

“The Effect of Online Learning on Students’ Motivation”

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INTRODUCTION

Education is one of the major agents in the socialisation of society. Education is responsible for the overall development of a student, which inculcates a sense of responsibility as a citizen for the future of the country. Education serves various sociological, political, economic, and psychological purposes. Education makes students grow, learn, unlearn, think, and re-learn from their various experiences, which makes them aware of the happenings around them. The study of how society and other social institutions like classrooms influence and are influenced by education can be seen as the sociological meaning of education. Education has an evident impact on how people interact with one another in many social circumstances as well as how they develop their attitudes, beliefs, and values.

Definitions and constructs

Learning

According to Ormrod (2016), learning is defined as a relatively permanent change in behaviour, beliefs, knowledge, skills, or attitudes that occurs as a result of experience or practise. Learning is considered the continuous process of acquiring, retaining, and applying knowledge and skills to perform tasks or solve problems.

Learning is a complex process that involves multiple cognitive, emotional, and social factors. It can occur through various modes, such as observation, imitation from peers and society, trial and error, feedback, and reinforcement. The process of knowledge and learning exchange is not limited to formal education but can occur in everyday life experiences such as work, hobbies, and interactions with others.

There are different learning theories and models that attempt to explain how people learn and how learning can be enhanced. Some of the prominent learning theories include behaviourism, cognitivist theory, constructivism, and social learning theory (Ormrod, 2016). These theories provide a framework for understanding the different aspects of learning, such as motivation, attention, memory, problem-solving, and transfer of learning.

Learning has significant implications for personal, individual, and societal development. It is essential for individuals and every person in society to acquire the knowledge and skills needed to adapt to the changing demands of the environment and achieve their personal and

professional goals. Learning also contributes to the development of society by promoting innovation, creativity, and social change.

Perception

Perception refers to the subjective interpretation and evaluation of sensory information, experiences, and events that shape how individuals understand and communicate with the world around them (Qiong et.al, (2017).

A brief introduction to perception-Studies in literature and language, 15(4), 18-28.The sociological perspective highlights that perceptions are not solely a product of individual psychology but are also shaped by social and cultural factors.

COVID-19 Pandemic and Online Learning

Online learning has been available for several years, but its significance and adoption rate have increased dramatically and drastically following the COVID-19 pandemic. As lockdowns and social distancing measures were put in place around the world, traditional classroom-based instruction became impractical, if not impossible, and educational institutions were forced to rapidly transition to online learning. The COVID-19 pandemic and subsequent lockdowns in India led to a significant increase in online learning in higher education. According to a report by RedSeer Consulting, the online higher education market in India grew at a CAGR of 39% between 2016 and 2020, with a market size of around \$1.7 billion in 2020.

In a survey conducted by Quacquarelli Symonds (QS) in 2020, 87% of Indian students said that they were willing to consider online learning as an option for their higher education. This sudden shift to online learning brought to light the potential of digital technologies to transform the way we learn and access education. The pandemic acted as a catalyst for the wider adoption and acceptance of online learning, as it became a necessity rather than an option. As a result, many educational institutions, from primary schools to universities, have invested heavily in online learning platforms and technologies. The pandemic has accelerated the development and implementation of digital technologies in education, leading to new and innovative ways of delivering educational content and instruction. Furthermore, the pandemic has highlighted the potential benefits of online learning, such as greater accessibility and flexibility, personalised learning experiences, and cost-effectiveness. These benefits have led to an increase in the demand for online learning, with many individuals choosing to pursue online courses and degrees even after the pandemic subsides.

In conclusion, while online learning has been around for several years, the COVID-19 pandemic acted as a catalyst for its wider adoption and acceptance. The pandemic has accelerated the development and implementation of digital technologies in education, leading to new and innovative ways of delivering educational content and instruction and highlighting the potential benefits of online learning.

The internet and education

Information sharing, communication, and knowledge generation are all issues that the internet and education deal with. Online education uses a variety of technologies, including chat, video conferencing, email, texts, and the web, delivered across mobile devices and computer networks. Teacher's roles are changed to facilitators rather than transmitters of content knowledge, and ICT is regarded as a resource that enhances the learning experience of students. The Learners learn in their own space and time. Online learning requires a lot of disciplined planning and a great deal of resources.

Digital literacy

Recently, —digital literacy has garnered immense attention in education policies across the globe, although the concept is nothing new; rather, the idea of digital literacy was seeded at least two decades earlier when educators and policymakers started the debates around computer information as a possible way for educational purposes. Traditional literacy, or the capacity to read and write, is no longer sufficient in the modern world. Digital literacy is viewed as the "fourth pillar of education" after reading, writing, and arithmetic (Polizzi, et.al, 2019). Misinformation, digital literacy and the school curriculum. The new digital environment we live in needs to be understood by everyone, young and old. For this, continuous information and education is more important than regulation." [i] (Buckingham, 2009). Digital literacy is a know-how combination of behaviour, work habits, character traits, dispositions and critical understanding.

Digital gap

The term "digital gap," which is also used to refer to the "digital divide," describes how different groups of people have unequal access to and distribution of technology and digital resources, depending on characteristics including geography, income, level of education, age, and other demographics. Academicians have also considered this gap under the broader issues of literacy and competency gap (Haythornthwaite et al., 2005). It is a multifaceted phenomenon which is effected by the number of factors, such as: availability and caliber of digital products and services, digital skills and literacy, and access to digital infrastructure (such as broadband networks, devices, and software) (Warschauer, 2002).

Online learning

Online learning is an approach where the teaching, instructions, and interactions among the educators and students take place through the help of electronic media mainly using internet as a vehicle to carry the information instead of traditional usage of hard copies in form of books, papers and various other printed versions. The delivery of online learning includes various kinds of engagements which can be broadly classified under synchronous and asynchronous modes, where group chats, conferencing software (for example Google-meet, team-viewer,

WebEx, zoom) phone calls come under synchronous engagement while emails, newsrooms, assessment tools and the web-based course materials comes under asynchronous engagements. It is interesting to note that for past few decades people have used phrases such as —web-based education and —e-learning often swappable with —online learning (Singh, 2019).

Evolution of online learning

Online learning has been evolving since the inception of the internet. In the early days, it was primarily limited to simple text-based courses, but today it has become a highly interactive and engaging medium for education. Here is a brief overview of the evolution of online learning:

First generation online learning (1990s): This was the era of simple text-based online courses, which were primarily delivered via email or webpages. This type of learning was not very interactive and lacked the multimedia content that is now common in online courses.

Second generation online learning (2000s): The second generation of online learning came up with the concept of the learning management systems (LMS) and virtual classrooms. These platforms allowed for the delivery of more interactive and engaging content, including multimedia such as videos and animations.

Third generation online learning (2010s): The third generation of online learning saw the introduction of MOOCs (massive open online courses). These courses were designed to be free and open to anyone with an internet connection, and often included interactive elements such as quizzes and discussion forums.

Fourth generation online learning (present day): The fourth generation of online learning is marked by the integration of artificial intelligence (AI) and machine learning (ML) technologies. These technologies allow for more personalized and adaptive learning experiences, as well as the use of Chatbot and virtual assistants to provide support to learners.

Types of online learning

Online learning is classified into —partially online or a —fully online learning course (Mason 1998; Sakshi 2019). Online learning courses sit on a continuum of partially online courses where printed learning resources, such as textbooks, amalgamate with one or a few elements of online learning. An LMS is a software platform that provides a variety of tools and features to support teaching and learning, including discussion forums, messaging, and content management. It can be used to create online courses, manage assignments and assessments, and facilitate communication among learners and instructors. A mailing list, on the other hand, is a group of email addresses that are used to send messages to a specific group of people. It can be used to distribute announcements, facilitate discussion, and share resources among learners and instructors. Both of these tools can be effective in promoting asynchronous discussion, which allows learners to participate in discussions at their own pace and convenience. Asynchronous discussion can be particularly beneficial for learners who may

have scheduling conflicts or who prefer to take more time to reflect on their contributions before sharing them with others. Overall, the use of an LMS or a mailing list can help to create a more collaborative and engaging online learning environment and can promote a sense of community among learners and instructors. This might include the use of a learning management system or simply a mailing list for some asynchronous discussion (Naidu & Oliver, 1999). As the name suggests, in fully online courses, major parts of education in terms of lectures, learning, and discussion, interaction between peers and scholars, and problem solving are performed through online platforms.

