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INEFFICIENCY OF GOVERNMENT PLATFORM TO COMBAT WITH COVID PANDEMIC IN INDIA

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Abstract

The phase of COVID 19 pandemic was the worst time faced by the whole world. The whole economy was disturbed and heavy recession in the economy was faced by the world economy. India was also highly affected by it. This study aims to identify the various reasons of failure of government initiatives taken at the time of closure of schools due to covid pandemic. A survey-based approach was used to collect data from various respondents including 510 students and 510 teachers to address the challenges and loopholes of government platforms provided to help students and teachers to continue their education. Frequency, percentage and chart analysis will be used to achieve this objective. Further, to find out association of different demographic variables and drawbacks of government platforms chi-square analysis will be done.

Keywords: Drawbacks, platforms, Gender, e-learning

Introduction

Technology becomes an integral part of our live. From last three-four years technology was widely used in education sector. Due to closure of educational institutions in the phase of pandemic, it was very difficult to maintain continuity in education. To reduce the educational loss of society government of India launched many schemes and provided various platforms where online lectures were provided by the expert teachers. Even school teachers used various government platforms and private online learning platforms to teach lessons to the students and kept an eye on their educational performance.

Inspite of a number of efforts made by the government, online education was not as effective as offline education. This study was conducted to identify various reasons of failure of

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government's online learning platforms. Some government e-learning platforms considered in this paper were PM e-vidhya, PMG- DISHA, SWAYAM, DIKSHA, Manodarpan and E- Pathshala. To identify the reason for failure of government initiatives, study was conducted on the basis of some drawbacks. These were Improper monitoring, Ignorance of Government workers and officials, Corruption, Long chain of control and Lack of awareness among peoples.

The study will examine the perspectives of teachers and students regarding the effectiveness and feasibility of government e-learning platforms, identifying the drawbacks and limitations that may slow down their use and impact on education. The findings will contribute to the development of strategies and policies that could address the challenges of government e-learning platforms, improving their effectiveness and impact on education.

Review of Literature:

- **Boro Madan Chandra (2017)** aimed to study of implications of 'Digital India' a scheme of Indian government to bring digital literacy in the country. Concluded the necessity of digital literacy and half success of the scheme.
- **Dwivedi Shri Kant (2020)** addressed the barriers and opportunities in the way of digital education. Concluded that there are a lot of benefits associated with e-learning but along with it, there were some barriers also like increased financial burden etc.
- **Jha Amit Kumar et al. (2020)** studied the accessibility of digital platforms to all the students irrespective caste, gender and class of students. Results declared the lack of proper infrastructure to implement quality digital education in India.
- **Sailaja RVN et al. (2020)** analysed the consequences of covid pandemic on education system. education system had to tackle a bundle of problems in this phase as nobody was prepared for this type of situation. The study suggested that government needed to take some steps in this direction like promote online education, develop new education policy and provide infection free environment to the students in school.

SCOPE OF STUDY

This study was conducted in Delhi NCR region.

Objective of Study:

The objective of this study is:

- To examine the drawbacks of government platforms taking up e-learning from teacher's and student's perspective.

Research design:

The study will use descriptive cum exploratory research. Descriptive cum exploratory research is a type of research that combines elements of both descriptive and exploratory research.

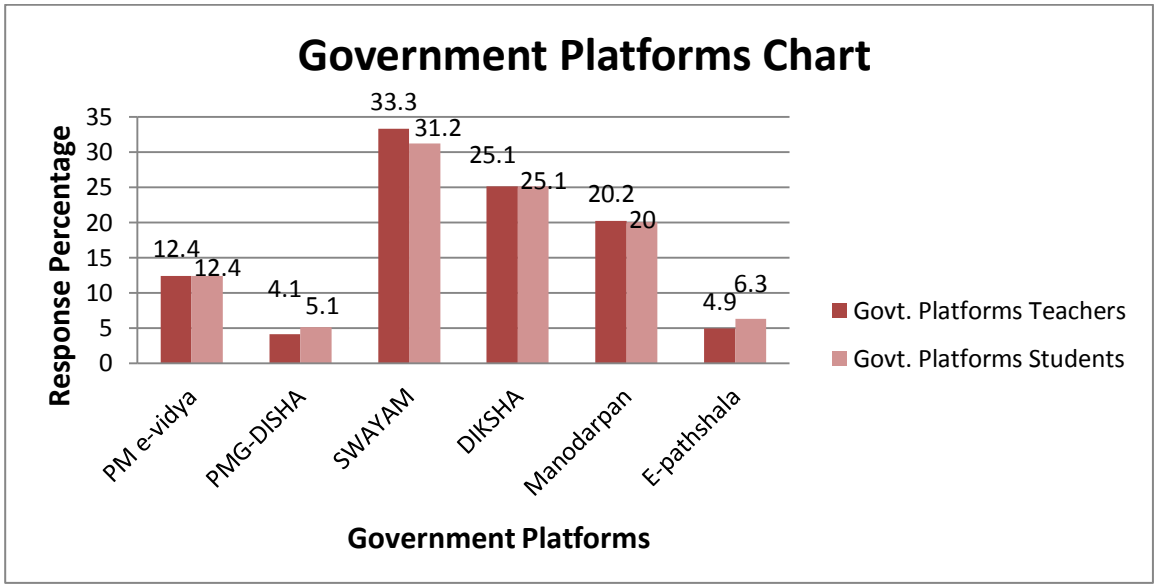
Frequency Analysis: Drawbacks of government platforms taking up e-learning from teacher's and student's perspective.

