



Journal on Socio-Legal & Political Affairs

lexassistolawjournal@gmail.com | www.journal.lexassisto.com

THE PARADIGM SHIFT IN EDUCATION SECTOR AND THE GNAWING DIGITAL DIVIDE IN INDIA. SURFACING CONCERNS POST THE PANDEMIC INFLECTION

By- Aditi Prasad

Associate Editor, Journal on Socio-Legal & Political Affairs;

Former Faculty of Law; Intern Auditor (Unilex) UNIDROIT, Rome; CPGM-IIM Ranchi;

LLM-University of London; BALLB-Symbiosis Law School, Pune

ABSTRACT:

World has already ushered in industry 4.0 phase. The advances in Information communication technology (ICT), has made interaction with people across the globe just a click away. Events around the world, reach across remotest corners, in actual time. Sharing knowledge and information is rapidly changing its course through technology and media. As such the client centric, labor intensive, moderately skilled labor of India has been in process of digital transformation for quite some time, in order cater its clients from across the globe. The inflection caused by dint of the pandemic has inevitably launched a contact free order, whereby digital transformation, has culminated as a pulsating nucleus abaft value creation within economies and master key for gaining agility and sustaining competitive advantage in the world today. According to International labor organization

(ILO)'s report COVID-19 has fundamentally altered the landscape of education sector across the world. Nationwide lockdowns across 192 countries have resulted in physical closure of educational institutions interrupting teaching & learning of around 1.58 billion learners (91.4 per cent of total enrolled learners) and prompting almost all education systems to deploy distance learning solutions.

Solicitous to the needs of academic curriculum, the Ministry of human resource development (MHRD) has taken immediate initiatives for facilitation of online mode of teaching and assessment for the students, including broadcast of lessons on national television for students' easy access to study materials in rural areas, where access to technology and reliable Internet connections is limited As per the availability of the resources, institutes in India have been striving to adopt technology-based strategies as



Journal on Socio-Legal & Political Affairs

lexassistolawjournal@gmail.com | www.journal.lexassisto.com

substitutes for the traditional teaching methods, like videoconferencing and use of other online portals to disseminate learning materials, spreadsheets, via school-based intranet. However, the digital divide in India is indisputable, and the lack of technology and infrastructure has largely precluded schools and colleges across many cities from imparting education through proper channels. Thus, this article proposes to determine the changing landscape of education sector and the challenges hurled by the gaping digital divide, under the light of the legislative and academic concerns, ensnaring the teaching and learning system in India.

DESIGN/METHODOLOGY/APPROACH:

In order to trace the impact of the pandemic on education sector, research has mainly focused on secondary data. Information has been gathered from reports of various governmental authorities in education sector of India and international intergovernmental agencies like ILO, UNCADT, OECD, WTO which have dedicated tasks on evaluating the challenges hurled by COID-19. While there is no available literature on the standard of education delivered at this time of crisis, a fair amount of literature has already

earmarked the challenges faced by stake holders and academe at the onset of technology-based education in India.

KEY FINDINGS:

While Indian education sector was ready for ICT based education, cataclysmic change in medium of teaching has substantially affected academic community in India. The worst sufferers of the pandemic have been the students, by dint of physical closure of schools, disrupted academic sessions, postponed/ cancelled examinations and minimum to no lectures in rural areas with limited connectivity. The gaping digital divide in India has pressed the need for investment in both technology and education so as to establish efficient framework for long term education as the world recovers from the pandemic.

PRACTICAL IMPLICATIONS:

The insights and suggestions can be of significant help to the regulatory authorities, government aided educational institutions and the private players in the education sector. The government authorities can revisit the policies and the regulatory framework of investment in the education to make suitable adjustments while the educational institutions across the nation whether



Journal on Socio-Legal & Political Affairs

lexassistolawjournal@gmail.com | www.journal.lexassisto.com

public or private may introduce suitable framework of ICT training for teachers and such other measures for the well-being of the academic community on lines with the international standards laid in the said behalf.