In general, online learning is defined by two different models: The wraparound and the integrated method. While the wraparound mainly focuses on educating with the help of preexisting study materials in the form of hard copies such as text books, CD-ROMs, etc. It is resource-based learning; therefore, it can be taught by an experienced educator but doesn't require a technical expert. If the educators gain the basic fundamentals of using the internet, they can be fit enough to teach the predesigned material using the internet as a medium of communication. In contrast, an integrated model can be considered much more relatable to the new concept of online learning, where the majority of the study material and resources are also prepared using electronic devices and are often taught via a learning management system (LMS).

As per the World Economic Forum, different regions of the world, depending on their economic divide, prefer different ways of learning, or it can be said that the ratio of students preferring online learning differs on the basis of economic class, as mentioned in the table.

Table 1: Global World Economic Report

Economic status population preferring online learning platforms	
Poorer country Opt for radio and television lessons $\geq 55\%$ Low Income	55%
Lower middle income	73%
Upper middle income	93%

Source: Global World Economic Report (2022-2023)

In India, 44% of rural girls have access to the internet and online classes, and 10% of the population has access to three things: connectivity, bandwidth, and smart instruments. The data from the Indian Human Development Index Survey for 2011–12 (IHDS–II) throws light on the percentage of households having illiterate adults among adult females: 51% for scheduled caste, which means 51% of women, have zero education against 21% for men. The percentage of households that are illiterate among adult females in the upper caste is 24%, compared to 11% for men. The major challenges faced by all students and teachers include access to adequate internet connections, devices, skills, and working conditions to take advantage of the

available platforms. India is one of the 45 nations with serious levels of hunger, according to the report created by Welthungerhilfe and Concern Worldwide. Only 9.6% of all children in India between the ages of six and 23 months are given a diet that is at least satisfactory. According to the research, 90% of Indian homes used an improved drinking water source as of 2015–2016, but 39% lacked access to sanitary services. Hence, the poor students who depend on midday meals are facing a major blow because they were attracted to attend the schools. But due to educational institutions being shut down, drop rates are increasing at an alarming rate, which is a cause for concern.

Online learning has gained tremendous momentum in India, especially during the COVID-19 pandemic, which has forced educational institutions to accept this mode of education. However, there are several challenges that need to be addressed to ensure the effective implementation of online learning in India. Here is a literature review of some of the challenges faced by online learning in India, with references.

Technology Access: The primary challenge faced while establishing online education in India is a lack of technical support. Many students lack access to the computers, laptops, or cell phones required for online learning, especially those from low-income homes. As per National Sample Survey Organisation (NSSO, 2017) reports, less than a quarter (24%) of Indian households have access to the internet at home, and only 8% of households have a computer. This digital divide poses a significant challenge to online learning in India.

Infrastructure: In addition to access to technology, there are also challenges related to infrastructure, such as power supply and internet connectivity. The efficiency of online learning might be hampered by frequent power outages and inadequate internet access. A survey conducted by the Internet and Mobile Association of India (IAMAI, 2020) shows that only 22% of internet users in India have a dependable internet connection.

Language Barriers: India is a multi-linguistic country, exhibiting over 22 official languages and several hundred dialects. Online learning platforms need to cater to students in different languages, which can be challenging. English is the language of instruction in most online courses, which can pose a significant barrier for students who are not proficient in the language.

Assessment and Evaluation: Another challenge in online learning is the assessment and evaluation of students. In traditional classroom settings, teachers can observe and evaluate students' performance, but this is not possible in online learning. Online assessments can be prone to cheating and can be challenging to evaluate objectively.

Teacher Training: Effective online learning requires teachers to have the necessary skills and training to use technology effectively. However, a major proportion of teachers in India lack the necessary training to teach online effectively. The worldwide pandemic has unquestionably challenged the education world in 2020.

Online learning initiatives in India

The Indian government has launched several initiatives to promote online learning in higher education, including the SWAYAM platform, which offers free online courses from top Indian universities and institutions, and the National Digital Library of India, which provides access to e-books, e-journals, and other digital resources.

Commonwealth of Learning, CALL talks about countries need to invest in ICT by focusing on three C's- Connectivity, Content and Capacity. Connectivity is one of the major issues in our country because of many students especially students of the rural areas faces problem of poverty of Education. However, there are also concerns about the quality of online education in India, with some experts arguing that many online courses are not designed to be interactive or engaging, and that students may not have access to the same level of support and resources as they would in a traditional classroom setting.

The newest method of instruction during online learning has shifted from blackboards to E-content. It is proving to be more efficient mode of educating children or scholars when compared to the traditional approach. E-content is utilised to establish a society where everyone has access to information, regardless of caste, religion, race, area, gender, etc. are given the ability to produce, acquire, share, and use information and knowledge for their own economic, social, cultural, and political growth. E-content has changed teaching in a number of ways. E-content that has been organised and evaluated works well as a virtual teacher during the e-learning process. Teachers and educators now can produce their own resources, giving them greater power over the classroom than they could in the past (Weggen, 2000). Mishra et al., (2017) used some key elements with respect to technology to explore the online learning for better interaction, enriching the learning experience, making favourable environment for teaching and learning, and using audio-video modes as technical tools for endless exploration in the present and coming era, Internet, Intranet, and Extranet.

Future of online education in India

The future of online learning in India looks bright, with the sector set to grow rapidly in the coming years. However, to fully realize its potential, several challenges need to be addressed. Firstly, there needs to be greater investment in infrastructure and connectivity, especially in rural areas Secondly, there a need to maintain the quality of content during online learning. The success or the failure of an online course structure depends mostly on the quality of the educator, who plays the most critical role in many aspects. Selwyn (2014) argued that educators are supposed to be capable of acting as guides or as facilitators as it seems during online learning the role of educators is limited to facilitator with extensive digital competence. The existing research talks about The Technological Pedagogical Content Knowledge Framework (TPACK) of Mishra and Koehler (2006) who have identified technological knowledge (TK), pedagogical knowledge (PK) and content knowledge (CK) as must for any effective digital learning. From Designing to redesigning of lesson plan, preparation of materials such as audio-

video clips, operating various interactive mediums and so on, demands the educators to be highly experienced with technology. Kim and Bonk (2006) reported that technical competency becomes one of the most important factors in the success of online learning in their survey of over 500 respondents. Therefore there is a need to be greater emphasis on digital literacy among students and teachers, to effectively use online learning tools. Thirdly, there needs to be greater regulation in the online education sector, to ensure quality and prevent the proliferation of low-quality courses and certifications. Lastly, there needs to be a shift in mind-set, with online learning seen as a replacement to traditional education, rather than a supplement. But what needs to be understood is that do we will feel traditional learning can be replaced by online learning without losing the main aim of the education.

Research problem

Education is often regarded as a potent remedy for addressing socio-economic issues. There are two primary avenues for delivering education: the conventional offline approach, involving regular schools and colleges, and the emerging online method, made possible by the widespread use of the internet in today's era. The effectiveness of the traditional offline method is well-established and proven over time. However, debates continue regarding the impact of online learning. Before the onset of the COVID-19 pandemic, assessing the merits of online learning in comparison to the traditional offline method was challenging due to the significant disparity in sample sizes between the two modes. The pandemic dramatically altered this landscape. In an unprecedented turn of events, educational institutions worldwide were compelled to embrace online learning as the predominant mode of instruction. Consequently, for the first time in history, a larger number of learners engaged in online education compared to the traditional offline counterpart.

This shift brought about a unique opportunity to evaluate the effectiveness, challenges, and potential of online learning on an unprecedented scale. As a result, the discourse around online education's viability and long-term impact has gained substantial momentum.

Research questions

Based on the proposed study and availability of literature on the topic the following research questions have formulated. The research would look into pitfalls of the online learning in India.

