



Perspective Of Indian Students On Online Learning In The Wave Of Global Pandemic-Covid 19

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ABSTRACT:-

Unlike the traditional teaching- learning setup in classroom where the transmission of knowledge takes place in person, online learning refers to the education that takes place over the digital device. While the term is used for a variety of kinds of learning, and is often referred to as e- learning, it encompasses all learning that takes place over a larger physical distance with the help of the electronic devices and smart phones. This research paper explores the **perspective of students on online learning** which came as a surprise in the wave of corona-19 pandemic, which till then relied heavily on traditional means of learning. Even though considerable study has been made into the prospects of online instruction, we have never been totally dependent on it as in the time of the COVID- 19 pandemic. While online instruction has its benefits, there have been speculations on how long this method remains dependable. Concerns around physical and mental health, cyber security and cyber bullying, have begun to crop up due to continuous and longer exposure of children to digital media platforms. This research aims at identifying challenges faced by students during online learning in the Indian context. The findings of the study can be helpful to school authorities and policy makers who are planning to adopt blended or online teaching for future education as well.

Key words:- Online learning, covid-19, students perspectives, blended learning.

INTRODUCTION

On Tuesday, 24th March 2020 at 8 pm Prime Minister of India Narendra Modi addressed the country and declared a nationwide lockdown for 3 weeks. He announced that, "Every state, union territory, village and district will be a part of this lockdown," The lockdown will start at midnight on 24th March. The advisory on pandemic by World Health Organization

(WHO) and consultation of various health experts resulted into this crucial decision to mitigate the spread of the disease in heavily populated country like India. With the spread of the virus, schools and colleges shut down across the world. Over 1.2 billion school going children are affected globally. Resulting in the rise of e- learning, education as we have known until the beginning of the year 2020, has changed dramatically ever since. There is a wide acknowledgement that lockdown is packed with inconveniences, but these steps were necessary to prevent suffering in the long term.

The beginning of a novel learning

Initially, propagating e- learning as an alternative to the prevalent conventional system of learning seemed far away. Ever since its discovery, computer-based technology and the internet have fascinated and allured educationists with its capacity to revolutionize the field. With the use of the technology in various stages of education from training, planning, preparation, content compilation, transmission, drill and practice, evaluation, result generation and communication, there has been great enthusiasm for e- learning. But this enthusiasm sprung only as far as the projected role of e- learning as a supplement to traditional classroom learning. The gaps in learning are being minimized with the help of online learning but still the learning through physical give many sensory experiences, which is still far in this time (Dabas, P. & Anand, V.2021).There is no denying that the world before COVID-19 saw tremendous growth and adoption in education technology, but the post COVID-19 circumstances brought an altogether different perspective to the field. The overall sector for online education is expected to cross hundreds of billions of dollars soon. Many such platforms started offering their services free of charge in response to overwhelming demand. For an example to quote, a Bangalore based educational technology firm Byju's, (founded in 2011) witnessed a 200% increase in the number of students using its product. The largest "online movement" in the history of education was seen in China where the deadly virus first came with approximately 730,000 students attending classes via online school in Wuhan.

The pressure builds, on students in many folds like larger presence online and completing projects on own and change of total study environment in terms of place, people and space. The major health issues in times of pandemic are fear and worry about own health and the health of loved ones, financial situation or job, or loss of support services ,Changes in sleep or eating patterns, Worsening of mental health conditions, Increased use of tobacco, and/or alcohol and other substances (Dabas, P. & Anand, V. 2021).The education sector, in reflection of its response to the worldwide lockdown predominantly holds that the integration of information technology in education will see further escalation and online instruction and learning shall become an integral component of the education system across different levels. Online education has restricted students to be a part of one of the most importance part of education system Co-curricular activities which can bring desirable results among the students, the education should not merely be a best sea of mental acrobatics the present day thinkers in education empathetically stress that the best individual is one who is physically fit, mentally sound and sharp, emotionally balanced, socially well adjusted, the scientifically planned curriculum of physical education deserves

much consideration, but due to ongoing pandemic the students are not be developed holistically. (Solanki vivek & Solanki Jyoti. 2015).

OBJECTIVE OF THE STUDY IS TO EXPLORE:

The study titled, “**Perspective of Indian school students on online learning in the wave of global pandemic – COVID 19**”.

Objective 1. To explore the challenges faced by learners in online learning in terms of physical conditions (infrastructure and availability of learning space).

Objective 2. To explore the challenges faced by learners in online learning in terms of emotional conditions (family life, friends bonding, relationships, and related distractions).

Objective 3. To explore the challenges faced by learners in online learning in terms of learning enrichment (learning barrier, missing exposures, motivation, support material, assignment completion and online evaluations)

Objective4. To explore the coping mechanism practiced by learners during this phase of pandemic.

METHODOLOGY

The present research is qualitative in nature. The objective of this research is to study the perception of Indian students on online learning in the wave of global pandemic – COVID 19. On the basis of this objective and the nature of the problem, Interpretative phenomenological analysis (IPA) method was considered most appropriate to carry out the research. (IPA) method was considered most suitable because through the study the researcher does not aspire to develop an organized body of scientific laws but wishes to provide useful information for the solution of the problem. IPA interview is subjective in nature which generates an opportunity for the investigators to understand the perception of the participants which arose from their experience and involvement in a particular phase of an event. Many researchers have used IPA in their research work across many disciplines concepts such as spirituality (Agarwal et al., 2020), e-learning (Phutela and Dwivedi, 2020), whistle-blowing (Chaudhary et al., 2019); Gupta and Chaudhary (2017), research (Saini and Chaudhary, 2019), genderism (Farmer and Byrd, 2015), emotions (Gill, 2015) and health sciences (Peart et al., 2020; Smith, 2011).

