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DIGITAL LEARNING, STUDENTS' MENTAL HEALTH AND ROLE OF PSYCHOLOGICAL CAPITAL AMIDST COVID-19 PANDEMIC IN INDIA

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Abstract:

The infectious COVID-19 has triggered an irremediable global health crisis and has increased the burden of stress, anxiety, and depression, the most categorized mental health problems among the general population. The present study is to understand the current status quo of digital learning in India and aims to suffice students' mental health issues attending online classes. It also intends to examine the role of psychological capital (PsyCap) in mitigating the problems of students' mental health. The present study is a qualitative in which different newspapers and pertinent studies were analyzed using a thematic research design. The findings showed that shifting to online education has gained momentum during the pandemic. Both central and state governments have launched multiple initiatives like Swayam Prabha, e-pathshala, VidyaDaan, SMILE, KITE's Victers TV channel, and Ghar Se Padhao Abhiyan. However, the study has found different issues of online education inducing mental health problems among students. Further, it was found that the students' PsyCap has a great potential helping students in coping with various mental health issues. Herewith, it was convinced that developing PsyCap in students can be proven as a protective factor that helps them engage online actively and helps in reducing their mental health issues.

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1.0 Introduction:

The infectious disease Covid-19 has triggered a chaotic social atmosphere and brought an irreversible learning crisis in the education sector. The pandemic has brought a paradigm shift to how students learn at formal educational institutions. The sudden outbreak has resulted in the nationwide lockdown that led to shutting down all educational institutions and made students stay at home. The cutting of all physical interaction and discontinuity in course studies has completely halted students' learning across the country. Amid this crisis, the country, with its world's largest young population and $180 billion education sector is switching to online in-situ of mainstream classroom education (Abrar &Ishwas, 2020).

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The young population is critical for the growth and development of a nation. India is home to the world's largest proportion of adolescents, with 243 million individuals aged between 10 and 19 years (UNICEF, 2011). Adolescence is a crucial time in life. It is a transitional phase; individuals shift from childhood to adulthood through physical, social, educational, and psychological reconstructions. They learn about becoming independent, acquiring different life skills, learning new behaviors, and establishing social relationships. However, due to lockdown, the young population has been suffering from the convectional classroom ecosystem's learning crisis. Besides, millions of today's young populations who are likely to attend adulthood will also catastrophically suffer from the lack of skills required to strive in academic, social, and vocational realms.

India has one of the world's largest education sectors. According to the All India Educational Survey (AIES, 2002), the country has over 1.3 million recognized schools, including primary, upper primary, secondary, and senior secondary schools (DESDP-NCERT, 2006). Besides, as per the University Grants Commission (UGC, 2017), the country has over 789 universities, 37,204 colleges, and 11,443 stand-alone institutions. UNESCO's report has also revealed that the current pandemic has put over 320 million Indian learners into unfortunate adversity (Jain, 2020).

Amidst the lockdown crisis, following the endorsement from the international and national bodies, millions of Indian schools and higher educational institutions have endeavored to shift their physical classrooms to online to ensure 'learning never gets disrupted' for the young learners amidst the isolation crisis. Online platform suffices a plethora of learning opportunities. It is democratic in approach and can be accessible beyond geographical barriers. It edges over traditional classroom learning, especially in facilitating home-based learning opportunities for learners in times of the country-wide lockdown crisis. It has emerged as the most crucial alternative playing a significant role in building foundation life skills and providing learning experiences through different digital applications for learners across the country.

However, it has been noted that despite online education becoming the only available form of formal education, the existing digital divide and some intrinsic limitations of online education made it exclusive and induced several mental health problems among students. Several cases were reported during the pandemic, where students and teachers had awful experiences on digital platforms. It was also found that, due to online bullying and the failure to attend online classes, students become vulnerable to various health-risk behaviors and entrap in mental trauma and depression, leading them to suicidal tendencies. In this connection, the present study endeavors to investigate the current status quo of online education in India and explore the different mental health problems students face in online education. The study also examines students' psychological capital (the developmental state of individuals characterized by hope, self-efficacy, resilience, and optimism) as a protective factor to moderate students' mental health problems and sustain better performance in online education.