- What are the general perceptions of Students and Teachers about online learning and different online platforms?
- Is there is any change in the teaching methods in online classroom? If so, what are the practices being followed?
- What are the problems and challenges faced by the students and teachers with respect to online learning?
- Is there any change in the classroom behaviour of teachers and learners?
- Is there inclusivity and equality with respect to access the online classes? How market

is playing their role?

Objectives of the study

The following objectives were considered:

- To study the Attitude and Practices in the online learning.
- To understand the behavioural changes and socialization of the students and teachers during online learning.
- To understand the changes in relationship of teachers and students in online classroom.
- To study the digital gap (Rural/Urban, Male/Female) in online learning with special reference to rural and urban, male and female.
- To study the perception of teachers and students towards online learning.
- To understand the future scope of online learning in education sector.
- To understand the challenges and problems faced by higher education institutions in incorporating online learning.

Domain of the study

First of all, researcher identified key-informants among different universities for online survey. Researcher had discussed about the topic with Directors/Deans of the Research and Development Department of the Universities after taking their permission different professors of various subjects and departments were met to have the diversity and better understanding. The researcher was observing the online classes for about six months by being the participant observant. Further for better understanding the facts, the link for Google form was sent to the key-informants through the WhatsApp groups. Professors of various subjects circulated the questionnaire among their students through WhatsApp groups. After submitting their responses, they circulated the questionnaire among other university students (snowball sampling). The link was disabled after semester from circulating the Google forms. In this way, responses from a total of 288 students were obtained from different universities in the Delhi, NCR.

LITERATURE REVIEW

This chapter provides a brief summary of relevant literature and the gaps that exist in the present knowledge of the subject area. It describes the literature on various factors in online education. It starts with the Integration of Technology in Higher Education, the role of teachers in promoting acceptance of digital technology, Students and Online Learning, and case studies of Online Learning in Higher Education.

Online learning, also known as e-learning, has become increasingly popular in India's higher education sector, especially in the wake of the COVID-19 pandemic. With the help of online learning, students can access quality education anytime and anywhere, which has helped

increase the reach of higher education in India. This literature review will explore the state of online learning in India's higher education sector, its benefits and challenges, and the future of online learning in India.

Need and Importance of Review of literature

The review of literature is essential due to the following reasons:

- One of the early steps in planning a research project is to review research done previously in the particular area of interest and relevant area. Quantitative and qualitative analysis of this research usually gives the worker an indication of the direction.
- It is very essential for every investigator to be up-to-date on information about the literature related to the problem being investigated. It is considered the most important pre-requisite to actually planning and conducting the study.
- It avoids the replication of the study's findings to take advantage of similar or related literature as regards methodology, techniques of data collection, procedures adopted, and conclusions drawn.
- It offers materials for the study problem, from which an analogy can be made to help the individual choose and define his own study topic. A review of the literature is the foundation for the researcher's formulation of hypotheses.
- It also provides the rationale for the study.
- The results and findings of the study can also be discussed at length.

The review of literature indicates a clear picture of the problem to be solved. The scholarship in the field can be developed by reviewing the literature in the field.

Online learning in higher education has been gaining popularity in recent years, and the COVID-19 pandemic has accelerated its growth. Some of the worldwide data on online learning in higher education is as follows: According to a report by Class Central, an online course aggregator, there were over 350 million learners taking online courses globally in 2021. This represents a 2.5x increase from the pre-pandemic levels in 2019. A survey by HolonIQ(2021), an education market intelligence firm, found that the global e-learning market was worth \$250 billion in 2020 and is projected to grow to \$370 billion by 2026. In the United States, a study by the National Centre for Education Statistics found that 6.9 million students, or 35% of all higher education students, were enrolled in online courses in the fall of 2018. In the United Kingdom, a report by the Higher Education Policy Institute found that the number of students taking online courses has been steadily increasing, with over 100,000 students enrolled in fully online courses in 2018. In Australia, a report by the Department of Education, Skills, and Employment found that the number of students enrolled in online courses increased by 12.5% in 2020 due to the pandemic.

Online education

The COVID-19 pandemic caused the biggest ever disruption of the education system in human history, affecting nearly 1.6 billion learners in around 200 countries (Pokhrel & Chhetri, 2021). Anderson (2008) defines online learning as a segment of remote education that has always been focused on facilitating access to a learning environment. Online learning is more flexible with respect to time and space than campus-based education (Kulal et al., 2020), is found to be more convenient, low-cost, and saves time (Aithal & Shubhrajyotsna, 2016), and is accessible at any point in time, which in turn encourages people to use e-learning as a learning method. It is an advantage for learners because, in many cases, the recording of the conversations is retrievable and the speaker is accountable for what they are delivering in the online classes.

Similarly, online learning has a few drawbacks as well. It is important to consider three elements of communities while planning e-learning: social interaction, a shared value system, and a shared symbol system (Fernback & Thompspon, 1995). Computer-mediated communities are criticised by some researchers for failing to "foster substantive and genuine personal relationships" (Parks, 1996) and failing to foster true social bonding. Social isolation rather than connection can result from a more system-oriented approach (Kiesler et al., 1984). Almosa (2002) lists several drawbacks of online instruction, including the learners' increased contemplation, their increased distance from the teacher, and the lack of interaction between the two parties. Online learning culture spread across different cultures during the COVID-19 pandemic (Beteille et al., 2020), and during this period, most universities and schools adopted E-learning tools to facilitate student teaching (Subedi et al., 2020). Nail et al., (2021) mentioned the importance of curiosity in online learning. According to him, the online classes expedite curiosity, motivation, and involvement in learning, but levels of curiosity vary depending on their personality, previous experience, background, and a wide range of other factors. Almahasees et al. (2021) explained the role of teachers in making learning enjoyable, shaping students' attitudes and personalities, and helping them pass their exams.

Online education: An Indian perspective

An Indian Perspective Online education has been a significant part of the Indian educational system in recent years. The COVID-19 pandemic has driven schools and colleges to switch to online teaching methods, which has expedited the expansion of online learning in India. As a result, more students and teachers are now embracing online learning systems.

According to research by the National Sample Survey Office (NSSO) in India, from 27% in 2014 to 42% in 2017–18, more students were using the internet for educational purposes. Students from urban regions and families with greater incomes were also shown to be more likely to use the internet for educational purposes. According to a separate report by the All India Survey on Higher Education (AISHE), there were 3.3 million students registered in online courses in 2018–19, up from 1.8 million in 2017–18. According to the research, the majority of online students were pursuing professional programs including management, engineering,

and computer applications (Bajaj, 2020). However, despite the expansion of online education in India, a number of issues still need to be resolved. According to a survey by the Centre for Monitoring the Indian Economy (CMIE), only 34% of Indian homes have access to the internet, making the digital divide a persistent problem.

State and status of online learning in India

Online learning in India has been on the rise for several years, but the COVID-19 pandemic accelerated its growth. According to a report by KPMG, India's online education market is set to grow to \$1.96 billion and enrol 9.6 million users by 2021. This growth is driven by factors such as increasing internet penetration, the rise of smartphones in the market and in the hands of people, and the need for up skilling and reskilling with the market around the world.

Digital divide

In underdeveloped nations where the vast majority of students are unable to use the internet owing to technical as well as financial constraints, research suggests that online learning cannot provide the intended results (Adnan, 2020). The French sociologist Pierre Bourdieu's concepts of field, space, and capital, where the first two denote a structured conception of the social world with hierarchies, oppositions, and polarities, and the latter denote assets of various kinds that are recognised as valuable within certain fields or spaces and which serve as the foundation for the study, are what we use to explain how the shift to distance learning relates to the social structure of upper secondary education. The design of the study and the analysis of the open-ended question for student perspectives on distant learning are framed by the concepts of space and the distribution of capitals within space.

