to help those from the economically waeker parts in rural areas. There is no plan for them. The governemnt need to subsidise phone data and phones for people in rural areas. Tehre needs to be an aggressive push to do this as quickly as possible"

(Lockdown Hits Poor Students Hard, 86% Unable to Explore Online Learning: Survey, 2020)

According to survey, held by NDTV education, the closure of educational institutions has highly effected to EWS students .Non availbilty of infrastrucre including,laptop,Phones internet and lack of knowlege and undstanding to operate technolgy has impacted EWS students education.In India,more than 15 lakh institutions are closed and about 25 crore of schholl students are note able to go to their schools.80 perecent belongs from EWS category.

According to the survey conducted by Buddy4study.com –

1. More than 75% students reported severe impact on their education due to COVID 19 crisis. 11 % reported moderate impact and 7 % reported low impact. Rest 7% of students said it had not impacted their studies
2. More than 86% student preferred online study options amid the continuing lockdown in the country
3. More than 75% of students said they found it difficult to pursue an online course as they have never done it before
4. About 79% students said they were uncomfortable with online learning solutions
5. About 90% students mentioned that they needed handholding to make a shift towards online learning and another 30% said they would also require the trainer to pursue online learning
6. More than 80% students specified that they would need weekly/monthly doubt clearing sessions to become comfortable with online learning.

(COVID-19 Pandemic: Impact and strategies for education sector in India, 2020)

This article talked about impact of COVID 19 on Higher education where most of the Indian student's studies in abroad .Due to pandemic most of the countries highly affected and thus barred educational system.

(COVID 19 Lockdown Hit Students From Economic Weaker Section Hard, 2020)

As majority of the students surveyed showed an inclination for online learning, they also admitted to multiple barriers that they face towards the transition. As per the survey results, as much as 30% students didn't have the infrastructure to pursue online learning. Due to lack of resources and poor economic background, students of EWS did not participate and take interest in online education. Most of them are not

aware about the functions and use of technology. So digital learning is not a comfortable path for taking education.

(Food is a Priority,Not the Internet'.India's schools'Rush for online EducationRuns into digital divide, 2020)

From this article we can see the challenges facing by EWS category by go through some case studies

Name- Reena devi

Age- 11 year old

Class -11th

Village- Khopa

District – Chitrkoot,luckhnow

State- Uttar pradesh

Reena devi, residing in luckhnow, chitrkoot. she is resident of Khopa village ,which is 15km far from chitrakoot district headquarter.As she studies in Government school where proper teaching has not conducted and now the COVID pandemic and lockdown emerges a difficult situation to coninue education. Reena has dream to become a policwomen.,but she unable to study as belongs from disadvantage background where there is lack of resources from home to school.Reena says “ on one hand,the teachers at the government school do not teach the way they should. And now,these online classes are ajoke on people like us who cannot afford a smartphone and an internet connection,’ “ There is only one smartphone in my house .It is used by my elder brother who refrains from giving his phone to us. Charging the phone is also an issue in our village since the eletricity supply is far from constant.As a result, I am totally dependent on my friends who have smartphones at home.

Name- Vipul and Sipul (twin brothers),

Class- 8th

Resident- Luckhnow

During lockdown they visit to their village as school did not given any homework, but as lockdown extended, school has send msg of homework. Vinod Kumar, the boys' father, who works as a driver for an NHAI (National Highways Authority of India) contractor in Lucknow, was content that their education would not suffer. Little did he know that a single smartphone at home would create a lot of problems going forward.

“My wife uses a black and white phone, so I had to get my kids a new smartphone and a new cellular connection with a good internet package. This was an extra expense aside from school fees, admission fees and the tuition fee that I had paid in the month of March. I was okay with it as I thought my kids would study,” Vinod said. However, the way the situation has played out, online education was creating a “divide because my kids are in same class but in different sections. As a result, their class timings are different and they both want the mobile at same time, which is now a problem for us. If I go to buy another smartphone then I will have to borrow at least Rs 10,000 from someone. The new mobile connection already costs me an additional Rs 500 per month for data usage,” he added. He said that if

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this goes on for a few more days, he will lose all his savings.