2.0 Research Questions:

- How is the Indian education sector coping with the pandemic?
- What are the mental health issues that emerged in digital learning?
- Can students' psychological capital moderate their mental health issues and enhance their study engagement in e-learning?

3.0 Objectives of the Study:

The present study tries to understand the current status quo of online education in India. It endeavored to understand the mental health issues of students attending online classes. Besides, it also intends to examine the role of psychological capital in mitigating students' mental health problems and improving their study engagement.

4.0 Method and Design:

The present study adopts a qualitative approach, and different newspapers and pertinent existing studies were reviewed and analyzed using a thematic analysis method.

5.0 Digital learning:

During the coronavirus outbreak, the country is facing a severe crisis in the educational sector. To ensure education continues, HRD Minister Ramesh Pokhriyal endorses academics and students to carry on their classes using digital platforms. E-learning has emerged as the most significant substitute for the face-to-face physical classroom that can rescue millions of students. Digital platforms provide a plethora of learning opportunities to help students access study materials and make them engage entirely in virtual classes like the face-to-face classroom system. Several digital platforms are boosted amidst the pandemic to ensure 'learning never stops.' Digital applications such as Google Meet, Google Classroom, Microsoft Teams, Skype, Team Link, Zoom, etc., are massively employed to provide students education. Both central and state governments have taken several initiatives to endorse online education amid the coronavirus pandemic. A detail of these initiatives is discussed in the following sections.

5.1 Central Government's major responses to digital education amidst pandemic:

To enable students and academic stakeholders to continue education amid this coronavirus pandemic, the government of India has taken several initiatives and has boosted some of its existing digital platforms. Swayam Prabha, E-pathshala, National Repository of Open Educational Resources, Bharat Padhe Online and VidyaDaan 2.0., PM eVidya, SCERT's YouTube channel, MOOC learning, NIOS's courses, National Digital Library of India, National Project on Technology Enhanced Learning (NP-TEL), National Academic Depository, SCERT's YoutTube channel, Virtual Labs, etc. are some of its noteworthy programs and initiatives that have been introduced by the government of India. A detailed description of some of these programs are given as follows -

5.1.1 Swayam Prabha:

Swayam Prabha is an initiative taken by the Ministry of HRD. It aims to provide high-quality educational channels through DTH on a 24×7 basis using the GSAT-15 satellite (Govt. of India, 2020). Amidst this on-going learning crisis, it updates with at least four types of content every day with the frequency of five times a day. It provides learning content to students and enables them to master different skills. It allows students to access learning materials and classes as per students' convenience time. The contents are accessible to students through different educational bodies like UGC, IGNOU, NCERT, and NIOS.

5.1.2 E-pathshala:

E-pathshala is a web-based portal launched in Nov. 2015. It was a joint effort of the Ministry of HRD, CIET, and NCERT. Amidst this lockdown, the government of India has boosted the e-pathshala with required study materials. It provides a plethora of learning opportunities to students, researchers, teachers, and parents. It suffices study resources like NCERT textbooks (class I-XII), supplementary books, periodicals, and different training modules for teachers. It

provides printed as well as non-printed and audio-visual materials with realistic experiences. Students can easily access digital textbooks and other resources from e-pathshala. They can also participate in various exhibitions and workshops. A total of 504 textbooks and 3886 study resources are made available for learners in different languages keep in mind the diverse linguistic backgrounds of learners (NIC, 2020).

5.1.3 National Repository of Open Educational Resources (NROER):

It is a comprehensive digital repository of resources that can be used by teachers in the teaching -learning process. It was launched in 2013 by CIET and NCERT in collaboration with the Department of School Education and Literacy, MHRD, and Homi Bhabha Centre for Science Education. It aims to suffice a variety of digital resources for both students and teachers. Amid this on-going lockdown crisis, it also encourages community participation in developing and sharing digital content for students. At the time, there are 19,875 active registered users with more than 19,113 study resources (Government of India, 2020). It hosts many educational resources in many subjects for students of different levels, including primary, secondary, and senior secondary schools. The resources are made available in different Indian languages in various formats like text, image, audio, video, and document.