Table: Usage Frequency of Government platforms by Teachers and Students

Govt. Platforms	TEACHERS		STUDENTS	
	Frequency	Percentage	Frequency	Percentage
PM e-vidya	63	12.4	63	12.4
PMG-DISHA	21	4.1	26	5.1
SWAYAM	170	33.3	159	31.2
DIKSHA	128	25.1	128	25.1
Manodarpan	103	20.2	102	20.0
E-pathshala	25	4.9	32	6.3
Total	510	100.0	510	100.0

Source: Researcher's Compilation

Figure: Usage Frequency of Government platforms by Teachers and Students



In the government's education initiatives, PM e-vidya is utilized by 12.4% of both teachers and students. PMG-DISHA sees participation from 4.1% of teachers and 5.1% of students. SWAYAM is more widely embraced, with 33.3% of teachers and 31.2% of students engaging with it. DIKSHA is used by 25.1% of both teachers and students. Manodarpan has a 20.2% teacher and 20.0% student involvement. E-pathshala sees participation from 4.9% of teachers and 6.3% of students. In total, 510 respondents participated in the survey, reflecting the diverse usage of government educational platforms among teachers and students.

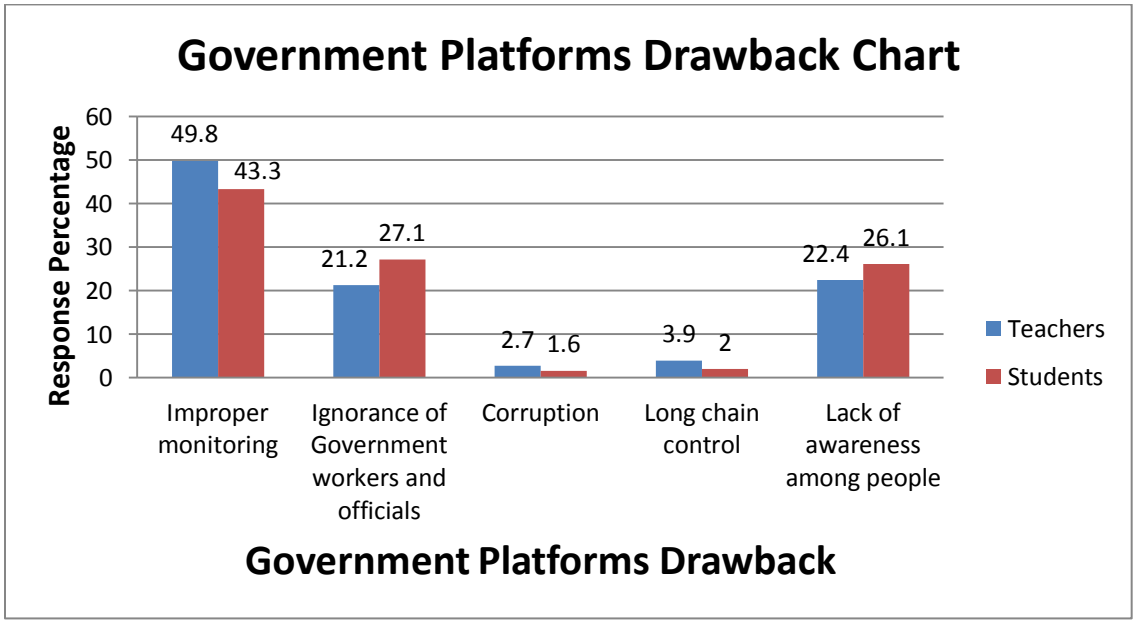
Frequency Analysis: Government platforms drawback by Teachers and Students