The existing research by Eden et al., (2019) says social inequality is present even in Scandinavian countries, which are regarded as the best places in the world for equality and come under the top ranking in the happiness index. Although social equality is emphasised at the legislative level in countries like Sweden, the marketization of the country's educational system since the 1990s has widened socioeconomic gaps. The results demonstrate that the students' choice of programme and orientation is unmistakably linked to the socioeconomic status of the parents, their gender, and the power of parents in society (Lidegran et al., 2021).

Capitalization in the field of education

Going back in the history of EdTech, we can observe that writing slates were used in Indian schools during the 1100s. In the year 1440, the first printing press was invented by Johannes Guttenberg; in the 1600s, the Abacus helped students understand the fundamentals of Math; and in the year 1913, Thomas Edison promoted film clips as a replacement for teachers. In 1927, Sidney Pressy invented the first teaching machine, famously called the MCQ machine. In the 1960s, online education originated at the University of Illinois, and in 1994, India's EdTech journey finally began with the launch of Educomp. Around 2010, EdTech start-ups

entered the market with the intention of upending the educational system. Byju's, a learning platform, rose to become one of the most valuable EdTech firms in 2019. Since then, other start-ups have emerged to fiercely compete with Byju's. The infection has sped up the process of realising that online learning is the future, according to Li Kang, executive director of Ai English. If there had been no virus, that realisation would have taken a few more years. EdTech Start-ups are tapping all the right opportunities by providing free online courses to students amidst this crisis. Additionally, UNESCO stated that these EdTech start-ups and learning applications may support students in these challenging times. Students may find EdTech firms to be of great assistance (Brianna et al., 2019). KPMG and Google's estimates indicate that the edtech market will grow rapidly and probably top \$2 billion by 2021. Some of the famous EdTech start-ups include Byju's, Adda247, Alolearning, AptusLearn, Asmakam, Board Infinity, ClassPlus, CyberVie, Egnify, Embibe, ExtraaEdge, iStar, Jungroo Learning, GlobalGyan, Lido Learning, Pesto, Vedantu, Edubrisk, ZOOM Classroom, ZOOM Business, Toppr, Unacademy, Coursera, Kahoooooot, Seesaw, Khan Academy, e-pathshala, GuruQ, and the list is long.

Role of teacher on acceptance towards digital technology

To understand Teachers' attitudes towards online learning (like or dislike) is a strong predictor of their acceptance of and engagement with digital learning; like is associated with acceptance and engagement, dislike is not (Hsu & Kuan, et al., 2010). The use of technology in schooling is compounded by an individual's attitude towards innovation, as described by Rogers' (2003) diffusion of innovations (Pegler et al., 2010). Professional attitudes and beliefs, which govern teacher practise, are closely related to personal attitudes and beliefs (Cranton & King, 2003; Galvis, 2012). Beliefs about digital technologies in teaching and learning are similarly influential (Hsu & Kuan, 2013; Pegler et al., 2010; Petko, 2012). The transformative representation of digital technologies in teaching and learning, namely, the facilitation of student-centred, constructivist pedagogies, can conflict with a teacher's pedagogical beliefs (Ertmer & Ottenbreit-Leftwich, 2010). Teachers who prefer teacher-centric pedagogies find the student-centric rationale for digital learning difficult to accept (Mama & Hennessy, 2013). When attempting to integrate digital technologies in practise, there is a gap between teachers' espoused and enacted beliefs (Prestridge, 2012).

The Internet and computers are giving new directions to society. According to internet world statistics (July 2022), of the world's 7.93 billion people, 69% are active internet consumers. In 2022, according to statistics, India had over 932.22 million internet users across the country. The expansion of information and communication technologies (ICT) vitally influences us both positively and negatively at all phases of our lives. A report by the All India Survey on Higher Education (AISHE) revealed that the number of students enrolled in online courses in India increased from 1.5 million in 2017-18 to 3.3 million in 2018-19.

In addition, various government initiatives, such as the Digital India campaign, the National Education Policy 2020, and the SWAYAM online platform, have contributed to the growth of online learning in India. Day by day, it has grown to be —a window to the worldll,

surpassing the limitations of traditional boundaries of communication by providing new opportunities for all fields of Education, Research, Business, entertainment, and law enforcement. However, Modern computer technology and the Internet offer great benefits to society. It also offers opportunities to use new and highly improved technology tools to combat crime. In the current scenario, cybercrime is growing faster.

Cybercrime has been a problem for more than half of all internet users worldwide. Internet users in India were most likely to have been victims of cybercrime, according to poll data from the Statistic Research Department (2022) from November 15 to December 7, 2021, as 76 percent of respondents there said they had ever been the victim of cybercrime. Cybercrime is an innovative technique of breaking the rules and laws over and above in order to implement successful preventive strategies. It is essential to analyse the perception and awareness of the undergrad youth towards cybercrime. Hasan et al., (2015) conducted a study on —Perception and Awareness of Young Internet Users towards Cybercrime: Evidence from Malaysia. The study focused on protecting young internet users by providing empirical evidence to policymakers in preventing cybercrime. According to the findings of the studies, female students are more aware than male students. Age and academic qualification also affected the perception and awareness of youth. According to the results, respondents' perceptions and levels of awareness about cybercrime are comparable. The perception and knowledge of B.Ed. Students from an education college in the Lucknow District of Uttar Pradesh were discussed by Spring (2018). She reported that respondents' levels of awareness of cybercrime are similar. Studies show that having more knowledge about cybercrime also leads to better awareness of cybercrime Ariola et al., (2018) conducted a study on —Cybercrime Awareness and Perception among Students of Saint Michael College of Caragal.

RESEARCH METHODOLOGY

The overall purpose of this mixed-method study is to gain an understanding of the students and teachers perception regarding online learning and how cyberspace have changed the relation of teacher-student and how overall learning was affected. The current chapter elucidates the research methods adopted for the study. This chapter provides an account of the research design, sample and sampling technique utilized, the instrument and method used for data collection, the method of data analysis and the ethical consideration followed while conducting the study. The summary of the chapter is provided at the end. This section of the review portrays the exploration configuration utilised for the examination and the kinds of approaches and techniques utilised in the review. How the examination was finished and the arrangement utilised are talked about exhaustively, along with the inspecting method and information investigation systems. The hallmark of a good research study is a sound methodology which outlines a clear framework for future replication of the results. This chapter provides a detailed description of the methods adopted by the researcher to achieve the objectives set forth for the study.

Interpretive examination is a novel exploration approach that focuses on figuring out friendly

reality as formed by human encounters and social settings, as opposed to being particular or goal-oriented. It perceives that social reality can't be disconnected from its group environments and should be concentrated inside its socio-notable setting. Interpretive specialists expect to decipher social reality through a "sense- production" process as opposed to a theory- testing process. This approach is especially pertinent in the field of schooling, where the conventional study hall is being supplanted by web-based learning.

In interpretive examination, the job of the specialist is critical, as they are viewed as a component of the social peculiarity being considered. The analyst's contribution and explicit job in the exploration cycle should be clarified during the information examination. The interpretive examination is all-encompassing and logical, zeroing in on language, signs, and implications according to the viewpoint of the members associated with the social peculiarity. The research is also guided by the theoretical perspective of interpretivism which —looks for culturally derived and historically situated interpretation of the social life-world (Crotty, 1998, p. 67).

Research Setting

The researcher's choice of Delhi, NCR as a research area for online learning attributed to various factors. Delhi, being the capital city of India, is a hub for education, technology, and diverse cultural influences. Some reasons why researchers might choose Delhi as a focal point for studying online learning:

Education Hub: Delhi is renowned for its numerous educational institutions, including universities, colleges, and research centres. These institutions often play a significant role in shaping and implementing online learning initiatives.