IPA aims to explore and understand in detail about the person’s experience of a particular phenomenon (Alase, 2017; Smith, 2011; Pringle et al., 2011; Smith and Eatough, 2007). Dipboye and Foster (2002) pointed out that IPA helps in understanding the participant’s perception and describing it rather than generalizing it on the basis of pre-existing theories and concepts. IPA provides not only descriptive but also focused upon interpretative of the views and experiences of the respondent (Smith and Osborn, 2008). Smith 1996, (2004) precisely stated that IPA is deployed in situations where the

sample size understudy is small and they are required to be analyzed at greater lengths. Many IPA studies have considered the sample size of 1, 4, 9, 15 and more as a respondent (Smith and Osborn, 2008). In this research, IPA is used to understand the barriers faced in online teaching and assessments during the era of COVID-19 where lockdown had made teachers teach and conduct the assessment in their home environment settings.

RESEARCH METHOD:

1. To inquire into the objective 1, 2, 3 and 4 through the means of perception scale (self made questionnaire).
2. To inquire into the research objectives through the qualitative interviewing technique.

Analysis Procedure

Step1: The responses were analyzed using frequency analysis techniques. After the preparation of excel sheets the data was analyzed and interpretation was done on the basis of percentage analysis of each factor considered in the study.

Step 2: All interview records were closely read and terminologies that indicated challenges in online teaching were highlighted in the transcripts.

Step 3: These emerging themes were recognized and further analyzed for association checking for interrelationships and then forming clusters for the themes.

Step 4: Interpretations were drawn on the basis of the data collected through perception scale and from the interviews. The comparisons of different categories led to drawing of conclusions.

RESEARCH METHODOLOGY:

This research followed all the steps recommended by Ryan & Bernard (2000) for the analysis of each student's response. To confirm the transparency & accuracy of the analyzed data, key-words-in context (KWIC) technique was used to find the barrier's in online learning. Under this process, author's identify keywords and then systematically search the text to find all the similar words or phrases. Different barriers were identified by physically sorting the student's responses. After identification of barriers, a detailed analysis was done until final conclusion on points of barriers was achieved. To further validate, expert opinions was sorted who gave their expert opinions on shortlisted barriers under different themes as also suggested by smith (2011).

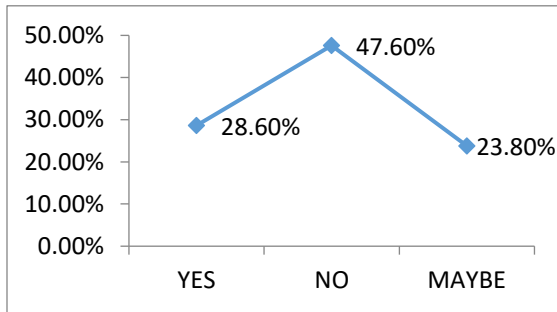
DATA ANALYSIS:-

In this section analysis of data was done using thematic analysis method. The findings from the analysis of 63 participants are reported, under four heads i.e. Physical Aspects, Emotional Aspects, Learning enrichment Aspects and Psychological Aspects.

PHYSICAL ASPECTS

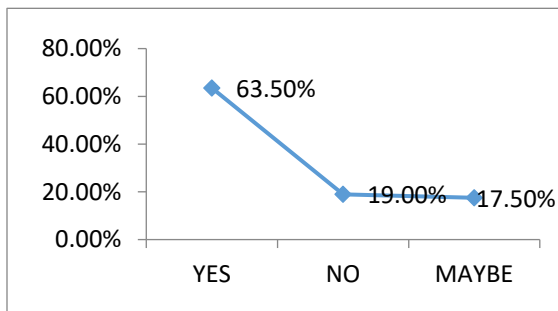
This aspect covers all the physical aspects which cause barriers in learning during online classes like lack of environment at home, changes in sleeping patterns, distractions from external sources and many more.

Graph No-1.1: Analysis of Learning Environment at Home.



Due to covid-19 Pandemic respondents are locked inside the house and learning has transformed from physical to virtual to stop the spread of this disease. But the question arises that whether the home environment is suitable for learning or not. Analysis of data shows that 28.60 % respondents are of opinion that yes home environment is good for learning, whereas 23.80% respondents replied as may be and 47.60% believes that home environment is not appropriate for learning and causes various hindrances during leaning.

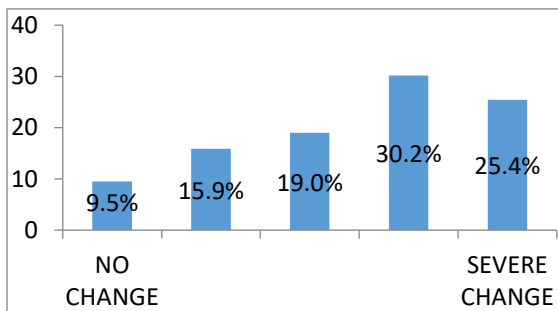
Graph No-1.2: Analysis of Distraction of External factors in your learning.



Analysis of data shows that students face distractions while learning caused by number of external factors which creates barriers in their learning. 63.50% of the total respondents (N=63) agrees that external factors causes massive distractions during their learning, on the other hand only 19.00% feels they didn't faced an external distractions and 17.50% replied as maybe.

