Input:

As stated by Basilaia & Kvavadze online learning is more effective in the digitally advanced country which is why it can’t be effective in countries like Pakistan which is still underdeveloped. Moreover, in Pakistan learning, teaching, and administrator activities are handled manually . Also, the lack of reliable, fast, and affordable internet connection disrupts the process of E-learning specifically for the ones who are residing in rural areas. Majority of students taking online class do it so with smartphones which restrict them to take advantage of E-Learning because a vast majority of content cannot be accessed by smartphones due to unavailability of features in smartphones.

This unusual change to online learning became a measure of organizational agility, with many educational institutions focusing on the conversation of the content to the digital and not paying attention to the online teaching and delivery methods. For sure it can be taken as a reminder to academic institutions for the unavailability of resources available to them and the social inequality between students, which includes insufficient access, availability of good internet connection and non-presence of the latest technology, clearly impacted the efficiency of organizations and student’s capacity to participate in online learning. Insufficient interaction of the student with the teacher is also another major concern which is directly related to online learning. Adding more, concern regarding any course in student mind is usually discussed with program manager through emails or WhatsApp which require response time. Online classrooms can never be in favor of the student who is tactile learning . Classroom socialization can be also another factor which is missing in the online classroom because students only communicate with each other digitally they never meet their fellow student which makes them unable to share their real-time ideas, knowledge, and information, it can be taken another major part of education which is missing in digital learning world.

Including more, the current situation is differenet from the usual one, some may say it is more like crisis learning. Now in such unique circumstances, it is required from educational organizations to make improvement to their syllabus and also to the teaching methods. Educational institutions can be called as the home of social activities and interactions. Thus, the closing of them can create an absence of social interaction-based activities that are crucial for the learning and growing process of students. While this short time closure of educational institutions as a result of emergency is not recent, the global scope and pace of present-day education if compared are both unparallel and if not changed it can inflict mental stress.

Even it is known by every country around the globe that ICT adoption is almost unavoidable in the higher studies, but because of insufficient funds provided to the higher education sector in Pakistan, no specific scheme is adopted to make sure the allocation of a part of the budget for the latest technology in education sector. After the initiatiiont of lockdown, all educational institutions were forced to use virtuali meeting software and management systems to conduct online classes. Every single government education institution was forced to temporarily suspend classes due to a lack of learning and management systems. Only a few higher educational institutions were able to conductcc online classes immediateilyy.

Output:

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