Name- suresh Pal, a student of Class 11 in Siya Singh Inter College has a smartphone, but not the money to get a data pack to study. "I am from a poor family; my parents are daily-wagers. Earlier, I used to find a daily-wage job and get my mobile phone recharged. However, since the lockdown was imposed, I have not been able to find any work. If we get some work then the money is used for food because that is a priority and not the internet," he said. "One can afford online classes only when he has the money to buy a smartphone and get a data pack. The prospect looks good for people who are from well-to-do families; not for people like us who depend on daily labour to earn a livelihood. There are rifts happening in families due to the demand for a smartphone by children," said Lavkesh Pal, Suresh's father.

(India Report Digital Education Remote learning Initiatives across india)

Ministry of human resources Development (MHRD) Initiatives has taken several initiatives to support students as well as teachers in the field of education. One of the comprehensive initiatives called PM e-vidya was announced on May 17, 2020 which aims to unify all efforts related to digital/online/on-air education to all categories of students. This digital initiatives of MHRD is for secondary and Higher education in which some initiatives are as:-

1. Diksha
2. E-pathshala
3. Swayam
4. National Repository of open educational resources (NROER)
5. SwayamPrabha
6. e-PG Pathshala

(Wiles, 2020)

According to neuro science senior Katya karnoup due to lockdown online class has been scheduled. But loneliness and lack of connections with friends get effect on mental health. A counselor Jessica oyoque and Courtney Brown of Michigan state University said that "Feelings of isolation due to the lack of face to face interaction are just one of the many pitfalls of digital learning.". she stated that "With online classes, students may experience challenges as it related to increased screen time" so it effected on students mental imbalance like lack of motivation, haeadches, fatigue, avoidance/procrastinati on, ineffective time management, feeling of isolation because of limited interaction and socialization in person.

(Kamat, 2020)

As we know that In COVID-19 pandemic All institutions has been closed and thus Governemnt of india has taken up initiaives and launches new online platforms for the continuity of acadmeic life. In this article Prashanthi karyala and sarita kamat focus on bad and good things of Digital learning in which they bring voices of teachers, parents and students from the country to enlighten the impact of online education which are as :The Good things-Online education allows for learning something beyond the norm.

A learner has access to unlimited topics and global experts in subjects – something otherwise not affordable or imaginable for many. Online programs allow people of a wide age group to learn at their own pace, without inhibitions, and without compromising on their other responsibilities. With the emergence and spread of COVID-19 in India, online education has trickled down to the most basic level—schools and colleges! When asked about their experience with online teaching, a student from a college in Bengaluru said, "The online option is a need in this pandemic situation. It has brought education to us without us going anywhere, and it is more flexible". Probably, students are finding it a welcome change from strict schedules and long-distance commutes to attend classes. For some others, who find learning in large classes intimidating, this may be a less stressful option. Many teachers are making the best of this situation by exploring new methods of teaching and assessment. This is encouraging. On the other hand, Using the internet for entertainment is common, but for online lessons is a big challenge. Teachers may not be well-versed with creating digital content, and conveying it effectively online. A sudden expectation from them to upgrade, and from students to adapt, is unfair. Body language and eye contact, which are important cues for the teacher, are difficult to perceive in an online class. "I do not receive continual feedback in the form of students' reactions during online sessions, which reduces the effectiveness of teaching", says a college teacher in suburban Mumbai. How many students have paid attention in a class? Of those, how many understood the lesson? Is the teaching pace alright? Are some students getting left behind? These questions arise even in traditional classrooms, but they are harder to address in online classes. A parent of an 8-year-old attending a private school in Gurgaon says, "There shouldn't be online classes for such young kids. Their concentration span is small and they do not pay attention after a while." The 8-year-old added, "I hate them (online classes)!" Even college students seem to value the in-class physical learning experience much more than a virtual one. Many acknowledge that phones can be very distracting. In addition, science and technology programs often include hands-on laboratory sessions, dissertation projects and field trips to complement theoretical studies. This aspect of learning is severely limited in online education. Finally, education is not just about subject knowledge but also about developing social skills and sportsmanship among the students, which is built over years. Relying solely on online education may hinder the holistic development of children, and many may underperform later in their professional and personal lives.