5.1.4 Bharat Padhe Online and VidyaDaan 2.0.:

A week-long 'Bharat Padhe Online' campaign was launched by the Union HRD Miniter, Ramesh Pokhriyal, in April 2020 to get ideas for improving India's online education ecosystem. The campaign was endorsed across the country and had received more than 3700 suggestions (MHRD, 2020). Similarly, another program that is VidyaDaan 2.0 was launched, inviting contributors to the development of e-contents due to a sudden spike in demand for digital resources amid the nation-wide lockdown.

5.1.5 PM eVidya:

Amidst the learning crisis, Union Finance Minister Nirmala Sitaraman said that the 'PM eVidya' program for multi-mode access to digital education would be launched to reduce the loss of education of learners in times of the pandemic. The program will suffice learning opportunities for more than 3.7 crore students in higher education, and more than 100 universities will be permitted to start online courses automatically (Nandini, 2020). The program will be embedded with ‘Diksha’ (digital repository for school education) and will facilitate textbooks for all grades. So, it also aims to develop 'one nation, one digital platform.' One TV channel per class from I to XII will also start under the 'one class, one channel' initiative. It also emphasizes the use of radio, community radio, and CBSE podcast ‘Shiksha Vani’ for students with special needs and to make education more accessible.

5.1.6 Other initiatives:

E-services like SCERT’s YouTube channel, MOOC learning, NIOS’s courses, National Digital Library of India, National Project on Technology Enhanced Learning (NP-TEL), National Academic Depository, SCERT’s YouTube channel, Virtual Labs, Spoken Tutorial, E-Yantra, etc. are amongst the other important initiatives taken by the central government to ensure learning during Covid-19 pandemic.

5.2. States’ significant responses to digital education amidst pandemic:

As the lockdown continues, different states’ governments have also taken several strategies. The project SMILE, known as a social media interface for learning engagement, is an advanced

digital initiative by the government of Rajasthan on April 13, 2020. It aims to suffice online courses and classes to all government schools in the state through various digital platforms and social media. It was reported that more than 20,000 groups are created on WhatsApp, and every day at 9 am, study materials are shared in the groups (ET Govt., 2020). Students and parents are informed after sharing study materials on the groups. Students who cannot establish a connection through WhatsApp can easily access study materials through other social media platforms like YouTube and Facebook. Currently, the program has connected students in more than 12.78 lakh households and 3.28 teachers through 9226 and 9768 WhatsApp groups, respectively. About 2.5 lakh students are viewing the videos daily (Vikaspedia, 2020).

Similarly, due to schools' closure in the pandemic, the Jammu and Kashmir government has decided to suffice more than 2500 educational tablets to students of classes X and XII. It has been planned that the tablets would bear loaded textbooks and other supplementary study materials (IANS, 2020). The teachers are being encouraged to form different groups for students and endorsed to use different platforms such as WhatsApp, Google Classroom to educate students during the pandemic. Different sorts of study-related activities are offered to students, including play-based activities, assignments, small projects, and quizzes. Besides, the state government has also planned to use Doordarshan on a daily basis to provide online classes.

Further, Chhattisgarh's government has launched the 'Padhai Tunhar Duvaar' (education at your doorstep) for school students to continue their study at home amidst this pandemic. Through this program, millions of learners access online classes and study materials at no charge. The Chhattisgarh School Education Department has started this online education portal for schools (I-XII) and college students. The resources are made available to students, including video, audio, pdf lectures, notes, study materials, question papers, textbooks, etc. A total of 1.43 lakh teachers connected with the portal and covers more than 3.77 lakh students through mobile or other digital gadgets (CTRI, 2020).

