



Digital Learning Platforms in Senegalese Schools: Adversity Tolerance and Academic Success Among Remote Indian Students Following Intervention Period

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Abstract

Digital learning platforms have been increasingly adopted in remote regions to support educational access and quality. This study focuses on Senegalese schools integrating digital tools for Indian students, with a particular emphasis on adversity tolerance development. A mixed-methods approach was employed, involving pre- and post-intervention surveys for measuring academic performance and resilience measures. Qualitative interviews provided deeper insights into student experiences and challenges. Findings indicate that students who engaged with the digital learning platforms showed an improvement in their grades by a mean increase of 15% compared to baseline scores, suggesting enhanced educational outcomes. Additionally, there was a significant trend towards higher adversity tolerance levels among participants. This study provides preliminary evidence supporting the use of school-integrated digital learning platforms as a tool for enhancing academic success and resilience in remote regions. Further research should explore long-term effects and consider potential barriers to implementation. Collaboration with local educators is recommended to ensure platform suitability and maximise benefits. Senegal, Indian students, adversity tolerance, academic success, digital learning platforms Treatment effect was estimated with $\text{text} \{ \text{logit} \} (\pi) = \beta_0 + \beta_1 X_i$, and uncertainty reported using confidence-interval based inference.

Keywords: *Adversity Tolerance, Digital Divide, Educational Access, Methodological Framework, Remote Learning, Socioeconomic Factors, Technological Integration*

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