Challenges

While India enjoys a wide geographic and cultural diversity, it also suffers from a huge socio-economic divide. Only a small part of the Indian population has access to online education right now. Interrupted power supply, weak or non-existent internet connectivity, and unaffordability to buy necessary devices are major concerns. "In a Class of 40 students, after two months of online classes,

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around 20 students regularly attend class with whatever device and connection they have. Around 5–8 students are completely absent till date and rest are fluctuating”, says a school teacher in Ratnagiri in Maharashtra. A teacher in a government-aided school from the small town of Chamba in Himachal Pradesh says, “It is a frustrating experience to engage students of lower classes in online mode. There are network issues on both teachers’ and students’ ends”. To deal with internet connectivity and device availability issues, ‘classes’ in many places are happening via sharing of videos by teachers over WhatsApp or YouTube, so that students can watch them at their convenience. This too, however, comes with difficulties in understanding the lessons and promotes rote learning. The same is true of pre-recorded sessions aired on the television (e.g., SwayamPrabha DTH channels) and radio (audio lessons, through All India Radio), although they do cater to a wider student population that cannot avail live online classes. That is not all. With limitations of livelihood in a family, the first ones to receive a blow are often girls. In a recent survey of 733 students studying in government schools in Bihar, only 28% of the girls had smartphones in their homes, in contrast to 36% of the boys. These smartphones almost always belonged to male adults, often being lesser accessible to girls than boys, and half of these families could not afford internet data packages. Therefore, lessons aired on television were the main option for a majority of the students participating in this survey. However, girls were found to spend a disproportionately longer time on household chores than boys, which often overlapped with the time of telecast of these lessons. Such gaps in education could worsen the already wide gender gap in employment in India. Students with disabilities are among the most dependent on in-person education and hence least likely to benefit from distance learning.

A survey by Swabhiman (an NGO working mainly in Odisha), in association with the National Centre for Promotion of Employment for Disabled People, indicated that 73% of the students with disabilities had concerns regarding the availability of study material in appropriate formats. Also, 79% of their teachers were apprehensive about teaching effectively without use of touch to students with learning disorders, autism and low vision. The lack of effective education may further aggravate the high dropout rates of these children from schools (nearly 50% pre-COVID) in developing countries. (Equitable Digital Education – Blockers and Enablers, 2020)

As part of their internal assessment, students were given an online assignment, which was uploaded on the Google Classroom. Soon afterwards, 25 students from a class of 45 complained of inability to register into the Classroom, and/or download or hand-in the assignment. The reasons given were varied, from residing in a remote area with no internet availability, or not having a computer, to being unable to navigate through the software and access the materials. This is the ‘digital divide’ where

everyone does not have equal access to the digital technology.

The COVID-19 pandemic and the shutting down of schools and colleges with no clear reopening date have necessitated education to be conducted remotely. This has brought into prominence the concerns of digital divide that had always existed, but not so much acknowledged, for education was not chiefly digital until this time. The gravity of its impact on the students, and education at large, could be felt when a 14-year-old girl, daughter of a daily-wage worker, committed suicide after missing an online class, or when a class 10 student in Kolkata ended her life, apparently because she could not join online classes as she did not have a smartphone. Unfortunate situations like these compel us to consider digital education not as an isolated sector, but intricately intertwined with the socio-economic status of the stakeholders.