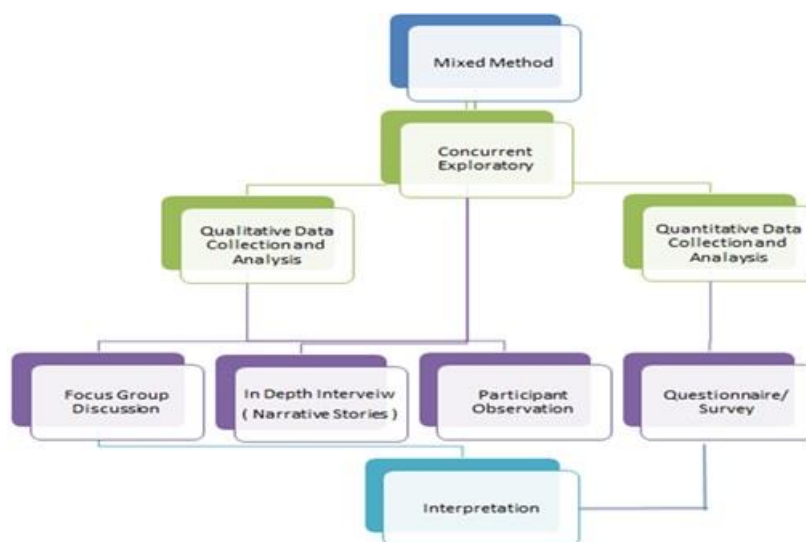
- **Technological Advancements:** Delhi boasts a thriving tech industry and is home to various technology-driven companies and start-ups. Researcher was interested in studying the integration of technology with education, especially in the context of online learning platforms and tools.
- **Diverse Demographics:** Delhi is a melting pot of diverse cultures, languages, and socioeconomic backgrounds. Researcher was interested in exploring how online learning caters to the diverse learning needs of the population, taking into account factors such as language preferences, accessibility, and inclusivity.
- **Government Initiatives:** The Indian government has been actively promoting digital education and e-learning initiatives, especially in the wake of the COVID-19 pandemic. Delhi's role in implementing and experimenting with these initiatives could make it an ideal location for studying the impact of such policies on education.
- **Urban Challenges:** Delhi, like many other metropolitan cities, faces unique challenges related to education, such as overcrowded classrooms, limited resources, and infrastructure constraints. Researchers might be interested in assessing how online learning can address some of these challenges and improve educational outcomes.

- **Cultural Significance:** Delhi's rich cultural heritage and historical significance make it an intriguing setting for studying the intersection of traditional education systems with modern online learning methods, potentially shedding light on how to preserve cultural values while embracing technological advancements in education.

Overall, the choice of Delhi as a research area for online learning reflects its dynamic educational landscape, technological advancements, diverse demographics, government initiatives, urban challenges, and cultural significance. These factors together make it a compelling and relevant location for conducting research in the field of online education.

Research Design

Figure 2: Overview of the research design



Methodology

In this research study, the quantitative phase involved identifying and calculating the percentage, Mean and Standard Deviations of teachers and students perceptions on different aspects and parameters of online learning. This was followed by a semi-structured focused group interviews to gather information about students and teachers perceptions regarding online learning and also tried to look at the digital gap present between different agencies. The researcher has also narrated different stories to support the study. The stories and events gathered during the research contain the potential for developing a narrative space in study. Narrative texts are packed with sociological and personal information, and a great deal of empirical evidence is in narrative form (Franzosi, 1998). The findings of the two phases were then combined to provide a final interpretation and analysis of the study. The course of examination is an on-going quest for information and looking for truth, which expects to reveal

new experiences, correct current confusions, and add to the current group of information. To accomplish these objectives, it is critical to have a very well-organized research

technique that matches the idea of the issue being examined. The philosophy ought to incorporate an exploration plan that directs the information assortment, investigation, and translation processes. It ought to likewise resolve issues, for example, test determination, estimation instruments, perception strategies, and information evaluation. The exploration configuration ought to be reasonable for the examination issue and ought to give a heading to perception and investigation.

Tools and Methods

Member perception specifically, as well as perception as a rule, is probably the most vital technique and device used in anthropological examination. While working in the field, researcher noticed everything and anything around them, including the most fundamental everyday exercises. Researcher saw how individuals collaborate with each other, what people are meant for by their environmental elements, and how their environmental factors are impacted by them. The research was carefully examined and understood the perceptions of teachers and students, by bringing field notes and writing down viewpoints and impressions in an individual diary or journal. No single information gathering method is sufficient for the researcher undertaking of obtaining as much and as different information as they can. An unconditional or unstructured meeting with a source keeps on being the absolute most significant strategy.

Since the researcher has used mixed method study therefore used triangulation method to check the credibility of the data collected. Triangulation means collecting more than one data collection method on the same topic. To check the validity and creditability of the research triangulation method is used. It is a powerful technique which facilitates the verification of the collected data from two or more sources' helps in making more reliable, generalizable and valid. It is believed by the recent studies carried out two methods qualitative and quantitative should not have separate but equal status and should interact with each other Triangulation broaden and widens the one's understanding. It helps to generate dialectic understanding of the issue. Triangulation can cut across the quantitative and qualitative divide (Olsen,2004). riangulation means collecting more than one data collection method on the same topic. It is a powerful technique which facilitates the verification of the collected data from two or more sources' helps in making more reliable, generalizable and valid. According to Bryman (2001), combining both qualitative and quantitative methods will produce a leading trend for starting out eh research, rounding out the research and widening the enquiry.

Researcher has used Methodological triangulation. It involves use of more than one method to collect the data. The research narrates various narrative stories that strengthens and provide realistic perspective of the problem. The researcher has used Methodological triangulation method to verify the data collected. During the study researcher has used questionnaire, in-

depth focus group interviews, secondary sources and participant observation to collect the data.

Participant Observer

A blend of physical and participant observer allowed for a more extensive comprehension of social practises and helped minimise the voices of respondents. Notwithstanding, admittance to these advancements is as yet restricted by variables like class, race, and orientation, which influence the analysts and respondents. Being a member eyewitness, researcher utilised centred bunch interviews with educators, students and the organisation of the universities. The benefit of being attentive to members is that one can see what individuals do, not what they guarantee to do. Member perception is an exploration method that includes collaborating with and noticing individuals in their regular surroundings. As opposed to formal meetings or lab settings, web- based learning empowers specialists to notice students and educators conduct in a credible and unstructured way. With regards to web-based learning, it permits researcher to concentrate on the way of behaving of students and educators truly and normally, dissimilar to in a research facility or formal meeting setting. This strategy empowers the specialist to lay out close securities with the members, which considers a more profound comprehension of the gathering and admittance to stowed-away data that may not be uncovered through different methods of request. By joining the gathering, the scientist acquires sympathy through private encounters, which can provide interestingly private and legitimate information.

One of the benefits of member perception is its adaptability, as the researcher can enter what is going on with a receptive outlook and circle back to new circumstances as they emerge. Moreover, this technique is especially helpful for accessing specific gatherings where different strategies, like polls, may not be compelling. From a moral viewpoint, interpretivism favours member perception as it permits respondents to represent themselves, staying away from an expert-client relationship that might happen with quantitative strategies.

Virtual participant observation is an exploration procedure that includes the perception and investigation of advanced content to acquire bits of knowledge into the way of life and social way of behaving of online networks. The researcher starts by distinguishing an exploration question that is proper for a virtual participant observation review and chooses a web-based local area where students and teachers were communicating with one another. On account of internet realisation, this could be a web-based entertainment stage, an internet-based gathering, or a virtual climate. The analyst then notices advanced content, for example, discussion strings or virtual world cooperation, and notes definite perceptions of ways of behaving, communications, and convictions. Researcher likewise conducted web-based interviews with educators and students from the internet-based local area to acquire further bits of knowledge. The gathered information is then examined, and a reasonable structure is created to coordinate the information and recognise examples and subjects connected with the examination question. At last, the discoveries are reviewed lucidly and coherently, with a discussion of the ramifications for the examination question and the more extensive field.

Sampling

Sampling examination is considered a fundamental procedure utilised in social examination because of the impediments of assets that make it difficult to concentrate on the sum of the peculiarities. One sort of non-probability examination is purposive testing, which includes choosing components in a non-irregular way based on master information to deliver an example that is sensibly thought to be illustrative of the populace. This method helped in identifying the respondents for focus group discussions and in-depth interviews. In this review, a nonexclusive purposive testing procedure was utilized, and a social space of 288 university students and 62 resources was developed in light of factors, for example, sorts of college, area, mode of language, showing experience, area of specialization, capability, gadgets utilized during on-the- web classes, and solace level in web-based stages. Various leveled bunch examinations utilizing the Wards' strategy were performed to bunch students and instructors with various subject foundations into homogeneous groups and heterogeneous bunches between them. The examination depended on numerous correspondences the investigators got from students' reactions to questions. Few colleges/universities from metropolitan region, and the others from a rural area of Uttar Pradesh (the Public Capital District).Centred bunch interview with 62 resources (27.4% from rural and 72.6% from urban) and 288 students.