1.1)

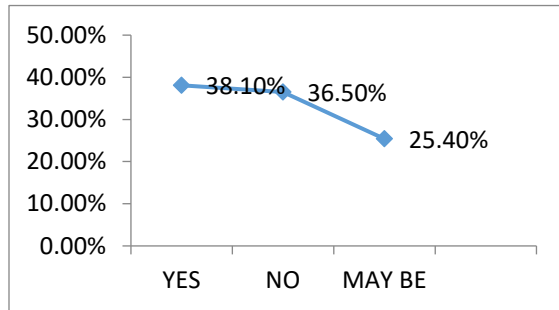
Graph No-1.3: Analysis of Changes in Sleeping and Eating Pattern.



Graph no 1.3 reflects the psychological impact of covid-19 pandemic; data clearly shows that more than half i.e. 55.6% (30.2 % + 25.4%) of the population reported moderate to severe change in their sleeping and eating patterns during pandemic, which reflects high reactivity insomnia. Only 9.5% of the population says that there's no change in their sleeping and eating

patterns, analysis of data says that majority of population is psychologically impacted which caused imbalance in their sleeping and eating patterns, which depicts the change in sleep onset latency during lockdown.

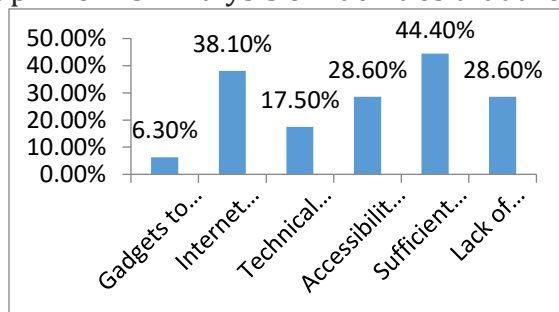
Graph No-1.4: Analysis of Family Interference and Create Hurdle in Learning Process.



Graph no 1.4 shows that learning at home is an challenging task and family interference creates hurdle in learning process with 38.10% of the respondents agreed that yes family interference is a hurdle in learning, whereas 25.40% replied as may be and only 36.50% replied as no. the above data gives a clear picture about effectiveness of learning in home settings which is an alarming sigh for

education sector.

Graph No-1.5: Analysis of Facilities that are not access due to lack of Institutional Support.



Graph no.1.5 shows the problems faced by students due to lack of Institutional support , the above graph shows that as the learning transforms from physical to virtual due to pandemic, students faced lots of problems which can be catered with the help of institutional support. But as institutions didn't provided required support numerous problems popped up, the above data proves

this as out of total 63 respondents (n=63) 38.10% reported problems related to accessibility to high speed internet, 17.5 % reported issues with technical support, 28.60% says they faced problems in accessibility to educators, 44.40% feels lack of sufficient learning space at home and 28.6% says they lack in training with regard to gadgets. This shows that for the smooth conduct of online classes institutional support is must and there was a huge gap among virtual learning's and institutional supports which need to be bridged on priority basis.

Analysis of Learning Barriers faced during Online learning:

In the above open ended question respondents reported varies learning barriers faced by them. For the uninterrupted learning students require proper connectivity, technical support and proper mental set-up, but due to limited facilities at home, vast geographical locations and many more students faced problems which proved to be barriers in their learning. The major barriers reported are:-

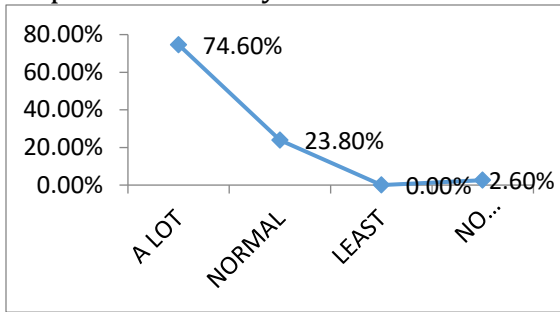
- Connectivity issues during classes.
- Lack of support from institution is also a big hurdle in learning.

- Psychological issues like difficulty in focusing during classes, mental stress, distractions, lack of motivation etc.
- Physical issues like eye sight related problems, postural deformities, sleep-issues, weight gain and many more.
- Lot of distractions were faced by students like family interference, outside noises, distractions by social media due to lack of supervision and many more which creates a hurdle in online learning.

EMOTIONAL ASPECTS

Covid-19 Pandemic has affected all age groups and students are no exception to it, causing massive disruptions to everyday life. Students are facing difficulties coping with virtual world, they are concerned about their family’s health and have worries about finances, particularly those who work part time and support themselves. Overall the emotional health of students has been a rising concern with record number of students facing psychological distress. This research study points to factors that impacted emotional health of the students.

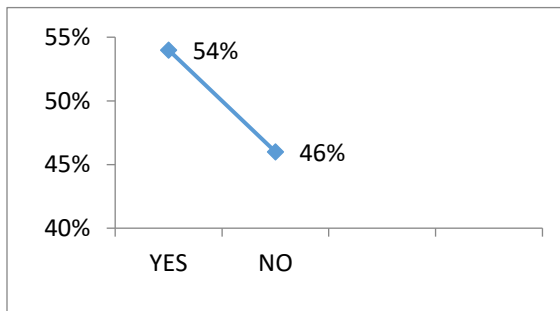
Graph No-2.1: Analysis of Concerned about loved ones getting Sick.