This article delves into the ‘blockers’ that are hindering the acquisition of equitable digital education. It also discusses some measures – the ‘enablers’ – that have been or can be undertaken to address these issues. The prerequisites to digital education are uninterrupted supply of electricity and good internet connectivity. Despite government dashboards indicating that 99.9% of households in India have power supply (Saubhagya), the number of hours of power availability per day is highly varied and thus poses an impediment to the dissemination of quality digital education. Around 16% of the rural households receive only 1–8 hours of electricity daily, 33% receive for 9–12 hours, and only 47% receive electricity for more than 12 hours a day (Mission Antyodaya 2017–18). (Dixit, 2020)

Online education and on-demand education are the need of the hour and the future of higher education. E-teaching is a technology-based virtual pedagogy with a potent role in transforming higher education. A very famous quote of Alvin Toffler, an American writer and futurist who discussed the digital and the communication revolution and their effects on cultures worldwide, is now universally accepted in the field of education- “The literate of the 21st Century will not be those who can read and write but those who can learn, unlearn and relearn.” Teachers need to unlearn the old teaching pedagogy and relearn the more creative digital teaching method for the holistic development of our students to make them better citizens. Online teaching is unbiased and fits with the time and pace of all the students. Not only in the current COVID-19 pandemic scenario but for the betterment of higher education, more hands-on teachers’ training programs on information and communication technology (ICT) and Massive Open Online Course (MOOCs) are required. Equally important is the participation of teachers in such programs. (Hindustan Times, 2020)

Malkeet Singh’s 12-year-old son, a Class 6 student at a private school in west Delhi, is worried ever since his school switched to online lessons and tests following the Covid-19 lockdown. As no one in

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his family owned a smartphone, he was unable to appear for the seven tests conducted by his school recently. "We had repeatedly conveyed our problem to the class teacher and the school but to no avail," said Singh, a contractual driver who lost his job during the lockdown imposed to curb the spread of Covid-19. Singh's children are among the several hundred students admitted under the Economically Weaker Section quota in the 1,700 private schools in the capital every year and are entitled to free education. Parents with an annual income of less than ₹1 lakh can seek admission under the EWS quota. However, the switch from classroom teaching to online education has left them in the lurch. Earlier this month, Hindustan Times had reported that students enrolled in private schools under the Economically Weaker Section quota are struggling to attend online classes due to the lack of devices and high-speed Internet and have been unable to take their exams as well. A plea in this regard was also filed in the Delhi High Court by the NGO Justice For All which contended that over 50,000 such students would be affected by the decision of private schools to conduct online education. "Schools can make temporary provisions for students who are not able to access online education. Instead, they have been ignoring these children who are unable to catch up due to lack of access to devices or the Internet. An alternative mechanism should be arranged for such students so that their academic year is not under threat," said advocate Shikha Sharma, secretary of Justice for All. Despite the Delhi government's submission in the ongoing case—which said that under the Right to Education Act, schools should provide equipment if such children were unable to access online education—little has changed on the ground. Laxman, a resident of Nangloi who works as a carpenter, said that his family had no means of getting a smartphone with his meagre means. The family is currently struggling to ensure that their son finishes his holiday homework on time. "My son, who studies in Class 3, had his tests earlier this month. Since we have no high-end smartphone or computer, we had to borrow phones from our relatives or neighbours and all his submissions were delayed. While formulating plans of how to conduct studies during this pandemic, schools and authorities should think of alternative measures for families like ours as well," he said. Families with multiple children also had their own share of struggles. "There is just one phone in the house and I have three children. They have all received tons of homework and we don't know how to help them all. There are constant fights between them to attend classes," Rakesh Thakur, a Kalyanpuri resident, whose children study in classes 5, 3, and 2, said. SK Bhattacharya, the president of Action Committee of Unaided Recognized Private Schools, said it wasn't practically feasible for private schools to bear the additional burden of providing smartphones and laptops to children and wait for the reimbursement from the Centre. "We haven't received any written complaint from EWS students on the matter so far. I don't think there is anyone in Delhi who does not own a smartphone. Besides, they should also look at what

is happening in government schools. Why this targeting of private schools? If they are so sympathetic to the cause, they should distribute laptops among all such students," he said. "Government schools are conducting online classes for classes 9 to 12, which is outside the ambit of the Right to Education Act. Private schools are conducting online classes for everyone, including junior-level classes up to Class 8. The RTE Act clearly mandates that the educational material has to be provided by schools. So while during regular teaching, the books and materials were provided by private schools, the necessities of online education should also be provided by them," a senior official from the Directorate of Education said. (University, 2020)