Table: Government Platforms Drawback Frequency of Teachers and Students

Govt. Platforms Drawbacks	Teachers		Students	
	Frequency	Percentage	Frequency	Percentage
Improper monitoring	254	49.8	221	43.3
Ignorance of Government workers and officials	108	21.2	138	27.1
Corruption	14	2.7	8	1.6
Long chain control	20	3.9	10	2.0
Lack of awareness among people	114	22.4	133	26.1
Total	510	100.0	510	100.0

Source: primary source

Figure: Government Platforms Drawback Frequency of Teachers and Students



The table provides information on the drawbacks or challenges associated with government platforms as perceived by teachers and students. A total of 510 teachers and 510 students were considered. The frequencies and percentages of drawbacks reported are as shown in the table and figure. The table depicts the perceived drawbacks associated with government platforms as reported by teachers and students, shedding light on concerns such as improper monitoring, ignorance, corruption, long chain control, and lack of awareness among the people.

Association between Government platforms drawback and Gender of Teachers and Students

Table: Association between Government Platforms Drawbacks and Gender of Teachers & Students

Govt. Platforms Drawbacks / Gender ⟶ ↓		Female	Male
Improper monitoring	**Teachers**	84	170
	Students	0	221
Ignorance of Government workers and officials	**Teachers**	36	72
	Students	128	10
Corruption	**Teachers**	5	9
	Students	0	8
Long chain control	**Teachers**	8	12
	Students	0	10
Lack of awareness among people	**Teachers**	53	61
	Students	64	69

Source: Primary source

The table provides information on the perceived drawbacks of government platforms based on gender, specifically among female and male teachers and students. The frequencies of reported drawbacks are shown for each category.

Among female teachers, 84 mentioned improper monitoring, 36 mentioned ignorance of government workers and officials, 5 mentioned corruption, 8 mentioned long chain control, and 53 mentioned lack of awareness among people.

Among male teachers, 170 mentioned improper monitoring, 72 mentioned ignorance of government workers and officials, 9 mentioned corruption, 12 mentioned long chain control, and 61 mentioned lack of awareness among people.

Among female students, none mentioned improper monitoring, 128 mentioned ignorance of government workers and officials, none mentioned corruption, none mentioned long chain control, and 64 mentioned lack of awareness among people.

Among male students, 221 mentioned improper monitoring, 10 mentioned ignorance of government workers and officials, 8 mentioned corruption, 10 mentioned long chain control, and 69 mentioned lack of awareness among people.

The table highlights the gender-based breakdown of reported drawbacks, indicating the specific concerns raised by female and male teachers and students regarding improper monitoring,

ignorance, corruption, long chain control, and lack of awareness among people in relation to government platforms.

$H_0 1_a$: Gender variable and drawbacks of government platforms taking up e-learning from teacher's perspective are not significantly associated.

$H_0 1_b$: Gender variable and drawbacks of government platforms taking up e-learning from student's perspective are not significantly associated.

Table: Chi-Square association of Gender with Teachers and Students

Gender	Teachers			Students		
	Value	**Df**	**Asymp. Sig. (2-sided)**	**Value**	**Df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	6.777[a]	4	.148	329.041[a]	4	.000
Likelihood Ratio	6.650	4	.156	419.616	4	.000
Linear-by-Linear Association	6.310	1	.012	40.273	1	.000
N of Valid Cases	510			510		

Source: Researcher's Compilation

The study examines the association between gender and perceived drawbacks of government e-learning platforms from the perspectives of teachers and students. For teachers, the Pearson Chi-Square test yields a value of 6.777 with 4 degrees of freedom (df) and a p-value of .148, suggesting no significant association. Whereas, for students, a highly significant association is observed with a Pearson Chi-Square value of 329.041, 4 df, and a p-value of .000.

