

# A Survey Of Undergraduate Students On Online Learning During Covid-19 Pandemic In The Indian State Of Manipur

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**ABSTRACT:** *This research looks into how undergraduate students used social media and video apps for online learning during the Covid-19 lockdown. In Manipur, online learning or teaching online is a relatively new phenomenon. Theoretical concepts of Communities of Inquiry (COI), such as teaching, cognitive, and social presences, were applied to online learning during the pandemic. Survey questionnaires, focus interviews, and various research methodologies were used to assess online learning and its impact. A total of 188 undergraduate students were administered the Google forms, and 10 undergraduate students provided focus interviews. Using SPSS, cross-tabulation and Chi-Square tests were done to look for significance. Students' attitudes toward critical thinking and provoking debates were found to be significant findings, indicating that there is a teaching presence. Students were encouraged to think critically and ask questions. Students trust teachers as knowledge givers, as evidenced by their 82 percent approval that the lecturer possesses the knowledge. For sharing class notes, lecturers used WhatsApp, and for conducting formal classes, they used the Zoom app. Even though one-third of the students had poor Internet access, they could still communicate with their professors, though this is a flaw that needs to be addressed appropriately. The lecturers were forced to learn a new paradigm to deal with a changing context, and as a result, they became capable of completing the task at hand.*

**KEYWORDS:** *Online Learning, Covid-19, Communities of Inquiry, Survey questionnaire, Focus Interview.*

## 1. INTRODUCTION

Academicians have talked more about online course delivery since the advent of Facebook into educational institutions. Various social media applications like WhatsApp, Facebook, Google, Gmail, Twitter, Instagram, and many similar apps have the potential to serve as learning tools for undergraduate students in the event of a pandemic because of their ubiquity. Networking is central to social media, signifying the start of a relationship (Boyd & Ellison, 2007). During the pandemic, video apps like Zoom, Google Meet, Google Classroom, Edmodo, College LMS (Learning Management System), and a slew of new apps made online learning possible. The world is currently experiencing the devastating second wave, so online learning is still relevant during Covid-19. The benefit of social media and video apps is that they allow students to communicate with staff and management transparently and visually. Undergraduate students are compelled to go for online learning because of the learning potential envisaged using social media and video apps during the pandemic. Another goal of the research is to see how students and faculty communicated with each other and participated in formal classes online when physical appearance was not possible due to the Covid-19 lock-down.

Hattie proposed six signposts in visible learning that lead to educational excellence. He advises teachers to be sensitive, sharp, engaging, and a powerful influence, to allow critical thinking, and be open to criticism (John, 2009). On the topic of “Why should I learn online with other people?” (Ismail & Arshah, 2016) investigated the effects of social networking sites on higher education. The impact of mobile apps on students' learning was investigated, and results found that using mobile apps in the classroom is both enjoyable and beneficial to students' learning (Diliberto-Macaluso & Hughes, 2016). When students have mobile phones and laptops, educators can use these tools to impart learning (Davidson & Goldberg, 2012).

A recent study found that students regard online lectures as having the same quality as formal classroom lectures (Angelova, 2020). In an investigation of social media's impact on learning, four effects of social media on learning were discovered: increased student engagement, new knowledge acquisition, life-long learning, and meaningfulness of learning with expert access (Sheron Lawson & Samantha Murray, 2018).

Another research investigated “the efficacy of problem-based online learning (PBOL) in improving learning outcomes and reducing face-to-face learning time.” Learning outcomes and total time spent learning in class were the data collected. The effect of PBOL was determined using one-way ANOVA. The authors conclude that the outcomes of PBOL are comparable to those of PBL (Problem Based Learning) (Dinata et al., 2020). Six lessons were offered for pandemic preparedness, namely: 1) Only a few have access to learning, 2) Current access is unequal, 3) Students do not use national platforms for online learning, 4) having a device is not equal to learning, 5) the educational program schedule is essential, especially for children with low income, and 6) this process of learning must not ignore parents (Haßler, 2020).

Santa Clara University, a Jesuit educational institution in the USA, never offered online classes before, but the institution was forced to go online because of a pandemic. Lee believes that most colleges use quick, ad hoc, and low-fidelity justification strategies rather than online education (Brashear & Gardner, 2020). A research investigated online learning experiences and perceptions of Ghanaian college students. Descriptive phenomenological research design and a snowball sampling procedure were used in this study. Results reveal that Ghana Educational Colleges are using social media and online teaching and learning platforms. Students had Internet connectivity problems, financial difficulties due to the high cost of internet bundles, device issues, and disruption due to household production needs. Due to the numerous online class challenges, college students believe that online classes should be suspended (Henaku, 2020).