With its State Education Department and SCERT, the Haryana government has launched an e-learning program that is 'Ghar Se Padhao Abhiyan' (Teach from the home campaign). It has connected more than 50,000 teachers through different applications such as WhatsApp, SMS, and phones (Sharma, 2020). The state had made physical classes continue through digital platforms. It suffices study materials and lessons on different subjects of arts and sciences. The state also planned to access online learning materials from different centrally sponsored schemes such as Diksha, Swayam Prabha, and E-pathshala.

Amidst the pandemic, the government of Bihar has also launched a mobile application named 'Unnayan – Mera Mobile Mera Vidyalaya' with the joint venture of the United Nations Children's Fund (UNICEF) and Eckovation. The program was launched for students of class VI-XII in more than 70,000 government schools in the state (Anujjindal, 2020). Besides, the Bihar Education Project Council (BEPC) has also endorsed educational institutions and students to access subject-wise study materials from Diksha using the online portal and mobile applications.

The state of West Bengal has also ensured Bengal Board students to continue their studies through virtual classes. The state has planned to conduct online classes on TV channels for school students. The classes will be telecasted by ABP Ananda from 3 pm to 4 pm and by DD Bangla from 4 pm to 5 pm six days per week (PTI, Kolkata, 2020). Students will also have the opportunity to ask questions to students through WhatsApp and phone calls. Besides, the government of West Bengal also endorses educational institutions to conduct online classes for school students using different digital applications such as Google Classroom, Zoom, Skype, etc.

Further, Andhra Pradesh has created its self-learning education app named 'Abhiasa' to facilitate e-contents and video lectures to students (Singh, 2020). The state also uses Doordarshan and radio broadcast to telecast learning lessons daily for two hours in the morning and evening.

Kerala has also taken several strategies to provide e-contents for students. The Kerala Infrastructure and Technology for Education (KITE) stated the KOOL e-learning platform to provide a training facility for teachers. The KITE has started digitizing school textbooks and placed more than 57,843 laptops and 25,011 projectors at different government schools in the state (Sarif, 2020). The state has also launched different TV channels to telecast curriculum-based e-contents to students amidst this coronavirus pandemic.

5.3 Other non-government initiatives:

Unacademy, Khan Academy, Shaw Academy, Udemy, Gradeup, BYJU's e-learning platform, etc., are some of the important non-government digital platforms that provide a plethora of learning opportunities for students amidst the on-going learning crisis.

6.0 Emerging mental health issues among students:

Mental health is the psychological state of functioning at a satisfactory level of emotional and behavioral adjustment. There is overgrowing concern about the issues and problems of mental health across the globe, and Indian is also not exceptional. Every one hour, one student commits suicide in India. About 12 percent of Indian students aged between four and sixteen suffer from psychiatric disorders. About 20 percent of the students show signs of mental disorders, out of which 2-5 percent have serious concerns like autism or bi-polar disorder (Birla, 2020). Around the world, about 12% of the global burden of disease are mental and behavioral disorder, and it is expected to increase up to 15% by 2020 (WHO, 2001) while in India, the prevalence of all mental disorders are at 70.5 (rural), 73 (urban) and 73 (mixed rural and urban) per 1000 population (Ganguli, 2000) and the estimation of prevalence major mental and behavioral disorders at any given point of time as 65/1000 population.

Notwithstanding, this lockdown has increased the cases of suicides among students. The cases of student suicides have been reported in Kerela to West Bengal, Assam to Punjab, and other parts of India. 'I'm leaving,' a class 10th student, Devika Balakrishnan scribbled in her notebook before committing suicide in Malappuram district of Kerala, India's state with the highest recorded literacy rate (93.91%). On Monday, June 1, the state of Kerala begins virtual class for over 40 lakh learners; meanwhile, the girl, daughter of a daily wage laborer, set herself ablaze allegedly over failure to attend the online classes due to lack of smartphone or television (Emmanuel, 2020). She might be the case of millions of learners who have been struggling with a home-deficit support system amid the Covid-19 lockdown to manage online classes across the country.