KEYWORDS:

Online education, E-Learning, MOOCs, Collaborative learning, Flip classroom, Coursera, Swayam, Pandemic, Digital divide

BACKGROUND:

Indian government has identified and targeted the education sector as one of its fundamental priorities for skill development, job-creation and growth. The education sector in India comprises of pre- schools, primary and higher secondary education, followed by the advanced education segment, which includes professional and technical education. In addition, the segment also comprises of vocational training, coaching classes, distance education through e-learning platforms and the like. With different regulatory bodies to govern and supervise each segment of the education sector, all such segments are fraught with their unique challenges

Education is a subject mentioned in the Concurrent List, Schedule VII of the Constitution

of India and therefore a matter over which both the center and the states have the authority to legislate. While, the center empowered to determine standards for higher educational institutions, the states can incorporate and regulate universities through their private or state university legislations. At the center, the Ministry of Human Resource Development the (MHRD) functions as the nodal ministry for education.

MHRD has been vested with the authority to initiate and frame appurtenant policies and to provide the requisite budgetary grant to the University Grants Commission (“UGC”). The primordial concerns of MHRD include, firstly, drafting and sketching national Policy on Education and ensuring its implementation in letter and spirit. Secondly, improving the quality of educational institutions across the country, especially in those regions where people do not have easy access to education. Thirdly, undertaking special measures for facilitating education of the depressed and weaker sections which mainly embrace the poor and impoverished, women and the minority. Fourthly, Advancing financial benefits by way of scholarships, loans, rebates etc. to the deserving students from socially and economically backward classes of the society. Fifthly,



Journal on Socio-Legal & Political Affairs

lexassistolawjournal@gmail.com | www.journal.lexassisto.com

collaborating with international institutions of eminence in the field of education, including agencies like UNESCO and foreign Universities, to promote academic exchange of talent across borders and to create several other educational opportunities in the country.

Other regulatory bodies formed and functioning for the aforesaid purposes so as to foster and maintain academic standards at the school/higher education level include the National Council of Educational Research and Training (“**NCERT**”), the UGC, and the All-India Council of Technical Education (“**AICTE**”). At the state level, the Department of Education and the State Council of Educational Research and Training (“**SCERT**”) have important roles to play apart from the state legislature which creates and formulates state and private universities.

Over last few decades, the education sector in India has witnessed a paradigm shift. Previously viewed as a philanthropic activity, education has now metamorphosed into a fully-fledged industry in its own right. The impelling needs to expand quality education under squelching competition has recently pushed the policy makers in India to set Indian education sector on the track of reforms. A series of groundbreaking

initiatives in the education sector to promote equity, inclusion of disadvantaged groups, improve the quality of education and to gain international exposure and standards were introduced by the current government. As a result, India witnessed unprecedented development in quality of education which catapulted it quite close to its 2030 goals.

Besides, the MHRD’s prerogative allowing foreign educational institutions (FEIs) to set up base independently in India, seems a step towards progressive development, by virtue of which the sector ended up attracting FDI worth USD 1465.44 million during April 2000 to June 2017. The Indian capital markets have come to be bystanders of a relaxed FDI arc, attracting Foreign Institutional Investors since 1993. As per the current scenario, FDI up to 100% is allowed under the automatic route in the education sector.

Also, per the revised Consolidated FDI Policy (of 2017), which became effective from August 28, 2017, construction activities for education purposes have been exempted from conditions generally applicable to construction-development sector otherwise observing a lock-in period of three years from the date of completion of minimum capitalization.



Journal on Socio-Legal & Political Affairs

lexassistolawjournal@gmail.com | www.journal.lexassisto.com

The regulatory impounds surrounding the “*for profit*” ventures have been overly stringent to discourage investors yet many players are employing their money to set up education service provider companies, Ed-tech companies etc., which currently are not as regulated. Such entities and businesses are not required to have a not-for-profit character and are also not required to comply with education sector specific laws. The onset of technology and the global upheaval has created a new space of growth namely, the online education sector, a bystander of considerable investment with entry of numerous new providers through new initiatives and acquisitions. Scalability and profitability will, therefore, require a substantial commitment from the investors with an understanding of the intricacies in such business.