Another research employed a qualitative study after six weeks of Covid- 19 lockdown in Indonesia. Students preferred online classes because they could listen to their lecturers from the comfort of their own homes and carry their cell phones with them to class. Instability in the network and an increase in one-sided interactions, on the other hand, were seen as roadblocks to a better online experience (Arifiati et al., 2020). A study concluded that existing technological solutions and educational technologies enabled the education system to quickly adapt to a distant format. However, at least 16-17 percent of students failed to take tests or complete homework, and some did not return to regular classes (Bylieva et al., 2020).

A study conducted in Pakistan determined the effectiveness of online classes offered by various dental institutes as self-reported by undergraduate dental students. The authors used

an online survey with 31 questions to find out how accessible resources were and how effective online teaching was. The results showed poor teacher interaction and a strong disagreement with the effectiveness of online classes (Sarwar et al., 2020). During covid-19 outbreaks, a researcher conducted a case study of challenges in online learning in a private higher education institution. The findings revealed six significant challenges educators face in online learning and four solutions to these problems (Yusuf, 2020). In studying the benefits and challenges of professors, benefits and challenges for students, communications channels, and types of activities, a group of 43 EFL university instructors taught communicational training in South Korea. Finally, those who have taught online have faced fewer obstacles and have used a broader range of channels and activities of communication (Lee & Bailey, 2020).

In a quantitative study, researchers discussed how e-learning methodology could help with education during pandemics (Mahalakshmi & Radha, 2020). In the context of the overall anxiety for distance learning, disease outbreak knowledge, and level of preparedness during the pandemic, (Unger & Meiran, 2020) studied students' attitudes to online education.

A study was conducted on e-learning from the point of view of a global perspective during the lockdown. Through Google forms, samples were collected from both national and international schools, colleges, and universities. The study's findings show the impact of E-learning and students' interest in using E-learning resources and their performance (Radha et al., 2020). The study by Radha et al., 2020 contradicts a study done by Yusuf, 2020. In an empirical study, Hoq investigated the value of e-learning in the Kingdom and showed that most teachers expressed an excellent opinion in the context of the e-learning survey (Hoq, 2020).

The initial readiness of students to transition to emergency online learning has been investigated by (Naji et al., 2020). The impact assessment of the Covid-19 pandemic on higher education in India was studied by (Gautam et al., 2020). They listed some of Covid-19's significant effects: decreased employment opportunities, destabilization of all educational activities, severely harming the evaluation and assessment system, professional growth and development, and insecurity and uncertainty. National education alliance for technology, National digital library of India, Free/Libre, and Open-source software for education are some of the new approaches and strategies to deal with Covid-19.

Dutta's research examines the efficacy of online courses, e-learning pedagogy, and their outcomes using formal qualitative research. This study examines the effect of self-isolation, quarantine, and lockdown imposed by the pandemic on the academic schedules of Indian higher education students. Active faculty engagement is very much essential to the success of online learning (Dutta, 2020).

During the Covid-19 pandemic in Nepal, (Subedi et al., 2020) examined the effect of E-learning on nursing students and teachers. They found that 42.3 percent had Internet access, 63.2 percent were affected by power outages, and only 64.4 percent had Internet access for their online classes. They concluded that while e-learning is an excellent way to continue one's education, it is unsuccessful in countries like Nepal. Allo, a Philippine researcher, investigated the learners' perception of online learning amid a Covid-19 pandemic. This research study uses a qualitative approach with a semi-structured interview as the tool. According to the report, teachers should include content and assignments with descriptions

and assign group tasks to students. The implication is that lecturers should do more to assist students with online learning (Allo, 2020).

Researchers from a South African University reflected on learning during Covid-19. The study employs a qualitative approach, as well as the structural theory of equity, and social justice systems, to objectively focus on how communities have dealt with pandemics and shocks in the past, situated on South African experience in a global and comparative sense (Shireen Motala, 2020). A study was undertaken by (Lapada et al., 2020) in the Philippines to check the preparedness of teachers and students in schools. The findings show that the teachers were well aware of the Covid-19 pandemic's presence and consequences. The demographic profiles of teachers and their awareness of Covid-19 show no correlation at all. Despite this, distance learning readiness is strongly linked to the length of teaching experience and specialization.

A few researchers wanted to know how techno stress affects the teaching output of 228 lecturers in Jakarta, Indonesia. In this study, the questionnaire was used, and it was processed using the SPSS 24 software. According to the Covid-19 pandemic, this technological complexity factor influenced lecturers' online teaching performance during the results of this study. Other factors, such as technological overload, insecurity, and uncertainty, have different effects (Christian et al., 2020).