Association between Government platforms drawback and Education of Teachers and Students

Table: Association between Government Platforms Drawbacks and Education of Teachers & Students

Govt. Platforms Drawbacks / Education → ↓		**Up to 5th**	**5th to 8th**	**9th to 10th**	**11th to 12th**
Improper monitoring	**Teachers**	37	86	80	51
	Students	29	29	69	94

Ignorance of Government workers and officials	**Teachers**	19	40	31	18
	Students	0	52	75	11
Corruption	**Teachers**	2	6	5	1
	Students	0	0	8	0
Long chain control	**Teachers**	4	8	4	4
	Students	1	2	0	7
Lack of awareness among people	**Teachers**	19	48	33	14
	Students	31	54	31	17

Source: Researcher's Compilation

The table illustrates perceived drawbacks of government education platforms categorized by educational levels (Up to 5th, 5th to 8th, 9th to 10th, 11th to 12th). Under "Improper Monitoring," teachers in the 5th to 8th category express the highest concerns (86), while students in the 11th to 12th category report the most issues (94). "Ignorance of Government Workers" is a notable concern for teachers in the 9th to 10th category (31), whereas students in the same category (52) are most affected. "Corruption" and "Long Chain Control" are generally reported at lower frequencies. "Lack of Awareness Among People" is a concern across various levels, with teachers in the 5th to 8th category (48) and students in the 9th to 10th category (54) expressing higher levels of apprehension.

H_02_a: Education variable and drawbacks of government platforms taking up e-learning from teacher's perspective are not significantly associated.

H_02_b: Education variable and drawbacks of government platforms taking up e-learning from student's perspective are not significantly associated.

Table: Chi-Square association of Education with Teachers and Students

Education	**Teachers**			**Students**		
	Value	**Df**	**Asymp. Sig. (2-sided)**	**Value**	**df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	7.277[a]	12	.839	329.041[a]	4	.000
Likelihood Ratio	7.671	12	.810	419.616	4	.000
Linear-by-Linear Association	3.685	1	.055	40.273	1	.000
N of Valid Cases	510			510		

Source: Researcher's Compilation

The study investigates the association between education levels and perceived drawbacks of government e-learning platforms from the perspectives of teachers and students. For teachers, the Pearson Chi-Square test yields a value of 7.277 with 12 degrees of freedom (df) and a non-significant p-value of .839, indicating no significant association. Conversely, for students, a highly significant association is observed with a Pearson Chi-Square value of 329.041, 4 df, and a p-value of .000. Additional tests (Likelihood Ratio, Linear-by-Linear Association) support these findings, suggesting a significant association between education levels and students' perspectives on e-learning drawbacks.

Association between Government platforms drawback and Monthly Family Income of Teachers and Students

Table: Association between Government Platforms Drawbacks and Monthly Family Income of Teachers & Students

Monthly Family Income / Govt. Platforms → Drawbacks ↓		**Upto 20,000**	**20,000 to 40,000**	**40,000 to 60,000**	**60,000 to 80,000**
Improper monitoring	**Teachers**	29	69	131	25
	Students	0	107	96	18
Ignorance of Government workers and officials	**Teachers**	17	38	37	16
	Students	0	8	52	78
Corruption	**Teachers**	2	2	8	2
	Students	0	0	6	2
Long chain control	**Teachers**	2	7	9	2
	Students	0	9	1	0
Lack of awareness among people	**Teachers**	11	20	65	18
	Studets	36	30	55	12

Source: Researcher's Compilation

The table presents perceived drawbacks of government education platforms based on monthly family income categories (Upto 20,000, 20,000 to 40,000, 40,000 to 60,000, 60,000 to 80,000). Under "Improper Monitoring," teachers in the 40,000 to 60,000 income bracket express the highest concerns (131), while students in the same bracket report the most issues (107). "Ignorance of Government Workers" is a notable concern for teachers and students in the 40,000 to 60,000 and 60,000 to 80,000 income categories. "Corruption" and "Long Chain Control" are reported at lower frequencies. "Lack of Awareness Among People" is a concern across various income levels, with teachers and students in the 40,000 to 60,000 bracket expressing higher levels of apprehension.

$H_0 3_a$: Monthly Family Income variable and drawbacks of government platforms taking up e-learning from teacher's perspective are not significantly associated.

$H_0 3_b$: Monthly Family Income variable and drawbacks of government platforms taking up e-learning from student's perspective are not significantly associated.