Education industry is thus attracting sizeable investment, most notably in primary, secondary and higher education. As per the survey conducted by government, the High school market in India was expected to cross over \$1 billion by 2017. Out of this \$770 million only 2.5% comprises of India's urban school going population. Therefore, the market potential is tremendous, not just in terms of the metros but even small towns, where 20% growth is expected

every year. In this regard a promising solution could be the deregulation of the education sector; letting the invisible hands do their job and the market will itself decide the price for quality education given the prevalent demand and supply.

The prospects of online education in India and the emerging concerns, post pandemic

Way before the pandemic inflection, the market for online education had become rife in India, valuing around \$ 247 million in 2016, contemplated to cross \$ 1.96 billion by 2021, mustering an annual growth rate of 52%. In past, the country has also recorded a landmark surge in the total number of users at 1.6 million in 2016, further contemplates to experience a rise up till 9.6 million by the wind of 2021. Several governmental initiatives to introduce a framework of virtual education like NMEICT, SWAYAM, were taken under veracity of the fact that India has the second largest market for online learning. Six of such courses made to the list of top online courses of 2019 at par with Stanford and Harvard. Though affable to the idea of remote learning the academic milieu of the country had not foreseen the challenges impelled



Journal on Socio-Legal & Political Affairs

lexassistolawjournal@gmail.com | www.journal.lexassisto.com

by the contact free order imposed suddenly by the pandemic.

Online education provides a global platform for delivering content specific, a/ced guidance on intricate issues from experts across the globe and thus culminates as master close for professionals who have already attuned themselves to the use of digital tools by virtue of their work and employment. A self-paced flexible learning at low to no cost has been abaft of its growing popularity in recent times. Nowadays, reputed institution like Harvard, Stanford Yale, offer specialized courses on their web portal. Taking such courses, costs much less than their on-campus counterparts. Besides, greater flexibility, allows one to learn and earn simultaneously. The content is delivered on-demand through web interfaces, and therefore classes can be conveniently accessed on any kind of device: desktop, laptop, tablet or a phone. Since, web-based learning is free of any geographical fetters it also offers a workable solution to diverse needs of dynamically burgeoning business projects, which require professionals to deliver their services across different cities, states countries through knowledge of diverse language, business practices and legislations.

Industry 4.0 phase has drastically transformed the production, management and governance mechanisms across the globe. As such, acquiring skills to use digital tools is heeding the hour as more companies embrace remote work. Nearly 50 percent of learners in US reported to be receiving more recruiter attention upon having completed a Harvard Business School Online course. Although same cannot be said with respect to India, yet social distancing by dint of pandemic has led the government to contemplate setting up a framework for recognition of the online degrees under Atma Nirbhar Bharat campaign.

However, in a country like India, where capital structure is inadequate to match the labor force and education system is plagued by an adverse student teacher ratio as high as 24, adopting methods to reduce the gap between actual number of students per faculty and ideal number of students per faculty is quintessential towards building a skilled human resource[].As the country continues to battle the second wave of the COVID-19, partial to complete lockdown has permeated the states resulting in the physical closure of educational institutions and cancellation/postponement of exams .The teachers have been walking on egg shells with



Journal on Socio-Legal & Political Affairs

lexassistolawjournal@gmail.com | www.journal.lexassisto.com

respect to self-exploring web based teaching techniques, beseeching implementation a structured ICT framework and requisite training and guidance in the said behalf , as the global upheaval has substantially disrupted academic sessions and causing many students to suffer .

In the current academic milieu, though remote teaching has come up as an apt alternative allowing the students worldwide to access study materials, with convenience of sitting at their home or workplace, it can create pitfalls for unwary education system. In order to reap the benefits of technology-based education the government must take some sound steps towards implementing a proper framework for implementation of ICT based teaching and assessment yielding long-term solutions to the impediments brought into fold by dint of the pandemic.