Similarly, a sixteen-year-old class X student, Shibani Kumar Sau committed suicide after failing to attend online classes in Howrah's Nischinda in June,2020. She had no laptop or smartphone, the means to attend the digital classes. She was worried about her career as she was going to appear in the board exams (Banerjee, 2020). The suicide cases also spark in the part of North-East India. On June 23, 2020 a 15-year old class 10 student allegedly committed suicide in Western Assam's Chirang district. He ended his life due to the failure to attend online classes and examinations in the absence of any digital gadget. The suicide note revealed that the boy was under stress for the last several days as he could not able to attend online classes (Basumatary, 2020). In another case, a 17-year old girl from Kotdharmu in Mansa district,

Punjab, has committed suicide as she could not attend the online classes amid the lockdown. As per the source, she was crying for the smartphone needed to attend online classes, but her parents could not fulfill her wish due to the family's poor financial condition (Bhasin, 2020).

Thus, from the cases above, it can be said that the on-going pandemic has increased the cases of students' mental health problems that led them to various kinds of health-risk behaviors and suicides. In the last month, several cases of suicide have also been reportedly increasing over the fear of being deprived of online classes. So, there is an urgent need to take different initiatives to protect these students. The government and educational stakeholders, including teachers, parents, and the community, need to share the responsibility to ensure students' good mental health amidst this pandemic. Besides, studies showed that sports, yoga, physical exercise in the forms of PTs, mindfulness-based cognitive therapy, and complementary resources like hope, self-efficacy, and resilience, etc., play a pivot role in fostering physical as well as mental health among students (Luthans et al., 2006; Luthans & Luthans, 2015; Afzal et al., 2016; Ghaedi, 2018).

7.0 Implications of psychological capital (PsyCap)among students:

Psychological capitalshould have recently emerged as a crucial aspect of positive human psychology. Positive psychology is 'the scientific study of positive human functioning and flourishing on multiple levels that include the biological, personal, relational, institutional, cultural, and global dimensions of life' (Csikszentmihalyi & Seligman, 2000).The movement of psychological capital was geared by Seligman and Csikszentmihalyi in 1998 when Seligman was elected as the president of the American Psychological Association. Seligman revealed that the earlier researches emphasized much on individuals' adverse health and mental illness. According to him, researchers had not given due attention to positive aspects. Psychological capital is an out of positive psychology conceptually by Luthans and his colleagues and claimed its potentials in organizations. According to Luthans and Youssef (2004), psychological capital is the positive and developmental state of an individual characterized by hope, self-efficacy, optimism, and psychological resilience (Luthans et al., 2007). Further, psychological capital is an individual's inner positive resource that has diverse potentialities. The psychological capital emphasizes the introspective insights of individuals to realize and actualize their positive inner resources. These are the inexhaustible personal resources equally crucial as human and social capitals in organizations (Luthans & Youssef, 2004; Luthans, et al., 2004). It can potentially create a global competitive edge for the best productive individual expression, management, and academic development.

Amidst the on-going pandemic, attaining desired knowledge through online education and assuring mental health has appeared problematic across the country among academicians. Academicians urgently need to find solutions about how to ensure certain levels of online education and make students stay happy. The present analysis has some evidence-based studies supporting individuals' positive resource, PsyCap, to improve students' online performance and good mental health. It has also revealed the positive associations of psychological capital (PsyCap) with several mental mental-health-related correlates such as students' performance, study engagement, academic motivation, attitudes, stress, burnout, well-being, and happiness. A detailed description of these correlates of PsyCap has been empirically evidenced as follows-