Graph no. 2.1 shows how concerned students are towards their loved ones health, data clearly reflects that around 75% of the respondents feels concerned towards their loved ones getting infected. Approximately 24% feels that they are concerned too, but to a normal extend, whereas only 2% reported that they are not concerned about their family members been infected. This clearly reflects the psychological distress the

students are in. covid-19 pandemic has ruined all spheres of life and the above data analysis is the clear reflection of the emotional turbulence.

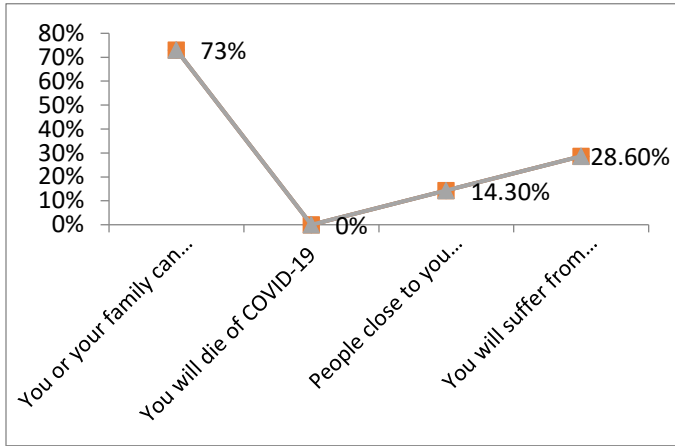
Graph No-2.2: Analysis of Experience any Financial Setback Due to Pandemic.



With the surge in covis-19 cases and closure of economic/educational activities to stop the spread of infection, physical life shift’s to virtual life, human’s are locked in their homes which caused massive economic setback to everybody. The current study gives reflects the same as 54% respondents agree that they have faced the financial setback due to pandemic and 46% say they

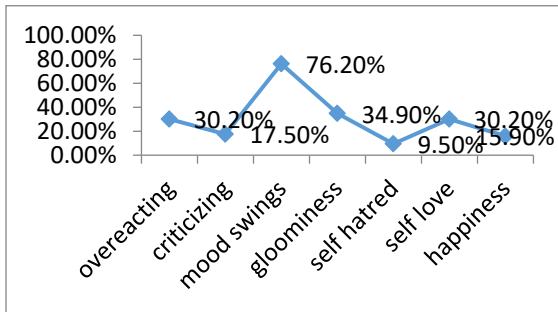
don’t faced any financial setback.

Graph No-2.3: Analysis of Degree of Worseness.



Level of emotional concerns in students mind can be very well understood with the help of current study which shows that 73% population reported that they are worried about themselves or their family members been infected. More than 28.60% of the respondents are worried that some unforeseeable severity will hit them and 14.30% are worried that people close to them will die of covid-19 infection. No respondent showed concern regarding their own death because of covid-19.

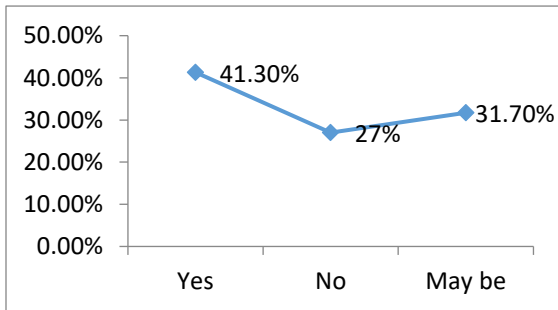
Graph No-2.4: Analysis of Emotional Changes that Faced in Pandemic.



Covid-19 pandemic has not only physically affected us, it also have a severe impact on our emotional balance. Almost the entire population (n=63) reported one or more type of emotional challenge 77% reported mood swings, 30.2% reported overreacting and self love, whereas 35% reported gloominess, criticizing and happiness were reported by 18% and 15.9% of the respondents. The data clearly reflects that all

the respondents have reported specific negative impact on their mental health. Closure of universities/schools and loss of income have contributed to poor mental health.

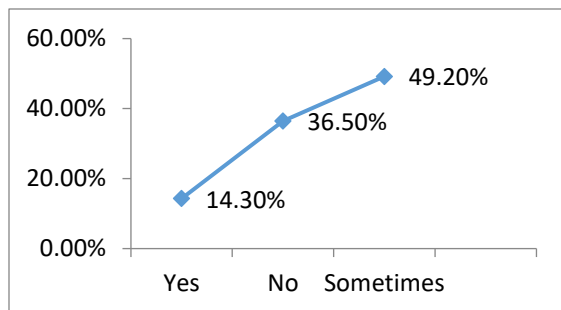
Graph No-2.5: Analysis of Friends & Family, Activities that you enjoy.



Pandemic has resulted in surge in mental health disorder cases (Brook et. Al., 20200., Holmes et. Al., 2020). This study proves the above statement with 75% sample size (n=63) either responded yes (42.6%) or may be (32.8%). This clearly shows that this pandemic has forced us to withdraw us from our families, friends or activities. We human beings are known as social animals but due to this pandemic we are locked

up and the biggest enemy during this pandemic is socialization, which effects us emotionally. Thus, the covid-19 has affected us in all aspects of our life and this can be termed as one of the biggest threat to humanity.