KEY CONCERNS OF THE STAKEHOLDERS: TAUGHT VERSUS TEACHING

Passive Learning: The nationwide lockdown and social distancing measures as an immediate result of the pandemic substantially displaced the teaching away from the interactive atmosphere of classroom welcoming students' participation, to

an unyielding and un-interactive web space available on devices connected by internet, be it as small as mobiles and tablets. As such, with a past where technology based solutions were barely used by educational institutes, the absence of an appropriate curriculum, designed to make e-learning format interactive and productive, has increased the risk of disoriented student interests in the vapid binary platform where they find their teachers struggling between teaching via digital tools and maintaining virtual class order and who otherwise found it quite easy to take hold of the class discipline while delivering lectures . While there's a fair amount of literature available to assess the challenges brought by ICT based knowledge dissemination, very less has been researched on the impact of online teaching on virtual class order and overall outcome of learning. Such are the problems at institutes who are better off implementing ICT based learning with adequate infrastructure and connectivity, meanwhile a large chunk of the student population residing in rural India has been left untouched due to the digital divide.

Pedagogical Impact: The number of drop-outs in online education initiatives, like MOOC, SWAYAM etc. is quite high as students are most likely to withdraw in any case, they do not



Journal on Socio-Legal & Political Affairs

lexassistolawjournal@gmail.com | www.journal.lexassisto.com

understand the contents. Data indicates that most of the online learning has a completion rate below 13%.

Compromised teaching in modules involving practical Sessions:

Arranging practical sessions and laboratory experiments is still difficult in technology-based teaching and assessment, which is pretty desirous of rigorous courses like management, law, biotechnology and engineering etc.

Lack of Proper Assessment: Poor pattern of exams and assessment criteria, pretty much cast aspersions on the credibility of online teaching. Though, the above aspect is under consideration by the government of India for online degrees to be delivered by its top 100 universities under the National educational policy of 2020.

Solicitous to the future of the education amidst the COVID-19 lockdown, the government is anticipating to expand the spectrum of E-learning in higher education by relaxing the regulatory framework for open, distance and online education regulatory framework. In order to salvage the academic curriculum, the government has decided to allow top 100 educational institutions listed in NIRF, to offer degree programs in online mode under the PM E-

vidya program. Under its national education policy, 2020 the government stipulates to introduce an integrated version of open and distance learning and online regulation after the approval of the MHRD. The above decision therefore falls in alignment with its mandate to increase country's gross enrolment ratio (GER) in higher education up to 30 per cent by 2030.

Adapting to ICT based teaching: The capricious surge of corona virus has thrown the academe into virtual classrooms, barely ready to meet the exacting demands of education and the rapid transition to a pattern of working remotely has left them gaunt reeking a havoc as they adapt to the modalities of virtual and distance teaching, managing virtual workspaces and classes, and engaging a large number of students, all at the same time. Online education has proven to be extremely challenging for most of the teachers across the nation, who found they struggling to explore web-based teaching techniques along with added responsibilities to maintain class order. ILO has recently suggested that countries need to invest in their education sector in order to meet the challenges plunged by the pandemic in the course of teaching and learning system. It is rather imperative to understand the skills need of the labor market in academics and train them



Journal on Socio-Legal & Political Affairs

lexassistolawjournal@gmail.com | www.journal.lexassisto.com

accordingly so that they are able to impart quality education despite a challenging medium.

Over the course of past year, developed economies with adequate infrastructure have taken several initiatives to provide much needed technical and financial support to faculty active in the sector. While education ministries and universities across many countries have introduced a crash course on delivering online content, managing virtual classrooms and using technology so as to facilitate the transfer of teaching resources and learning materials to online platforms. Although such measures are salubrious to address short term needs of the education delivery, a long-term solution for the challenges posed by pandemic, calls for a well-rounded training shaped on lines to establish virtual learning for good in academia without compromising with quality of education and meeting the professional standards of academia. Private players in the education sector across India, along with few and reputed governmental institutes too have been observed to have taken similar leaps in the direction to overcome some current and upcoming challenges, however, government institutes across most of the states have miserably failed at responding to the student needs amidst the abyss of pandemic, for the lack

of infrastructure, poor connectivity or want of funds.