Sample selection criteria

Examining Models: The exploration would zero in on the utilization of web-based learning in advanced education establishments.

The criteria used for selecting the sample for In-depth interviews were teachers and students who have been attending online classes in Delhi(NCR-region) during COVID-19 pandemic and are ready to share their experiences regarding the online learning. The criteria was to ensure the participants selected for the In-depth interview were able to provide information their real experiences regarding online learning in higher education sector.

Inclusion and exclusion

- ❖ The geographical region is bound to the Delhi NCR district.
- ❖ Zeroed in just on the educators and students of advanced/higher education.
- ❖ Male and female educators and learners.
- ❖ Graduates and post graduates students were incorporated.

Inclusion criteria: The students of the government colleges and universities who are willing to participate in this study are willing to give written consent. Students, teachers, and managers were ready to share their data. The faculties of different subjects and expertise and students of UG (Undergraduate) and PG (Postgraduate) were ready to share their data. Exclusion criteria: Students and teachers whom are handicaps were excluded. Students who are disabled were excluded from the study.

Fieldwork

Garfinkel et.al, utilized the member-attentive strategy Malinowski additionally mirrored the significance of hands-on work that went on for no less than one year in a particular local area, including submersion, language learning, and the perception of individuals' ways of behaving. The expression "hands-on work" alluded to going to the local area under study, otherwise called the "other culture," as portrayed by John Beattie in 1964. Similarly, analysts grasped the students and educators as one local area in the training area and attempted to figure out the way of life of web-based learning in India.

Process

The researcher keeps field notes to note ordinary occasions as well as the perspectives and translations of members. At first, perceptions are centred on gathering general, unconditional materials to find out about the essential social guidelines and language utilised at the site. Hands- on work envelops movements of every kind expected to accumulate information, including perceptions, meetings, and site archives. In mixed method exploration, composed materials like sets of expectations, reports, memoranda, hand-outs, information on the sites, minutes of gatherings and other composed materials may be useful. Field notes are a fundamental part and step of mixed method study hands-on work, and there are four primary sorts of notes to take. To start with, jottings are brief words or expressions noticed at the field site to assist the specialist with recollecting things to remember for additional total notes later. The researcher, by being important for computerized perception, composed the watchwords seen during on-line classes. For instance, assuming any interruptions during classes, Catchphrases like web availability issue, bad conduct of students, and so on were noted. Second, depictions include writing all that can be written and recalled about a particular occasion, for example, an educator posed a specific inquiry from the students, and how the students were answering it was noted. Third, investigation includes distinguishing topics or examples that can assist with addressing the exploration question and zeroing in on perceptions from resulting visits. In light of being essential for online classes for multiple weeks, the researcher comprehended the topics based on which the examination could be broken down. At long last, reflection includes thinking about private contemplation, sentiments, and encounters during the examination interaction.

Validity of the tool

The present study has used triangulation validity as a measure of validity. For this purpose, it was submitted to three experts. The experts were academicians/ researchers as well as field practitioners who were able to provide the required inputs for the study. The three field experts were the NAAC member and senior, the Professor of the Centre for Inclusion Studies, Delhi, and Supervisor. The suggested modifications were made to the tools.

Methods Used for Data Collection

The researcher has narrated the detailed information from the respondents in the story telling form. The research consists of the analysis of narrative realities. The study was carried out by interacting with the students and teachers which helped the researcher to listen to problems and challenges faced by the educators and students during the online learning.

Case Studies

The contextual investigation strategy is famously limited to humanistic examinations as well as inside the fields of instruction, political theory, social work, and different subjects as well. While doing a contextual investigation, researcher regularly centre on a solitary case instead of a population or test. At the point when a specialist is focusing on a solitary case, they can mention inside and out observable facts and gain a more profound comprehension of something difficult to perform with huge examples without causing massive expenses. Contextual investigations are valuable and used in the beginning phases of examination when the object is to investigate ideas, tests, and wonderful estimation devices so the scientist can prepare for a greater report.

The researcher has utilized this strategy by conducting a couple of contextual investigations of the students and teachers with respect to web-based learning. Through four contextual investigations, the analyst attempted to comprehend the pre and post-insight of web based picking up (during Corona virus and in the wake of going to the instructive organisation. This technique is likewise one of a kind in itself since it centers on a case picked for explicit reasons, as opposed to haphazardly. Frequently researcher utilise the contextual analysis strategy, they centre on a case that is remarkable in some or the alternate manner since it is feasible to glean some significant experience about friendly connections and social powers while concentrating on those things that stray from standards. Inside the humanism space, contextual analyses are generally led with subjective exploration strategies. They are viewed as miniature in nature than large scale since one can't sum up the discoveries of a contextual analysis to different circumstances. Through a contextual investigation that depends on participant observation perception and meetings, among different strategies, humanist scientists can enlighten in any case difficult to-see and grasp social relations, designs, and cycles. In doing as such, the discoveries of contextual analyses frequently animates further exploration (Crossman, 2020).

RESULTS

The researcher had a pre-determined set of themes and framework for the interview sessions with students and teachers however, the interviewees were quite comfortable with the researcher to mention, share their viewpoints and experiences regarding the questions. The interviewees were able to navigate some points that they want to touch on. Focused group interviews, Semi- structured, face-to-face interviews were conducted in order to address the research problem and questions of this study. In accordance with the purpose of this research and in-depth responses gained from the respondents, the researcher reached major themes and

sub themes which are further discussed in this chapter.

Researcher has used Affective, Behavioral and Cognitive framework to understand the reality of online classes.

The Attitude and Practices of students in the online learning

Researcher observed how the attitude of students was different from traditional learning. Students were initially were happy and content with the online learning since they got time to sit at home and study without facing their faculties. Students during traditional classes were more sincere but during online classes' students just used to log in for getting attendance. Students used to write inappropriate content during lectures in the chat sessions which used to affect the classroom decorum and concentration. Students found the asynchronous approach to learning easier; presenting the subjects with better clarity since it is independent of the individual's capabilities to grasp the subject also avoids the problems related to the people in a group from different ethnicities speaking multiple accents due to their separate cultural and societal regions for bringing them up. However, along with the positive opportunities, they found it to create boredom among the students as they were not in immediate human interaction with each other.

While students have shown positive responses towards the synchronous approach of online learning, with the opinion that it helped them to have better interaction among themselves and their peers through online sessions, it still seems like a distant dream to use it at its full potential and can't replace experience and learning gained from traditional learning. Despite this, the widespread participation of participants across the globe in different time zones presents a major issue for synchronous interaction and conferencing. Being a reflexive participant observer, the researcher observed that the students' time zone differences affected their disciplined participation in the asynchronous discussion forums, as this factor was not taken into account while designing the course structure and its protocols in the online learning systems. Many students in the programme faced the problem of answering in the given time frame and avoiding redundancy of doubts that had already been raised by another student prior, which is mainly a result of the different time zones and logging in of individuals at different timings for the class. For example, in a particular case, a student found it extremely difficult to answer the questions since, due to his geographical location being on the western part of the country, he was late for class and all the questions were answered by that time. For international online courses, a healthy mix of synchronous and asynchronous discussions was deemed advantageous. Many of the students were appreciative of the instructors' intelligent adoption of both modes of communication to mitigate the individual drawbacks of each communication mode. A scholar expressed his satisfaction praising the instructors enthusiasm to give his best possible efforts for the class stating: —[in that course], the instructors not only used discussion forums, but also used Breeze live for asking student questions – good balance to have international students in different regions (in a narrow window of time) engaged in the courses.¶