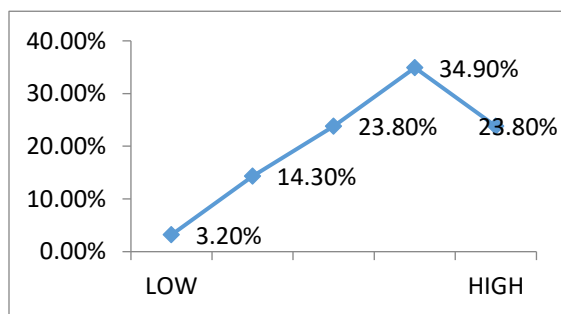
Graph No-2.6: Analysis of Personal Space that Family Members Breach.



During lockdown we have seen surge in family disputes cases globally, this was due to numerous reasons, one of the major reasons is breach of personal space or privacy. Around 60% of the respondents agreed that their personal space is been breached by their family may be sometimes (49.2%) or every time (14.8%). On the other hand 36.5% of the respondent's denied the above thing. This is one of the very crucial impacts of this pandemic which has disturbed or destroyed the essence of life for many.

Learning Enrichment Aspect

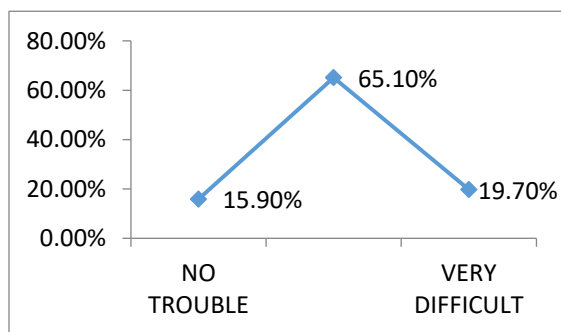
Graph No-3.1: Analysis of Hopefulness about Achieving Academic Goals.



Transformation of practical learning to virtual learning has raised a very relevant question that how far your academic goals are achieved through online learning. Data analysis shows that only 23.8% of the total respondents (n=63) are highly hopeful that their academic goals are achieved through online learning, 3.3% feels that achievement of their academic goals is very low, 14.8% and 24.6% are also very less

confident regarding accomplishment of their academic goals through virtual classes. Finally 34.9% are satisfied with accomplishment of academic goals.

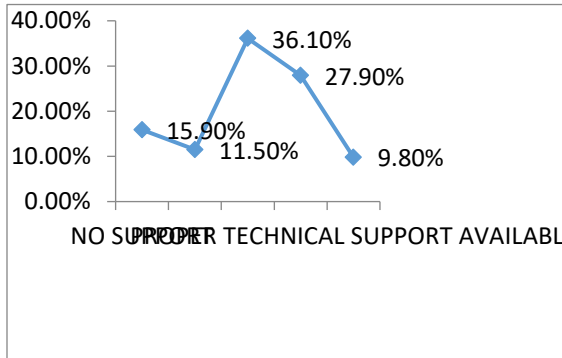
Graph No-3.2: Analysis of Level of Trouble that faced During Study or Work.



In the absence of physical learning avenues, online learning is proving to be "Blessing in Disguise". But data analysis clearly reflects that 65.1% believes they face problem in focusing during studying or work, 19.7% feels they found it very difficult to focus in studies or work due to this pandemic situation and only 15.9% responded that they don't face any problem in focusing on studies or work due to this pandemic. The above data clearly reflects

that though online learning is the best way-out to continue learning during this pandemic, but it hard to focus during online learning due to lots of distractions which cerate barriers in learning.

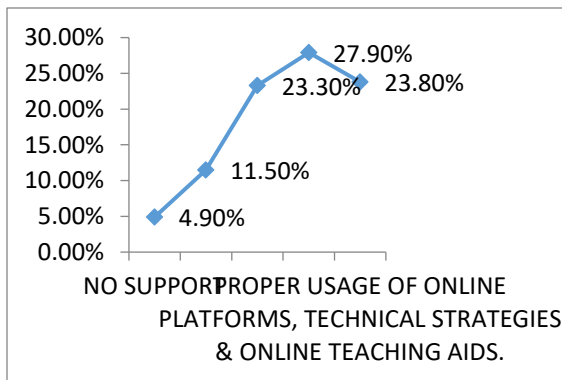
Graph No-3.3: Analysis of Extent of Technical Support that Provided by Institution.



Graph No. 3.3 shows the range of technical support provided to the students by their institution ranging from 1 to 5 with 1 as “No Support” and 5 as “Proper Technical Support”. Data analysis gives a clear overview about the amount of technical support given to students by enrolled institution during virtual classes, only 9.8% says they received proper technical support by their institution, where as 27.9% and 36.1% of the respondents were provided

with partial and little support by their institution. More than 27.5% of the respondents were of the opinion that no or negligible support was provided by their institution to carry on their virtual classes online.

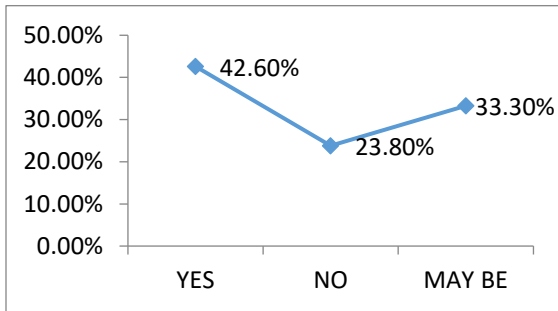
Graph No-3.4: Analysis of Institutional Support, Structure and Strategies for Online Classes.