Job Insecurity amongst the academic community has become a coveted cause of concern post the transition into remote teaching mechanism. Although institutes mostly have fixated salaries for regular teachers, virtual learning combined with social distancing has created problems for those working on a fixed term employment like contract teachers, visiting faculty paid on pro rata basis and teaching and research assistants. The Supreme court's recent order to reduce the school fees in wake of low running cost due to physical closure has also caused unrest amongst the management of educational institutions and likely to result in cutting the fat down from the group of employees.

In countries like India, where private schools have taken precedence in education system, many teachers in private unaided schools have been laid off, while contrary to same, teachers of government schools have survived with the help of governments efforts to avail them salaries on a regular basis. As a result, across the nation, many teachers have been forced out of employment, and the ones who are in lack the skills and



Journal on Socio-Legal & Political Affairs

lexassistolawjournal@gmail.com | www.journal.lexassisto.com

training. As per International Monetary Fund (IMF), governments of nearly all the countries have increased spending on education. While most of the funding has been applied on setting up a framework for ICT based teaching, little to nothing has been contributed towards teacher training and teacher performance reviews stand suspended under the gravity of the crisis. Also, temporary staff like cleaners and caterers has faced layoffs as students have returned to their homes with closure of hostels and canteens.

Occupational hazard and Safety measures:

Many countries have reopened the universities and schools, where the number of COVID cases has flattened and normal socio-economic activities have resumed like opening up of shops, opening up of temples/churches etc. The above step is based on the understanding that associated risks have been limited, as measures to further reduce such risks have been implemented like reducing class sizes, expanding sick leave policies for staff and learners etc. Nonetheless, academic community has raised concerns about occupational hazards and safety measures requisite to protect teachers and non-teaching staff from infection. As for instance, the German Teachers' Association (GTA), proposed a two-week alternating shift mode. With a high rate of

recovery and positive cases falling down to miniscule fragment of population, India too had reopened schools at certain places contemplating its return back to normal course of studies. However, any such plans evaporated under the heat of the second wave. This, calls for a well-rounded return to school policy for the safety of teachers encompassing governments dialog with the stakeholders of education sector.

GAPING DIGITAL DIVIDE IN INDIA: A HUGE IMPEDIMENT TO REMOTE LEARNING

Pandemic has not only taken a toll on lives at large but also been cataclysmic in disrupting the normal course of running the economies.

Copious reliance on technology, unraveled a gaping chasm between the developed and the developing economies struggling to transition with slow paced and minimal connectivity. A study conducted by **UNCADT** to map the changing digital landscape since the last major global calamity, the 2008/09 financial crisis shows that this digitally enabled world is working for some, but not all equally and that many are far behind many are on digital uptake yet.



Journal on Socio-Legal & Political Affairs

lexassistolawjournal@gmail.com | www.journal.lexassisto.com

The digital divide has hit India hard on face in the time of this global crisis, leaving more than 400 million people without any access to the internet. Also, the kurtosis depicting the spatial divide is ruefully huge, with the internet density as low as 25% in rural areas, with a population of around 60%, while the internet density in urban areas is around 90%. Viewing the digital divide from the vantage of states, a dent is observed across states like Bihar and Uttar Pradesh with very low internet use density. Lastly India also has a large gender digital divide with very few women in urban areas accessing mobile phones and internet services.

Digital technology has become a vicarious pulley to uplift the education sector at the time of COVID by improving access to the virtual learning. Technology based solutions shall help create affordable and effective education and training programmes at a wider scale. Online learning has witnessed a global boom however, but India is still lagging behind from the digitally connected world. The governments need to scale up digital investment to expand digital reach, digital depth and digital value. In the said behalf encouraging public and private partnerships in digital infrastructure projects to control data storage, data centers and content hosting shall be

a big progress so as to connect people and cities. Introduction and implementation of large-scale and cost-effective digital solutions such as broadband should be a focal point of action in rural areas. Closing the digital educational gap also includes training teachers, and investing more in developing local content applications to cater to needs and understanding of local people.