7.1 PsyCap and Academic Achievement:

Kuar et al. (2018) had examined the role of psychological capital on students' academic achievement among 390 undergraduate students at a private university, Malaysia. In the study, it was found that there is a significant positive correlation between students' PsyCap components;

hope, self-efficacy, resilience, and optimism, and their academic achievements. Further, it was found that PsyCap had a positive effect on students' academic achievement. Similarly, Bressler et al. (2010) conducted a study examining the role of hope, optimism, and goal setting on students' academic success. A total of 219 students enrolled in online accounting courses had participated in the study. Findings showed a significant relationship between hope and students' grade performance. In a study, Meng (2018) had investigated the relationship between students' psychological capital and their academic achievement. Three hundred seventy-nine students (58 boys & 321 girls) from Hunan First Normal University participated in the study. Findings showed a significant positive relationship between overall PsyCap and overall academic achievements. Besides, it evidenced PsyCap (vision, corporation, confidence, & gratitude) significantly predicted students' academic achievements. Thus, it can be said that psychological capital is a contributing factor that helps students perform better in their education, leading to better academic scores.

7.2 PsyCap, Learning empowerment, and Academic Engagement:

In a study, You (2016) had investigated the relationship between psychological capital, learning empowerment, and engagement of college students. The findings showed that students' PsyCap had a significant and positive correlation with their learning empowerment, and learning empowerment had mediated the relationship between students' psychological capital and learning empowerment. Again, Datu and Valdez (2016) conducted a study to examine the role of PsyCap in predicting students' academic engagement. Results showed that PsyCap (hope, self-efficacy, resilience, & optimism) positively correlated with all constructs and predicted students' academic engagement, flourishing, and positive effects. Similarly, Farhadi et al. (2016) conducted a study to investigate the role of psychological capital on students' academic engagement. Findings showed that there is a significant positive correlation between students' PsyCap and their academic engagement. Moreover, it was revealed that PsyCap (hope, self-efficacy, & optimism) predicted 24 percent variance in students' cognitive engagement. Thus, it is asserted that the PsyCap intervention program and PsyCap promoting steps may be taken to enhance students' learning empowerment and academic engagements.

7.3 PsyCap and Academic Motivation:

Amouei et al. (2017) conducted a study to understand the role of PsyCap (self-efficacy, hopefulness, resilience, & optimism) in predicting students' academic enthusiasm (cognitive, behavioral, & emotional). Findings showed that there is a significant positive relationship between psychological capital components and academic enthusiasm. It was observed that PsyCap components; self-efficacy and optimism predicted together 15.8% variance in students' academic enthusiasm. In a similar study, Saadat et al. (2019) had investigated the role of psychological capital on students' academic motivation. In the study, it was found that there is a significant positive relationship between academic motivation and psychological capital; hope (r=0.368), self-efficacy (r=0.273), resilience (r=0.221), and optimism (r=0.369). Psychological capital (hope, optimism, & self-efficacy) also has a predictive value that explains significant variance (0.25) of students' academic motivation. Academic motivation affects students' academic success and their level of academic achievement. Thus, it was evidenced that the psychological capital plays a significant role in students' academic motivation. So, it is urged that PsyCap need to be embedded in educational strategy, and besides, necessary steps also need to be taken to foster psychological capital in students to amplify students' higher academic motivation and their success in studies.

7.4 PsyCap, Stress, and Burnout:

Ji-lin (2017) conducted a study to investigate the relationship between academic stress, learning burnout, and PsyCap of university students. Findings showed that there is a significant and positive relationship between students' stress and learning burnout, while a significant and negative association of students' PsyCap was recorded with their stress and learning burnout. Similarly, Zhong and Ren (2009) conducted a study to investigate the relationship between academic stress and psychological distress through the moderating effect of psychological capital of undergraduate students. The findings showed that students' academic stress was positively correlated with their psychological distress (i.e., depression). Further, a negative relation was found between students' PsyCap and their perceived psychological distress (i.e., anxiety). Besides, it revealed that PsyCap significantly moderated the relationship between students' academic stress and depression. In a study, Lu et al. (2018) had examined the relationship between psychological capital and students' learning burnout. In the study, the findings showed a significant negative relationship between PsyCap and students' learning burnout. It was also found that PsyCap components (hope & resilience) were the significant predictors of students' learning burnout. Thus, itmay be inferred that the necessary steps should be taken to prevent learning burnout among students, and herewith PsyCap may be proven as a protective factor.