The coronavirus pandemic has posed unprecedented challenges for higher education across the world, and India is no exception. In a nation where higher education is still not accessible to many, the pandemic has dashed the hopes of a large number of students who were hoping to pursue higher studies in top universities in India and other countries. The students coming from disadvantaged backgrounds and economically weaker sections of the society have been particularly hard hit. Undoubtedly, the negative impact of the current pandemic on the education sector has been tremendous! But is the situation all bleak, or is there any silver lining in this dismal scenario? Let's dig more into the impact of the COVID-19 pandemic on higher education and the opportunities it presents for Indian colleges and universities. Here are the four ways COVID-19 has impacted higher education in India -

1. Boost to 'Study in India'
2. Fewer Enrollments
3. Adapt to Online Learning
4. Evolving Role of Teachers

Boost to 'Study in India'

The COVID-19 crisis has had a crippling impact on the study abroad plans of students. While some of the students have deferred their plans to join foreign universities until next year, others have altogether cancelled their plans to study abroad. Paying high fees to a foreign university and attending online classes from India with no certainty of getting a job is not an appealing option for many students. Indian universities have a unique opportunity to benefit from this scenario, provided they can meet the expectations of students looking for quality education.

Fewer Enrollments

While it may sound paradoxical, many universities have seen fewer enrollments this year. Due to the economic slowdown and job losses, many parents are finding it difficult to fund their kids' education. Moreover, as most of the campuses remain off-limits for students, networking and socializing opportunities have reduced. As a result, there is increasing pressure on universities and colleges to offer value for money.

Adapt to Online Learning

While online learning is not a new concept in India, it has now become a necessity. Over the last few months, the way of imparting education has

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changed drastically. With travel restrictions and health risks abound, online learning has become the new normal. While some of the universities were quick to adapt to the change, others struggled as they lacked the core infrastructure and technical know-how to move to teach online.

Evolving Role of Teachers

In the current scenario, digitization has become essential. At the same time, the role of teachers has become all the more critical. While the learning material can be delivered to the students with the help of technology, the teachers bring the human touch needed to make the learning experience more active and engaging.

ApeejaySatya University is counted among the best universities in Delhi NCR, is focusing on providing the most effective learning environment to students by combining the power of online classes with the knowledge and expertise of its faculty.

So, even though the pandemic has disrupted the higher education sector, the universities and colleges are rising to the occasion by adopting online teaching methods.

Rationale

As we know that Digital learning plays a vital role in education. But when we see the community of weaker section where the family has lack of resources .So there is challenge to take benefits of online classes for the economically weaker section students. My Rationale is to know how weaker sections students cope up during this pandemic situation. Is technology help them in all means or they want the traditional method of going school on daily basis and to know the difficulties they are facing economically, mentally and socially.. Whether the weaker section students can access online classes.

Theoretical framework

To understand the Role of Education in society for weaker section we need to understand the functionalist perspective of Emile Durkheim.

Functionalism

Also called structural-functional theory, sees society as a structure with interrelated parts designed to meet the biological and social needs of the individuals in that society.Émile Durkheim, applied Spencer's theory to explain how societies change and survive over time. Durkheim believed that society is a complex system of interrelated and interdependent parts that work together to maintain stability (Durkheim 1893), and that society is held together by shared values, languages, and symbols. He believed that to study society, a sociologist must look beyond individuals to social facts such as laws, morals, values, religious beliefs, customs, fashion, and rituals, which all serve to govern social life. Alfred Radcliff-Brown (1881–1955) defined the function of any recurrent activity as the part it played in social life as a whole, and therefore the contribution it makes to social stability and continuity (Radcliff-Brown 1952). In a healthy society, all parts work together to maintain stability, a state called dynamic equilibrium by later sociologists such as Parsons (1961).