Graph no 3.4 covers the similar aspect like graph no 3.3 regarding institutional support. This point reflects the data regarding institutional support in terms of structure & strategies of online classes. To this data shows a positive trend towards institutional support for online classes, more than 75% of respondents say that they received support from their respective institutions, 23.8% received full support, 27.9% received good support and 23.3% received support partially, only 4.9%

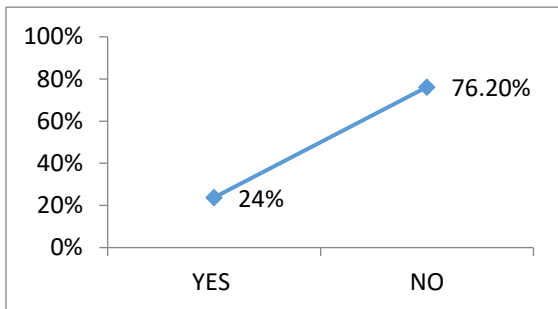
says they received support occasionally and 11.5% reported as “NO” support was received. This resembles that students received support from their institutions to continue learning and to cater the hurdles, as all this virtual learning is new to all of us.

Graph No 3.5: Analysis of Hurdle of Technical infrastructure (hardware and software applications) online classes.



Graph no. 3.5 represents the technical glitches faced during online learning. The data says that almost half i.e. 42.6% faced technical hurdles; only 23.8% are of the opinion that no learning was affected due to technical issues and 33.30% says as may be. This shows that technical infrastructure needs to be revamped to support online learning more effectively.

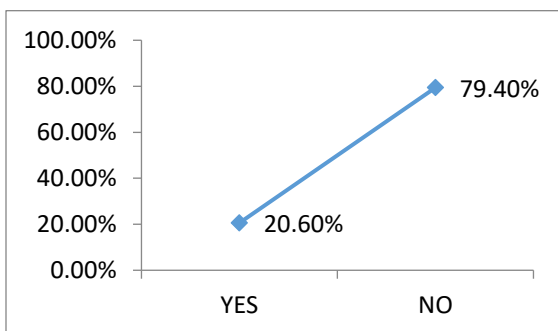
Graph No-3.6: Analysis of technical training provided for Online teaching Platforms.



Graph no-3.6 says that only 23.8% of the respondents received some training for smooth online learning and 76.2% didn't received any training related to virtual learning platforms. This statics shows the reality of online learning, when a staggering 76.2% of population didn't have any exposure to online system of learning then how can they deliver their quality. Thus, I quite evident that education industry has been

worst effectively during covid-19 pandemic.

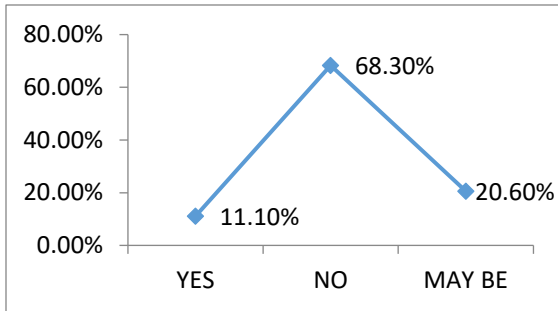
Graph No-3.7: Analysis of Cyber Bullying/Stalking or any other Cyber Crime.



Graph no 3.7 represented the cyber security concerns of participants. As we have seen an massive surge in digitalization globally due to covid-19 pandemic which helps us to continue with our working, but as there's always another side for a coin similarly massive use of digitalization has also resulted in cyber crimes, 20.6% of the respondents were victimized of cyber crime during their digital learning's,

which reflects the severity of the cyber malpractices been followed and their a need for strict action's by authorities to be taken to control all such crimes.

Graph No-3.8: Analysis of Cyber Security during Online Sessions.

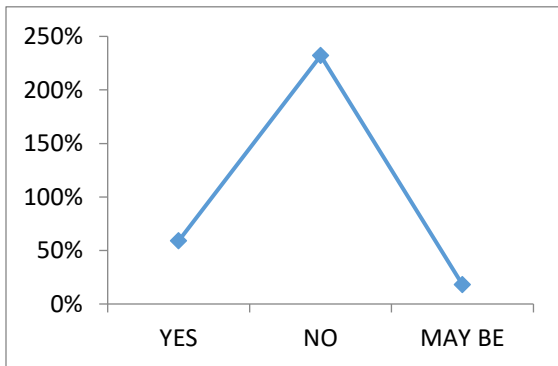


Since the heads 3.8, relates to the broad area of security concern, they are analyzed together. In respect to cyber security issues and security concerns during online classes faced by learner, the data analysis indicates that majority of the population (above 68%) is comfortable with online means of learning but at the same time cyber security is a matter of concern for them.

Though they are not affected with cyber bullying

directly (around 20.6%) but anxiety and fear enters in their personal space because of the cases of cyber bullying around them. There is a feeling of mistrust that somewhere there data and personal information is accessible and may be used by wrong people. Most of the respondents (around 68.3%) said that they did not face security concerns during their online classes. But 11.1 % of them stated that security is a major concern before them. In response to the kind of security concerns; the respondents indicated disturbances in connectivity, lack of security, misuse of password, information leakage, learning related issues and concern over future.