Table: Chi-Square association of Monthly Family Income with Teachers and Students

Monthly Family Income (in rs.)	Teachers			Students		
	Value	df	Asymp. Sig. (2-sided)	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.764[a]	12	.072	329.041[a]	4	.000
Likelihood Ratio	20.488	12	.058	419.616	4	.000
Linear-by-Linear Association	4.017	1	.045	40.273	1	.000
N of Valid Cases	510			510		

Source: Researcher's Compilation

The study explores the association between monthly family income and perceived drawbacks of government e-learning platforms from the perspectives of teachers and students. For teachers, the Pearson Chi-Square test yields a value of 19.764 with 12 degrees of freedom (df) and a marginally significant p-value of .072, suggesting a tentative association. Conversely, for students, a highly significant association is observed with a Pearson Chi-Square value of 329.041, 4 df, and a p-value of .000. Additional tests (Likelihood Ratio, Linear-by-Linear Association) reinforce these findings, indicating a significant association between monthly family income and students' perspectives on e-learning drawbacks.

Association between Government platforms drawback and Location of Teachers and Students

Table: Association between Government Platforms Drawbacks and Location of Teachers

City	Teachers									
	Improper monitoring		Ignorance of Government workers and officials		Corruption		Long chain control		Lack of awareness among people	
Gurugram	14	33.33%	6	14.29%	0	0.00%	2	9.52%	8	33.33%
Faridabad	15	33.33%	5	13.33%	0	0.00%	2	13.33%	8	33.33%

Rohtak	16	34.78%	5	10.87%	5	10.87%	1	2.17%	3	6.52%
Bhiwani	16	34.78%	5	10.87%	2	6.52%	2	10.87%	5	21.74%
Panipat	16	36.36%	8	18.18%	0	0.00%	0	0.00%	6	27.27%
Sonipat	15	35.71%	8	21.43%	0	0.00%	0	0.00%	7	33.33%
Rewari	14	35.71%	8	28.57%	2	14.29%	0	0.00%	6	42.86%
Alwar	13	30.23%	7	23.08%	0	0.00%	2	15.38%	8	30.77%
Shamli	13	30.23%	8	23.08%	0	0.00%	1	7.69%	8	30.77%
Meerut	16	34.78%	6	13.04%	0	0.00%	0	0.00%	8	34.78%
Hapur	17	35.29%	4	23.53%	1	5.88%	1	5.88%	7	41.18%
Gautam Budh Nagar	17	34.78%	7	10.87%	0	0.00%	0	0.00%	6	26.09%
North West Delhi	17	34.78%	6	17.39%	0	0.00%	2	11.76%	5	29.41%
New Delhi	14	35.71%	7	21.43%	0	0.00%	2	14.29%	7	35.71%
West Delhi	13	30.23%	8	23.08%	0	0.00%	1	7.69%	8	30.77%
Shahdara	13	34.78%	4	10.87%	3	23.08%	4	30.43%	6	43.48%
Central Delhi	15	33.33%	6	20.00%	1	6.67%	0	0.00%	8	40.00%

Source: Primary source

The table displays the perceived drawbacks of government e-learning platforms among teachers in various cities. "Improper Monitoring" is most prevalent in Rewari (35.71%), while "Ignorance of Government Workers" is notable in Hapur (23.53%). "Corruption" sees instances in Shahdara (23.08%). "Long Chain Control" is observed in Meerut (34.78%), and "Lack of Awareness Among People" is prominent in Hapur (41.18%). Each city exhibits distinct concerns, with Hapur and Rewari standing out for higher frequencies in multiple categories, indicating varying challenges in the implementation and perception of government e-learning initiatives among teachers in different cities.

Table: Association between Government Platforms Drawbacks and Location of Students

City	Students				
	Improper monitoring	**Ignorance of Government workers and officials**	**Corruption**	**Long chain control**	**Lack of awareness among people**
Gurugram	11	8	2	0	9
Faridabad	13	7	0	2	8
Rohtak	11	6	3	2	8
Bhiwani	16	7	0	0	7
Panipat	13	8	2	1	6
Sonipat	13	10	0	0	7
Rewari	13	9	0	0	8
Alwar	9	11	0	1	9

Shamli	13	9	0	0	8
Meerut	15	7	0	0	8
Hapur	16	5	0	0	9
Gautam Budh Nagar	12	9	0	0	9
North West Delhi	13	10	1	0	6
New Delhi	14	9	0	0	7
West Delhi	9	9	0	4	8
Shahdara	13	8	0	0	9
Central Delhi	17	6	0	0	7

Source: Primary source

The table outlines students' perceived drawbacks of government e-learning platforms across different cities. "Improper Monitoring" is notably high in Hapur (16), and "Ignorance of Government Workers" is significant in Alwar (11). "Corruption" is reported in North West Delhi (1), and "Long Chain Control" stands out in West Delhi (4). "Lack of Awareness Among People" is particularly pronounced in Hapur (9) and Shahdara (9). Each city displays unique challenges, with Hapur experiencing multiple concerns. The varying frequencies suggest diverse issues in the implementation and effectiveness of government e-learning platforms as perceived by students in different cities.