HEEDING THE HOUR: INVESTMENT IN THE EDUCATION SECTOR TO MAKE INSTITUTIONS SMART

The mandates of MHRD's MMP program envisage following key changes in the education system which is heeding the hour in wake of the COVID-19:

ICT Enabled Training, Teaching, and Assessment Services:

The smart institutes should aim to ICT enabled teacher learning tools like digital textbooks, short subject and language videos, videos of classroom teaching in best performing schools, structured lesson plans, self-learning tools, assessment tools etc. which may be customized and deployed for teacher training.

Self-Learning Tools for teachers and students:

The Smart institutes must provide access to self-learning tools to teachers and students who may



Journal on Socio-Legal & Political Affairs

lexassistolawjournal@gmail.com | www.journal.lexassisto.com

identify the weak areas and enhance the subject knowledge. In the said behalf, a “talk-center” approach as adopted by one of NGOs which enables the teachers to have a conversation with the trainer in the talk-center may also be explored for self-learning tools.

Content Platform Services: The Smart School should provide access to Content Platform Services provide, a single platform for hosting the Digital Learning Resources for both Students and Teachers to help segregate details of school services with respect to profile, underlying infrastructure, scheme implementation details, school management committee activities

Teacher Training Need Assessment Services: By establishing a linkage between student and teacher performance the smart institution authorities should efficaciously make identification of not only teachers in need of training but also the training needs of the teachers.

CONCLUSION:

At this time of crisis, the mandates of education sector should be such as to secure the future of youth while imbibing principles that will help him/her face the challenges with tenacity and

determination and that can be only achieved by way of committed and well-qualified team of teachers, passionate about teaching children.

In this regard investment by the government and private players to covert institutes into Smart Schools and colleges shall make a major progress to ensure long term learning. With its specific emphasis on ICT based education so as to cater the global needs, the institutes shall be able to equip students with essential skills to enable them to translate research into practice, fostering the ideas of local ownership, investment in inclusion, and social development opportunities for one and all. The students will be exposed to a trans disciplinary and transnational learning and teaching environment that is reflective of multiple perspectives and based on the application of such unique learning in both the academic and non-academic sectors of life.

The government shall in cooperation with tech based companies releasing several tools aimed at promoting distance learning management systems, mobile technology learning systems, massive open online courses, self-directed learning content, collaboration platforms which may be accessible for offline learning, The wide use of digital technologies, has raised concerns



Journal on Socio-Legal & Political Affairs

lexassistolawjournal@gmail.com | www.journal.lexassisto.com

about data security and commercialization of education and influx of digital solutions without passing through proper quality control and public procurement procedures. Government's concern in the above regard is emphasized.

At the international level, the United Nations Economic, Scientific and Cultural Organization (UNESCO) recently launched a Global Education Coalition, with an object of getting international organizations, non-governmental organizations and the private sector on board to aid and assist COVID-19 responses in education. In this regard ILO and UNESCO recently collaborated with the International Task Force on Teachers for Education 2030, and jointly issued guidelines to assist governments in sprucing their back-to-school policies and addressing issues such as protocols to conserve teachers' employment and wages; ideas to salvage teacher's health and safety; platforms to include teachers in formulating policy in response to pandemic and measures to provide adequate professional support and training.

Coming to think of the digital gap, the digital tethering has picked the pace of a vortex, even when nearly half of the world remains unconnected from the Internet. If left

unaddressed, the chasm between under-connected and hyper-digitalized countries shall become a bane proliferating further inequalities, especially when levels of digitalization impact on the country's ability to achieve the Sustainable development goals set forth by international community to overcome vices of hunger, disease, and climate change. Hence, it is rather an incumbent upon the government to collaborate with developed nations towards making such arrangements and agreements aimed at higher penetration of internet connectivity to salvage education sector from being stomped further behind in a post-COVID-19 world.