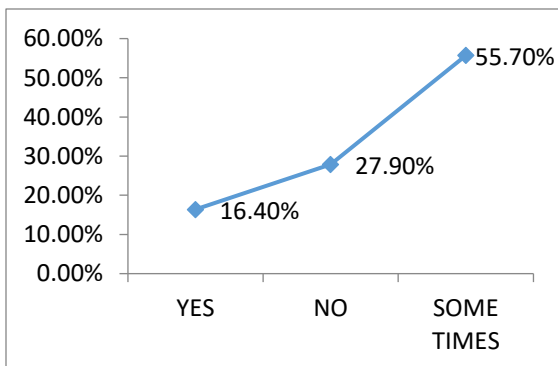
Graph No-3.9: Analysis of knowledge about Online Teaching Platforms.



Graph no 3.9 depicts the data regarding barriers in learning due to lack of online knowledge and analysis of data clearly reflects that 59% says Yes, 18% says as "MAY BE" and 23% reported as "NO". This gives an overall view that lack of online knowledge is an big barrier during learning and students struggle a lot to cope-up with new technical advancements. Thus, educational institutions should focus more and more to cater this need

of the students.

Graph No-3.10: Analysis of Wastage of time and Negative Attitude towards the online Teaching method of Teaching.



Point no 3.12 shows a very interesting figure in which a whopping 72% of the respondents believes that, they feel online teaching wastage of time (16.4%) and 55.7% sometimes feels the same. Only 2% feels it's useful. This data is very serious and an eye opener to check the realistic views learners has towards online learning.

COPE-UP MECHANISM FOR OVERALL WELL BEING

Point no 4.1 focus on activities been practiced to promote well being and reduce stress during lockdown phase or to cope up with mental trauma due to this pandemic, the data analysis gives an ideas about different ways respondents tried to reduce their stress levels and promote wellbeing mentioned in table no-1.

Table No-4.1: Analysis of activities conducted to reduces the stress during Online Learning.

S.No	No. of Respondents	Response
1.	20 (31.75%)	Yoga, exercise
2.	4 (6.35%)	Nothing
3.	7 (11.11%)	Sleeping, Power naps, Breaks
4.	4 (6.35%)	Connecting with classmates, friends and others
5.	11 (17.46%)	Hobbies
6.	2 (3.17%)	Proper time for self
7.	6 (9.52%)	Time with family
8.	1 (1.59%)	Mental health
9.	7 (11.11%)	Focus on study's
10.	1 (1.59%)	Eating
Total	N=63	

Table No-4.2: Analysis of things which helps to promote Positive learning during Pandemic.

Education sector is worst affected during covid-19 pandemic. To continue learning and to stop the spread of covid-19 virus things transformed from physical to virtual. But it was really tough to continue learning virtually and a new concept for all, thus to continue online learning different things were opted by different individuals, which helped them to continue learning.

Table No-4.2: Analysis of things which helps to promote Positive learning during Pandemic.

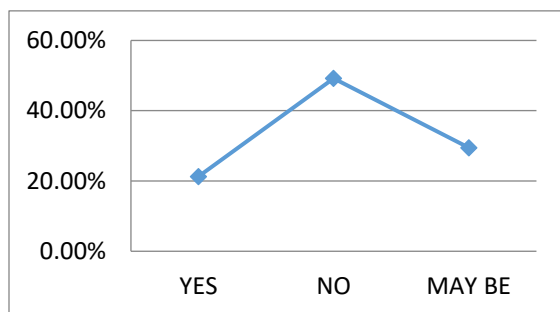
S.No	No. of Respondents	Response
1.	6 (9.52%)	Family, friends, teachers and peer support.
2.	11 (17.46%)	Self-interest, self-learning or focusing.
3.	5 (7.94%)	Exercise, Meditation, Gym
4.	32 (50.80%)	ICT tools.
5.	5 (7.94%)	Listening music
6.	4 (6.35%)	Not that much useful.
Total	N=63	

Social, emotional, physical etc. all sphere's of life is affected by this pandemic. We all tried our best to keep ourselves motivated during this period by different means, to this respondent (n=63) have different opinions or ways to keep them self motivated, described in table no-3:-

Table No-4.3: Analysis of Source of Motivation during Pandemic.

S.No	No. of Respondents	Response
1.	3 (4.76%)	Nothing, No one
2.	17 (26.98%)	Friends, Parents & Family
3.	8 (12.70%)	Positive attitude
4.	6 (9.52%)	Self-motivation, own self, self love
5.	3 (4.76%)	Workout, exercise
6.	8 (12.70%)	Inspirational books, TV shows etc.
7.	11 (17.46%)	Academic commitments, to achieve good grads or academic goals
8.	1 (1.59%)	Financial Problems
9.	1 (1.59%)	Shiva
10.	5 (7.94%)	Learning new things, Following own Passion
Total	N=63	

Graph No- 4.1: Analysis of Exposure of future learning.



Point no 4.1 raised a very relevant question regarding the effectiveness of online classes, does this online education is making us future ready or not. While analyzing the data a very interesting statics comes out which shows that only 21.3% of the population agrees that online classes gives them exposure to be future ready, rest 49% of the population disagree with this point and 29.5% are not confident and

responded as may be. This statics clearly shows that online learning is just an option to learning; it's not an substitute to physical classroom or learning.

RESULTS:

Socio-demographics Variables: Students aged 20-29 years responded to the self-made questionnaire through online survey. For socio-demographic information, the student's survey included questions on age, gender and grades. The mean age is 23, with n= 63 (96.8% female) & (3.2% males) were analyzed. The majority of students are from B.ED (1st & 2nd year).