Cognitive behaviour aspect of online learning

Traditional learning is trying to take the space of traditional learning and personal communication is getting replaced by a personal communication. These two types of communication are complement and enrich each other. During the focused group discussions and the participant observation the researcher had observed that students are well aware of the data available on internet they demand teachers to share the slides and study materials. Both the students and teachers are aware of the content need to be made, stored, shared, makes it available, accessible to the students and to be distributed through digital technologies. Students expressed their views that they have access too many resources which keep them bombarded with the information. But the concern which the study has tried to capture is regarding which all information should be accessed, which information is useful, what is the motive behind spreading that information, what we do with that with information, what is the path of the information and how useful that actually that information is? It is important to understand which information to be taken and what to be discarded because if the students keep taking the information they would be tired and won't be able to retrieve the necessary information whenever needed. It is important to notice that students are taken care of what they are natured with and what they are exposed to the classrooms. It is the age of developmental stage and where the students are going to be the future brains of the country and hence it becomes important for the Professors to seek into to what type of information students are accessing to. Professors expressed their views that online learning was killing the creative and critical thinking ability of the students as they had options then to cut, copy, paste and present in their examinations. Students themselves expressed they used to perform cheating during their examinations. Students expressed their concerns regarding to the information presented by their professors during online classes. Students felt the information shared during the classroom lectures were unorganized and was difficult to follow. Students also raised their concern regarding the unorganized teaching practices followed in the classrooms. Students also shared their views where professors used to just read the content without explaining them in detail and the ineffective way of delivering the lectures affected the retention and recalling of the content at later point of time. Due to lack proper teaching practices followed during online classes lead to the underdevelopment of higher order skills among the students. Teachers felt that if they might have received proper training then this type of problems could have been avoided.

Leveling the playing field in online learning

The efforts are needed to be made to address these barriers and provide equal access to education for all individuals, regardless of their social and economic background. This could be achieved through government initiatives such as providing subsidies for technology or creating a national online learning platform that is accessible to all students. By doing so, we can ensure that everyone has an equal opportunity to succeed in higher education and contribute to society, regardless of their social status or economic background. In this, we will explore

strategies for levelling the playing field in online learning and providing equal access to resources for all students. We will examine government initiatives that could help bridge the digital divide and provide opportunities for all individuals to succeed in higher education.

Conflict theory is a sociological perspective that views society as a constant struggle between different groups that have competing interests, resources, and power. Conflict theorists believe that social inequality and conflict are inevitable and that they drive social change. According to conflict theory, education serves as a tool for social control and is used by dominant groups to maintain their power and privilege.

Overview of Conflict Theory

Table 4: Conflict Theory representing rural urban digital divide

Conflict Theory	Rural	Urban
Infrastructure	Lacking	Good
Training/Academic	Lacking /NO such	Few had some free some
Abilities	Provisions	Paid
Funds	Lacking	Yes
Social Status of teachers	Middle/low class	Middle upper class

The above table describes how conflict was visible during online classes between rural and urban areas. Rural areas institutions were devoid of basic digital resources many faculties didnt even have smart devices and were not trained regarding the conduct of online learning which deeply impacted the learning of the students

Table 5: Conflict Theory representing Government and Private Institutions

Conflict Theory	Government	Private
Infrastructure	Poor	Good
Training/Academic Abilities teachers not bothered	Poor even if training available	Yes, compulsory to attend sessions
Funds	Yes	No-very less generally self-reliant

Social Status	All Class	Upper middle to High
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The above table describes how conflict between government and private educational institutions was visible where government no regular training or support was provided to government institutions even if any kind of workshop were organized, teachers were not serious in learning the online learning workshops and training.

The link between online learning in higher education and conflict theory in sociology

Online learning has gained tremendous popularity over the years, especially in higher education institutions. It provides students with access to learning materials and resources without being physically present in a traditional classroom setting. However, the rise of online learning has also raised questions about its impact on the traditional education system and the potential conflicts it can create. Education is salient form of Capital in our society. Education is that demographic variables are going to help to achieve upward mobility and improve social class in the society. In this chapter, we will explore the link between online learning in higher education and conflict theory in sociology.

Researcher came to a notice and observed a male member during online classes used to be present in every class, every time with a student named Shehjar, a girl from rural slum area of Delhi National Capital Region. Researcher asked the Shehjar,

—*Beta ye apke sath hamesha kaun screen par dikhta hia?*...(shehjar who is the male person who sits beside you every time during the online classes) to this shehjar said –

—*Ma'am ye mera bada bhai hia, mere papa ne bol rakha hia jab bhi meri class hogi online toh mera bhai mere sath baithega kyuki unko meri suraksha ki chinta hia...*(Ma'am he is my brother, my father have told my brother to always sit beside me during online classes as they are really bothered about security issues during online classes). To this I asked her --*jab aap college jate ho toh tabhi bhai jata hia kya chodne?*...(do your brother accompanies you every time you go to college) to this Shehjar answered --*nahi maam tab mere aur friends sath mein hote hai gali ke unke sath jati ho*...(no ma'am, when I used to attend college in physical I used to go along with the other students and friends of my locality).

From the above mentioned narrative of a female from slum area brings to highlight how Sexuality contains the complex and varied ways in which biological possibilities are being shaped by different social, political, cultural and economic structures(Wood,2012).Therefore we can say sex and gender plays important role in the sociocultural and socio-political space.

The Concept of Social Construction

The conflict theory also introduces the concept of social construction, which argues that social inequality is not a natural occurrence but is created by society. The functionalist theory assumes

that social stratification is necessary for the smooth functioning of society, but the conflict theory argues that it creates inequality and leads to social conflict. Social construction refers to the process of creating and defining social categories, such as race, gender, and class, which then become a basis for social inequality. The conflict theory argues that these categories are not natural but are constructed by society and are used to maintain power and privilege.

During the web classes, it became obvious that students from families with more noteworthy admittance to assets enjoyed an upper hand over those without such access. This included admittance to web and costly gadgets for learning. Such disparity isn't restricted to individual families but on the other hand is apparent in different associations that offer schooling. Private and all around subsidised organisations can stand to give admittance to assets and buy paid programming for learning and assessing students. Accordingly, this makes apparent disparity in the public eye, especially inside the schooling area.

This section explores the perception of teachers and students regarding online learning based.

Central to the research process are the phases of analysis and interpretation. The goal of the analysis is to arrange, categorize, and summarize the data that has been gathered so that it may be more easily understood and analyzed to provide answers to the issues that motivated the study. The process of interpretation entails looking for the results' deeper significance. Without interpretation, analysis cannot be completed, and without analysis, interpretation cannot go forward. They are dependent on one another. According to the above-stated aims, a thorough examination of the data acquired has been undertaken in this chapter. This chapter discusses descriptive analysis with narrative stories and other statistical methods for analysing the data acquired for the current investigation.

Perception and Experiences of students regarding online learning

The students of the universities and colleges were asked through the in-depth interview what type of communication they preferred during online learning: synchronous (chat) or asynchronous (bulletin board)? Students also said they would rather prefer blended learning. Synchronous and asynchronous can operate in harmony.

Synchronous has its advantages since students have their deadlines and hence can keep themselves consistent with their work, but there are certain times when students have way too many deadlines to remember, so asynchronous might come in handy. Self-paced learning requires discipline, and that's what most students lack, so according to some students, asynchronous learning does not work for them. Synchronous learning has a fixed schedule, so a routine can be managed accordingly. Asynchronous is appropriate for those students who are self-learners and are assured of their capabilities, According to the students, to work in a deadline is far better than working on a self-pace at least at the University level.

Descriptive analysis

The fundamental characteristics of the study's data are described using descriptive statistics. Descriptive analysis is a useful tool for exploring and understanding data, but it does not involve making any inferential conclusions or generalizations about the larger population. Simple summaries of the sample and the measurements are provided. One statistical tool used to characterize the characteristics of a sample or population as a whole is percentage analysis. Calculating measurements for the study's chosen variables is done by percentage analysis, and the reader may easily grasp the results.