H_04_a: Location variable and drawbacks of government platforms taking up e-learning from teacher's perspective are not significantly associated.

H_04_b: Location variable and drawbacks of government platforms taking up e-learning from student's perspective are not significantly associated.

Table: Chi-Square association of Location with Teachers and Students

Location	Teachers			Students		
	Value	Df	Asymp. Sig. (2-sided)	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	69.186[a]	64	.307	329.041[a]	4	.000
Likelihood Ratio	67.954	64	.344	419.616	4	.000
Linear-by-Linear Association	.185	1	.667	40.273	1	.000
N of Valid Cases	510			510		

Source: Researcher's Compilation

The study explores the association between the location variable and perceived drawbacks of government e-learning platforms from both teachers' and students' perspectives. For teachers, the Pearson Chi-Square test yields a value of 69.186 with 64 degrees of freedom (df) and a non-significant p-value of .307, suggesting no significant association. Conversely, for students, a highly significant association is observed with a Pearson Chi-Square value of 329.041, 4 df, and a p-value of .000. Additional tests (Likelihood Ratio, Linear-by-Linear Association) reinforce these findings, indicating a significant association between location and students' perspectives on e-learning drawbacks.

Association between Government platforms drawback and Area of Teachers and Students

Table: Association between Government Platforms Drawbacks and Area of Teachers & Students

Area ⟶ Govt. Platforms Drawbacks ↓		Urban	Rural
Improper monitoring	**Teachers**	185	69
	Students	114	107
Ignorance of Government workers and officials	**Teachers**	70	38
	Students	130	8
Corruption	**Teachers**	12	2
	Students	8	0
Long chain control	**Teachers**	13	7
	Students	1	9
Lack of awareness among people	**Teachers**	94	20
	Students	131	2

Source: Primary source

The table illustrates perceived drawbacks of government e-learning platforms categorized by urban and rural areas. Under "Improper Monitoring," teachers in urban areas express higher concerns (185), while students in rural areas report slightly more issues (107). "Ignorance of Government Workers" is more pronounced among teachers in urban areas (70), whereas students in rural areas face more challenges (130). "Corruption" is minimal but slightly higher among teachers in urban areas (12). "Long Chain Control" and "Lack of Awareness Among People" show varied concerns, with teachers and students experiencing different challenges based on the urban or rural setting.

$H_0 5_a$: Area variable and drawbacks of government platforms taking up e-learning from teacher's perspective are not significantly associated.

$H_0 5_b$: Area variable and drawbacks of government platforms taking up e-learning from student's perspective are not significantly associated.

Table 4.18 Chi-Square association of Area with Teachers and Students

Area	Teachers			Students		
	Value	df	Asymp. Sig. (2-sided)	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.699[a]	4	.030	329.041[a]	4	.000
Likelihood Ratio	11.026	4	.026	419.616	4	.000
Linear-by-Linear Association	3.644	1	.056	40.273	1	.000
N of Valid Cases	510					

Source: Researcher's Compilation

The study investigates the association between the area variable (urban or rural) and perceived drawbacks of government e-learning platforms from both teachers' and students' perspectives. For teachers, the Pearson Chi-Square test yields a value of 10.699 with 4 degrees of freedom (df) and a statistically significant p-value of .030, indicating a significant association. Similarly, for students, a highly significant association is observed with a Pearson Chi-Square value of 329.041, 4 df, and a p-value of .000. Additional tests (Likelihood Ratio, Linear-by-Linear Association) support these findings, suggesting a significant association between the area variable and both teachers' and students' perspectives on e-learning drawbacks.

Conclusion:

The examination of drawbacks of government e-learning platforms from both teachers' and students' perspectives reveals noteworthy insights. Teachers expressed concerns predominantly related to "Improper Monitoring," with urban areas exhibiting higher issues. Additionally, urban teachers raised more issues regarding "Ignorance of Government Workers." Students, on the other hand, indicated significant concerns across various categories, particularly emphasizing "Improper Monitoring" and "Lack of Awareness Among People." The association between area (urban or rural) and perceived drawbacks was statistically significant for both teachers and students, highlighting the need for tailored strategies to address the diverse challenges experienced in different geographical settings.

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