In this section findings from the analysis of the interviews using Interpretative phenomenological analysis (IPA) method are reported. The findings have been grouped under four larger units known as themes that is

Theme 1: Challenges faced by learners in online learning in terms of **physical conditions** (infrastructure and availability of learning space). Response on physical conditions from respondents is mentioned pointing to challenges of infrastructure and learning space at home during pandemic time. Respondents pointed to challenges like; It was hard to find place of sitting for classes as all the members of the family were at home all the times, System was not configured and no Wi-Fi connection at home. Shared infrastructure like; Laptop was on sharing basis with my sister, Having classes same time with siblings was an major issue. At times my phone was hanged because of long use, bulk downloads and overuse. Only two rooms in my house and four persons to manage studies and work from home. Respondents also pointed to surrounding issues like Neighbors' and street vendors' loud voices were a disturbance. Having a old style phone resulted into disturbed studies and my mood swings. Studying only through phone and gadgets did not motivate for me to study as per my expectation. For some it was difficult to prepare assignments without books and proper stationary material. A few of them said their parents were away in home town and it was so tough to manage everything on own with studies. At times I was dependant only on a single meal throughout the day. Some pointed to problem of food preparation and availability like, staying at home and having homemade food all the times was hard. Those who were staying with families said that during online classes, lot of movement in family was disturbing. Unmuting own-self for giving answers was quite sensitive issue for them because of loud noise at home all the times.

Theme 2: Challenges faced by learners in online learning in terms of **emotional conditions** (family life, friends bonding, relationships, and related distractions). To most respondents this pandemic period was quite hard on part of emotional state. Respondents reported that they themselves or the family members had difficult times during pandemic, as they got covid-19 infections. It was difficult to manage. There were problems related to finances because some earning members lost their job and all family got disturbed. There were issues related to domestic violence and respondents said that fight among my parents was a reason he/she missed school so much. Some respondents said they missed their friends a lot and realized their value during pandemic. A few felt disturbed because of their appalling routine of eating, sleeping and studying. Strain in eyes is reported by almost all respondents. At times some felt very low being alone and negative thoughts captured their mind. Their overall health deteriorated during this period. They stuck with T.V and gadgets endlessly and it gave them backache and other health problems. Switching on video cameras during class was embarrassing because of poor routine. Some were juggling with issues that confronted family members; like one said my brother lost job and he was intensely disturbed so couldn't concentrate. I kept on trying that he is feeling fine. This gave me a bad feeling during studies also that there is no security even after studying. One respondent said that because my parents used to keep a check on me and my activities, it led to arguments many times. Another said I couldn't study because of the added responsibilities like household work during this period given to me. One respondent said he had tough time as his parents especially father was keen to checkout his stuff on phone and laptop and it was so annoying and it felt like all his privacy is lost in this time. Few pointed

to absence of physical activities and rigid online schedule led to my weight gain commonly and related health issues.

Theme 3: Challenges faced by learners in online learning in terms of **learning enrichment** (learning barrier, missing exposures, motivation, support material, assignment completion and online evaluations). Many respondents said that at times, only audio mode class was happening and they could not see teachers face. In some classes only a few students were called by teacher to give answer and participate that discouraged others to participate. Many of the respondent felt that the post theory practice based sessions are very important, but practical exposure in online was limited. One respondent said, “I used to lose my focus in one hour class of a subject”. Another said that Listening to same teacher for one hour was like a sleepy thing. A few said that they find it difficult to cope up with practice based subjects as most of the teachers only used to talk, give lecture and keep explaining at their end without involving us. At times respondents switched to games and movies after login in their LMS learning platform. A few respondents said that for them after class support is very important in their weak subject, but this time there was absence of academic support in form of tuitions and teachers availability.

Theme 4: The cope-up mechanism used by learners during this pandemic. In this time, the respondents resorted to friends, family and parents. They also engaged themselves in yoga, meditation and physical exercises. A few said power naps and breaks from online classes was a part of regular routine. A few responses pointed to the change in sleep patterns and sleep patterns were disturbed. Few respondents gave time to nurturing of their hobbies and others hanged out with their friends through digital means like chats and video calls. Most of them depended on ICT for learning as well as source of entertainment. Respondents admitted that they keep themselves motivated because of the parents and relations with friends and families. After family, academic commitment was a thing that inspired them to stay active and engaged. Own self motivation and attitude is a factor that helped the learner to cope with the circumstances. Respondents were doubtful of quality education through the medium of online. Many of the respondents find it difficult to manage their own selves and they were worried about their future lives.

CONCLUSION:

The use of this platform of learning reminds us of the importance of knowledge- its dissemination and practice in the face of life altering world events. The pandemic has given us an opportunity to truly explore the full potential of online learning technology and use it as a catalyst towards a more effective and successful method of teaching learning. But things always carry two sides to its strengths and limitations. This exploration on challenges to online learning indicates that we must take care of many things that need our attention in these times. History has taught us that humankind is susceptible to rapid innovation in the face of great threats. So it is highly important that we keep learning continuous through technology and at the same time catering to new needs of learner is crucial. This paper indicates different challenges that learners came across like physical infrastructural

challenges, emotional conditions, and challenges in terms of emotional conditions (family life, friends bonding, relationships, and related distractions). So there must be revitalization of learning needs on the lines of contemporary circumstances. Most teachers and students are digitally literate and savvy, but full-time distance education is still a new experience. How children feel or what they are going through during this lockdown needs to be worked through, and teachers along with education system need to be considerate.

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