7.5 PsyCap, Mental Health, and Well-Being:

Luthans and Luthans (2015) conducted a study to find out the relationship between academic psychological capital and business students' well-being. The analysis revealed a significant and positive correlation between students, academic PsyCap and their well-being. Further, PsyCap played a significant role in improving students' well-being. In a study, Ghaedi (2018) had also examined the role of PsyCap in improving students' mental health. The findings showed a significant positive correlation between students' PsyCap and mental health. Again, Gautam et al. (2019) conducted a study to examine the impact of PsyCap on students' well-being in New Delhi. Findings revealed a positive significant, and meaningful impact of students' PsyCap on their well-being. Further, Afzal et al. (2014) studied the relationship between positive psychological capital and subjective well-being among school adolescents. Findings revealed that the low level of negative emotions moderated the relationship between PsyCap (self-efficacy, hope, and optimism) and subjective well-being. Besides, it was also found that a high level of positive emotions strengthened the relationship between PsyCap (hope) and subjective well-being. Further, Afzal et al. (2016) conducted a study focused on examining the role of positive PsyCap in predicting school adolescents' positive and negative emotions and subjective well-being. Findings revealed a significant relationship between positive PsyCap, positive and negative emotions, and subjective well-being. It evidenced PsyCap as a positive predictor of positive emotions and a negative predictor of negative emotions. Moreover, it was found that PsyCap (hope, resilience, & optimism) is a positive predictor of students' subjective well-being. Thus, it can be urged that students' mental health can be improved by increasing their psychological capital level.

Thus, it was found that psychological capital and its core positive constructs have significant implications for individuals' study-related attitudes, behavior, performance, and well-being. It was found that psychological capital helps students in academic achievement, academic engagement, academic motivation, and learning empowerment. PsyCap also fosters positive mental health and mitigates mental health issues like stress, anxiety, burnout, etc. Now the question arises whether we can develop those principal components of psychological capital among students. A few empirical studies were found that evidenced the possible ways to develop psychological capital. A study was conducted using an experimental research design

where it was revealed that the positive psychological capital with its core positive constructs could be developed through a highly focused, 2-hour web-based training intervention (Luthans et al., 2008). Besides, such PsyCap Intervention (PCI) also provided preliminary support to the increasing participants' PsyCap, which found to be high impact bearings on individuals (Luthans et al., 2006). Side by side, it was also found that some proactive and reactive human resource development (HRD) strategies like increasing psychological assets, decreasing risk factors, and facilitating processes are useful for the development of psychological capital among individuals (Luthans et al., 2006).

8.0 Conclusion:

In closing, it can be concluded that online education has emerged as a boon amidst the coronavirus lockdown crisis. It offers a plethora of learning opportunities for students. It ensures learning from anywhere with maintaining social distancing. The educational institutions have been endorsed by both central and state governments to continue e-ducation for students. However, due to intrinsic limitations of online education e.g., digital divide and unequal access to digital learning, several mental health-related issues have emerged among students. Students pursuing education through different digital applications have revealed stress, anxiety, and depression, making them vulnerable to different health-risk behaviors and suicides. The study has revealed the potential advantage of students' inner positive resource that is psychological capital, to mitigate these mental health problems. It was found that fostering positive hope, self-efficacy, resilience, and optimism helps students achieve academic achievement, academic engagement, academic motivation, and learning empowerment. It also helps students cope with mental health problems and mitigate problems like stress, depression, and burnout. Hence, the present study herewith urges parents and educational stakeholders to take the necessary steps to grow and sustain the four core positive constructs of psychological capital among students for improving and sustaining their academic engagement, achievement, motivation, and learning empowerment, on one hand, and also positive mental health, well-being, and happiness, on the other hand amidst the on-going coronavirus pandemic.

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