Perception and Experiences of students on online learning in higher education

Demographic Details of Respondents

Demographic factors describe the characteristics of the population. The demographic characteristics considered for the study are gender and type of University.

Table 7: Frequency Distribution of Demographical Details of Respondents

Gender		
Demographical Variable	N=288	Percentage Male
	112	39
Female	165	57
Transgender	11	4
Area		
Rural	60	21
Urban	228	79
Type of University		
Central University	108	38
State University	82	28
Private/Deemed University	98	34

Description

Based on the given data in Table 7, we can analyse the demographic variables of a sample of 288 individuals. The variables analyzed are gender and type of university.

In terms of gender, there were 112 males, which represent 39% of the sample. There were 165 females, representing 57% of the sample. Finally, there were 11 individuals who identified as transgender, representing 4% of the sample.

In terms of Area, there were 60 respondents which represent 21% of the sample was from rural area. There were 228 respondents; representing 79% of the sample was from urban area.

In terms of the type of university, 108 individuals (38% of the sample) attended a central university, 82 individuals (28% of the sample) attended a state university, and 98 individuals (34% of the sample) attended a private university.

This information could be useful for understanding the demographic makeup of a particular group of university students as well as analysing any potential differences in experiences or outcomes based on gender or type of university attended.

Table 8: Type of interaction preferred during online learning

Tools	N=288	%
PPTS	36	12.50
Google Classroom Materials	78	27.08
Recorded Lectures	48	16.67
Youtube Lectures	51	17.71
Files Shared On WhatsApp	62	21.53
Others	13	4.51

The given data in Table 8 represents the preferences for types of interaction in online learning among a group of individuals. The options provided were PPTS, Google Classroom Materials, Recorded Lectures, Youtube Lectures, Files Shared On WhatsApp, and Others.

Out of the total sample, 78 individuals (27.08%) preferred Google Classroom Materials as their preferred type of interaction, while 62 individuals (21.53%) preferred Files Shared on WhatsApp.

Recorded Lectures and YouTube Lectures were the preferred types of interaction for 48 individuals (16.67%) and 51 individuals (17.71%), respectively.

36 individuals (12.50%) preferred PPTS, while 13 individuals (4.51%) preferred other types of interaction not specified in the options provided.

Table 9: The concentration level of students

	288	Yes	No	Maybe
Have you been able to concentrate on what you are doing?	N	140	70	78
	%	48.61	24.31	27.08

The given Table 9 presents the concentration level of 288 students based on their response to the question, "Have you been able to concentrate on what you are doing?" The responses include Yes, No, and Maybe.

Out of the total sample, 140 students (48.61%) responded yes, indicating that they have been able to concentrate on what they are doing. 70 students (24.31%) responded with no, indicating that they have not been able to concentrate, while 78 students (27.08%) responded with maybe, indicating uncertainty or an intermediate level of concentration. Few students used to create indiscipline in the classes by writing unwanted and undesirable chats in the chat box. Researcher saw a student

—*Abbey chal na class bahut boring hia, pakk rahe hai*... (class/ lecture is very boring let's leave the class).

Another time researcher saw students using inappropriate emoticons during the lectures. A student also wrote —*Jai Shree Ram* during the online lecture...

Such indiscipline and inappropriate behaviour was seen during the online classes. Researcher noticed most of the time teachers used to ignore these activities other time few teachers used to give punishments to the students.

FINDINGS, SUMMARY AND CONCLUSIONS

Findings and discussion

The study tried to understand how students and teachers were content with the online learning platforms. Happiness is generally considered to be a complex concept with both outside-in and inside-out dimensions. Characteristics of the Inside-out aspect included optimism, empathy, benevolence, and a spirituality that enhanced the individual's natural sense of tranquilly, peace, and contentment, signifying happiness. The outside-in, on the other hand, included things that were not related to the person but instead contributed to their enjoyment. In our study, these included strong social ties, personal and professional development, earning praise, good health, and a natural setting. (Saxena, 2022). Previous studies have also mixed research methods to

employ so that the findings of the study can be triangulated and corroborated by the use of mixed methods research (karakaya, 2010).

The researchers have used both descriptive and inferential statistical analyses in order to analyse the data gathered by the quantitative questionnaire (karakaya, 2010). Teachers' (62) perceptions were examined according to their Medium of language, Institution type, Gender, specialization, teaching experience, degrees they hold, geographical region (rural/urban) and access to online devices and platform. Students' perceptions were investigated according to the gender, type of university. Online learning is destroying what liberating education ought to do: dialogue, critical reflection, faith in human possibilities, and a quest for collective emancipation. There was a lot of cyberspace with a —culture of silence during the online classes. The study also reveals how social class affected the students during the online classes. When teachers used to ask students to switch on their cameras, some students were not comfortable because they were scared their social identity would be revealed. The students who are not from economically strong backgrounds were ashamed of how their background would leave an impression on other students and teachers.

- The financial worry of internet learning is that since India is a different nation and these varieties are spread across societies, convictions, and values, India experiences an enormous financial separation. Further moving regarding divisions, there are divisions of classes like high, low, and centre, and these divisions are the significant downsides. Not so much as 33% of the absolute populace gets online learning.
- The inquiry emerges as to what sort of vital condition emerges from making it mandatory for educators to come to the grounds for taking the talks where there was positively no web network. Orientation separation standing doctrine contrasts a portion of the scholars, like Baudrillard, who said imbalance was less noticeable and some places the hole was reduced during the internet's advancement, but instead, through researcher's own encounters and by being reflexive participant observant, the researcher noticed names along with the surnames on the screens, which further prompted segregation among the students and had impacted students to do work in groups and hence it affected the group activities between the students.
- As indicated by the instructors, Internet advancement requires smart architects, legitimate web-based stages that could be utilized solely for conferring internet training, employees that try to rehearse comprehensive study hall instructional methods and plans, and heads that work to guarantee shared instructive trades happen among the instructive establishments.
- Blundell (2016) found that as educators recognized and conceptualized the difficulties of advanced learning, their degrees of concern diminished, empowering them to re-evaluate their jobs and better work with computerised instruction. Innovation is simply a device. Innovation ought to be treated as a slave, and we shouldn't allow it to dominate us. There are numerous web-based devices accessible on the lookout for instructing, yet it is the obligation of the educator to determine which apparatus to utilise and pick a reasonable one for successful instructing. Innovation contrastingly affects instructors; similarly, one innovation that is powerful for one educator probably won't be viable for another in conveying a similar course, design of the prospectus, and items (Zhang, 2009).

APPENDIX A QUESTIONNAIRE

1. "Have You Been Able To Concentrate On What You Are Doing?" And "Have You Lost Sleep Over Worry?".*
2. The Relationship Between Interaction And Online Learning Satisfaction*
3. Interaction And Academic Self-Efficacy*
4. Academic Self-Efficacy And Student Engagement*
5. How Flexibility, Accessibility, And Convenience Played Role In Online Learning.*
6. Do Students Have More Control Over The Content Than In Traditional Learning?*Quality Of Content And Learning Was Affected?*
7. Administrative And Technical Issues?*
8. Connectivity Issues?*
9. Teachers Had Technical Skills To Use ICT For Online Learning?*
10. Students Motivation And Time For Subject Learning?*
11. Accessibility And Affordability To Internet Use?*
12. Course Structure Was Satisfactory ?*
13. What's The Best Thing Type Of Interaction You Found In Online Learning ?*
14. Interaction With Instructors*
15. Interaction With Peers*
16. Interaction With Content ?*
17. Placements During Online Learning ?(Those Who Sat For Placements)*
18. Emotional Engagement (Is Referred To As The Students' Positive And Negative Emotional Responses To The Learning Process And Class Activities)*
19. Cognitive Engagement (Is Defined As Students' Learning Efforts, Such As Learning Strategies Or Approaches And Academic Self-Regulation)*
20. Does Online Lead To Better Mental Health As Compared To Traditional Learning?*
21. What You As Students Suggest And Expect From Government And Your Institutions Regarding Online Learning For Future ?*
22. Do You Think We Can Adopt Online Learning Model In Future In India?*