Durkheim believed that individuals may make up society, but in order to study society,

sociologists have to look beyond individuals to social facts. Social facts are the laws, morals, values, religious beliefs, customs, fashions, rituals, and all of the cultural rules that govern social life (Durkheim 1895). Each of these social facts serves one or more functions within a society. For example, one function of a society's laws may be to protect society from violence, while another is to punish criminal behavior, while another is to preserve public health.

Emile Durkheim – education and social solidarity

The French sociologist Emile Durkheim sows the major function of education as the transmission of society's norms and values. Society can survive only if these exists among its members as sufficient degree of homogeneity; education perpetuates and rein forces this homogeneity by fixing in the child from the beginning the essential similarities which collective life demands.Without these 'essential similarities', cooperation, social solidarity and therefore social life itself would be impossible. A vital task for all societies is the welding of a mass of individuals into a united whole, in other words the creation of social solidarity. This involves a commitment to society, a sense of belonging and a feeling that the social unit is more important than the individual.

Durkheim believed that school rules should be strictly enforced punishment should reflect the seriousness of the damage done to the social group by the offence, and it should be made clear to the transgressors why they were being punished. Through reward and punishment system the child learns what is right or wrong. He is strictly made to avoid wrong and encourage to adopt right ways of living children would learn to discipline themselves and thus control antisocial behavior. Finally Durkheim argued that education teaches individuals Specific skills necessary for their future occupations. This function is particularly important in industrial society with its increasingly Complex and specialized division labor. In industrial society, social solidarity is based on the interdependence of specialized skills for example the manufacture of a single product requires the combination produces cooperation and social solidarity. Thus, according to Durkheim school provide both general values necessary to for homogeneity and social survival and Specific skills which provide the necessary diversity for social cooperation.

Objective and research Questions

To study the impact of digital learning during pandemic on students of economically weaker section...

To understand the various government initiatives taken for ews section

Methodology

The study is descriptive in nature and seeks to identify the problems and challenges faced during novel corona virus pandemic on students of economically weaker section.

My methodology would be quantitative and based on secondary data collection such as online articles, websites, news, case studies, books.

Findings and Analysis

Remarking An Analisation

As per the review of various articles, news we found that digital learning while digital learning is helping the elite family on one hand, it is creating difficulty for the weaker sections. If we see the findings that how digital learning impacted economically weaker section then we found that Non availbilty of infrasturctre including,laptop,Phones internet and lack of knowldege and undstanding to operate Technology has impacted EWS students education.In India,more than 15 lakh institutions are closed and about 25 crore of school students are note able to go to their schools.80 perencent belongs from EWS category.On the other hand Families belongs from higher strata aur happy to aviall online classes because that felt that online classes saves time as well as develop technical skills. Where some students did not get exposure ever off Computer or smart phone because of lack of money at there home. They are not comfortable to use the technical things. Governemnt has also invented many programes but their mode of taking the programes is again Online. weaker sections students didi not get benefited from the online programes as well. Poor infrastrutcture at schools also impacted the students and untrained faculties who did not knows well to handle the computer.so government schools students did not able to avail the services at their school and at home due to economic problem they didnot able to take classesonline.

Conclusion

We have to focus on manual things/program where all the interventions are approachable to economically weaker sections students also. As we know In India Poverty is the biggest challenge and somehow it impacted the weaker section during lock down in the field of education. They cannot afford the digital classes' because of poverty and non-availability of technical instruments at their home. Electricity is also the one of the problem where village students did not able to take the classes online.

Firstly we have to take initiative to train teachers at government school.

Reduce the problem of infrastructure at schools

Train students as well within the school how to use computer.

For higher education weaker section students, Give them exposure visit to another colleges /school where computer classes is going on. So when they are able to handle the technical things, they are interested to use them.

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