A significant effort in the said behalf is OECD's Going digital project, launched back in 2017 with a purpose of helping countries to seize opportunities and prepare for technological disruption. At the linchpin of its mandate rest, key areas of competition, consumer protection, innovation and entrepreneurship, insurance and pensions, education, governance, and trade. It is a holistic approach that specialists in development cooperation should adopt or emulate. While another is aid for trade, another initiative by World Trade Organization members to help developing countries improve their trading infrastructure, contributes 1% of its

funding towards ICT solutions. Though, only 4% of this limited investment is being spent on policy development, a succour that is critical if digital economies are to be well regulated. Meanwhile, G20, an international forum of world's major economies is also planting its flag on this issue, through its 2021 agenda, under Italian Presidency, which will focus on three broad, interconnected pillars of action: People, Planet, Prosperity.

REFERENCES:

- i. Cohen M. (2019, October 7). *Big Money Is Betting On education Industry Transformation*. Retrieved from <https://www.forbes.com/sites/markcohen/1/2019/10/07/big-money-is-betting-on-education-industry-transformation/#1e4b4b9c5ce2>
- ii. United Lex. *Digital education Transformation*, Retrieved from <https://www.unitedlex.com/services/digital-education-transformation>
- iii. International Labor Organization. (June 2020). *ILO Sectoral Brief. COVID-19 and the education sector*, https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/briefingnote/wcms_742025.pdf
- iv. Id
- v. Id
- vi. IBEF. (June 2, 2021). *Education & Training Industry in India*. <https://www.ibef.org/industry/education-sector-india.aspx>
- vii. Nishith Desai Associates.(Jan, 2018).*Investment in Education Sector, 2018*, http://www.nishithdesai.com/fileadmin/user_upload/pdfs/Research%20Papers/Investment_in_the_Education_Sector.pdf
- viii. Id
- ix. Id
- x. IBEF.(June 2, 2021). *Education & Training Industry in India*. <https://www.ibef.org/industry/education-sector-india.aspx>
- xi. Id
- xii. Nishith Desai Associates. (Jan, 2018).*Investment in Education Sector, 2018*, http://www.nishithdesai.com/fileadmin/user_upload/pdfs/Research%20Papers/Investment_in_the_Education_Sector.pdf
- xiii. ETGovernment, *Lockdown Impact: Government's e-learning platforms witness surge in subscribers THE ECONOMIC TIMES* (March, 19, 2020),<https://government.economictimes.indiatimes.com/news/education/lockdown-impact-governments-e-learning-platforms-witness-surge-in-subscribers/74870839>
- xiv. IBEF. (June 2, 2021). *Education & Training Industry in India*. <https://www.ibef.org/industry/education-sector-india.aspx>
- xv. Id



Journal on Socio-Legal & Political Affairs

lexassistolawjournal@gmail.com | www.journal.lexassisto.com

- xvi. Government, *Lockdown Impact: Government's e-learning platforms witness surge in subscribers* *THE ECONOMIC TIMES* (March, 19, 2020), <https://government.economictimes.indiatimes.com/news/education/lockdown-impact-governments-e-learning-platforms-witness-surge-in-subscribers/74870839>
- xvii. Andriotis N. *How eLearning can work in the education industry*. [Blog post] Retrieved from <https://www.efrontlearning.com/blog/2015/05/how-elearning-can-work-in-the-education-industry.html>
- xviii. Jagetiya, A. & Challa, R. & Prashanthi, G. (2018). *MOOCs: Education for All— On Going Development in India*. 31-36. 10.1109/MITE.2018.8747144
- xix. Andriotis N.(n.d.) *How eLearning can work in the education industry*. [Blog post] Retrieved from <https://www.efrontlearning.com/blog/2015/05/how-elearning-can-work-in-the-education-industry.html>
- xx. Pasha, A & Gorya, J. (2019). *Student Preference and Perception towards Online Education in Hyderabad City*. *International Journal of Trend in Scientific Research and Development*. 3. 656-659. 10.31142/ijtsrd22876
- xxi. Top 100 Indian universities to start online courses: UGC chairman, *TIMES OF INDIA* (June 11, 2020), [https://m.timesofindia.com/home/education/news/top-100-indian-universities-to-start-online-courses-ugc-](https://m.timesofindia.com/home/education/news/top-100-indian-universities-to-start-online-courses-ugc-chairman/amp_articleshow/76326054.cms)
- xxii. Jagetiya, Anurag & Challa, Rama & Prashanthi, Ginkawar. (2018). *MOOCs: Education for All— On Going Development in India*. 31-36. 10.1109/MITE.2018.8747144.
- xxiii. Covid-19: *4 negative impacts and 4 opportunities created for education*. (2020, May 12). *India Today* Retrieved from <https://www.indiatoday.in/education-today/featurephilia/story/covid-19-4-negative-impacts-and-4-opportunities-created-for-education-1677206-2020-05-12>
- xxiv. International Labor Organization. (June 2020). *ILO Sectoral Brief. COVID-19 and the education sector*, https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/briefingnote/wcms_742025.pdf
- xxv. *Times of India*. [https://m.timesofindia.com/home/education/news/top-100-indian-universities-to-start-online-courses-ugc-](https://m.timesofindia.com/home/education/news/top-100-indian-universities-to-start-online-courses-ugc-chairman/amp_articleshow/76326054.cms)
- xxvi. Jagetiya, A. & Challa, R. & Prashanthi, G. (2018). *MOOCs: Education for All— On Going Development in India*. 31-36. 10.1109/MITE.2018.8747144
- xxvii. Devgan P. (2013) *Prospects for Success of MOOC in Higher Education in India*. *International Journal of Information and Computation Technology*. 3-7, 641-646.



Journal on Socio-Legal & Political Affairs

lexassistolawjournal@gmail.com | www.journal.lexassisto.com

- xxviii. Devgan P. (2013) Prospects for Success of MOOC in Higher Education in India. *International Journal of Information and Computation Technology*. 3-7, 641-646.
- xxix. UGC permits top 100 universities to start online courses, digital LEARNING Network (June 12, 2020) Available at: <https://digitallearning.eletsonline.com/2020/06/ugc-permits-top-100-universities-to-start-online-courses/>
- xxx. International Labor Organization. (June 2020). *ILO Sectoral Brief. COVID-19 and the education sector*, https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/briefingnote/wcms_742025.pdf
- xxxi. Id
- xxxii. Id
- xxxiii. Choudhary A.A, (May 4,2020) *Schools must reduce fees for online-only classes: Supreme Court*, Times of India Available at, <https://timesofindia.indiatimes.com/india/schools-must-reduce-fees-for-online-only-classes-supreme-court/articleshow/82377796.cms> , Accessed in May 2021
- xxxiv. International Labor Organization. (June 2020). *ILO Sectoral Brief. COVID-19 and the education sector*, https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/briefingnote/wcms_742025.pdf
- xxxv. Id
- xxxvi. UNCADT. (April, 6, 2020). *Coronavirus reveals need to bridge the digital divide*. <https://unctad.org/es/node/2368>
- xxxvii. Ejaz Ghani & Saurabh Mishra, *Closing the digital divide*, *FINANCIAL EXPRESS*, (November 12, 2020), <https://www.financialexpress.com/opinion/closing-the-digital-divide/2126724/>
- xxxviii. Id
- xxxix. Department of school education & Literacy MHRD, GOI *Core Scope Document for school education MMP*, https://www.education.gov.in/en/sites/upload_files/mhrd/files/upload_document/Annexure%20III.pdf
- xl. William E. Kiernan & Heike Boeltzig, *Proposal for the Establishment of the new School for Global Inclusion and Social Development*, (Aug, 29, 2011), https://www.communityinclusion.org/newschool_provost/newschool.pdf
- xli. International Labor Organization. (June 2020). *ILO Sectoral Brief. COVID-19 and the education sector*, https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/briefingnote/wcms_742025.pdf
- xlii. Kituyi, M (24 October 2018), *The digital divide is impeding development*, <https://unctad.org/news/digital-divide-impeding-development>
- xliii. *Italian G20 Presidency Priorities*, <https://www.g20.org/italian-g20-presidency/priorities.html>