A study conducted by (Hodges et al., 2020) differentiated emergency remote teaching from online learning. The threat of Covid-19 has posed some unique challenges for higher education institutions. Students, faculty, and staff were asked to do some extraordinary things in terms of course delivery. The researchers found that though the situation was stressful, they could implement ERT (Emergency Remote Teaching) to maintain instructional continuity. During those assessments, it is critical to resist the urge to conflate ERT with online learning.

Another study provides possibilities for reacting to concerns, challenges, and patterns that are currently emerging and will emerge in the future due to the Covid-19 pandemic through the lens of education in the Philippines – the new educational standard (Tria, 2020). A study conducted an online survey of instructor and student expectations and interactions in online classes at Bangalore. The expectations and concerns of college and university teachers and students about taking online classes that were made mandatory following Covid-19 are described in this survey. The study consisted of 70 professors and 407 students. The findings show that quality and timely interaction between students and professors, availability of technical support, organized online class modules, and improvements for realistic class management are all essential to teacher and student satisfaction in online classes (Deepika, 2020).

Another study conducted in Indonesia during the Covid-19 pandemic explored the challenges and activities faced by EFL teachers. It was a qualitative analysis, and 16 EFL teachers were asked to write reflective essays about their experiences with online EFL learning and the difficulties they encounter. They found that preparation and planning are critical for successful online learning (Atmojo & Nugroho, 2020). Another research concluded that not all students benefit from the affordances of new technologies and owning a technology do not imply access to learning or knowledge production. Both the lecturer and the student must collaborate so that learning to take place and the digital divide is a reality, especially in developing countries (Le Grange & Du Preez, 2020).

The findings from the above studies could be categorized into the following:

1. Reasons for the online learning during the pandemic 2. Impact of social media apps on the students and lecturers 3. Problems faced by students about Internet connectivity and digital divide 4. Challenges to online learning like an increase in one-sided interaction (Lecturer oriented interaction) and 5. Online learning in different contexts and their responses. The question is whether learning occurs in the context of the Covid-19 pandemic situation or what sort of challenges students face in learning in the past year? Another question is whether technology and online learning are linked, or does technology enhance learning?

## 2. METHODS

The research was conducted with undergraduate students studying across various colleges in the Indian State of Manipur. They come from different backgrounds, such as poor, lower-middle-class, and middle-class families. The study will explore the research questions like: How do undergraduate students cope with online sessions during the pandemic? What are the ways they get in touch with lecturers? What is their learning potential? How do undergraduate students and lecturers connect with each other to produce knowledge? The focus of the study is online learning by undergraduate students in the context of the Covid-19 pandemic and the ability of lecturers to make learning possible.

Communities of Inquiry (CoI) describe three types of presence: cognitive, social, and teaching. (Swan & Shih, 2019) wrote on the CoI model to include learning presence. CoI focuses on instructing a large group of students. Construction is addressed through reflection and discourse in cognitive presence. Connection, collaboration, and interaction between experts and willing learners are all aspects of social presence. A teacher designs, facilitate, and directs social and cognitive presences known as teaching presence (Anderson, 2017). The CoI model helps us understand how learning occurs in a group setting, where a group of deliberate learners and one or more teachers collaborate to build knowledge (Dron & Anderson, 2014). The research methods adopted for the research were a survey questionnaire and focus interview.

Google forms were sent to select students in various undergraduate programs at different colleges at Imphal, Manipur, from August 17- 19, 2020. The students had just completed online sessions by the faculty before they take end-semester exams. The random sampling method was used to send in google forms to the undergraduate students. Google forms were sent to students bearing in random to various batch of students from various colleges. At on average, 4 to 5 in a section filled in the form. The researcher received 221 google forms and found some to be double or triple entries so, after cleaning up of the entries, a total of 188 was taken for data analysis. 110 (58.5%) were males, and 78 (41.5%) were females, and they were between the age group of 17-25. 106 (56.4%) were from BSc, 40 (21.3%) from BVoc and other background, 24 from BA (12.8%), and the rest 18 (9.5%) were from other professional programs. Of the 188 students who responded, first years were 75 (39.9%), second years were 75 (39.9%), and 38 (20.8%) were third years. A study such as this is taken up for the first time in beautiful State of Manipur which is one of the most progressive states in the North-Eastern part of India. Out of the 188 students, 10 undergraduate students were chosen for focus interviews with boys and girls in equal numbers.

### 3. RESULTS

The following are the results of the survey conducted among the students. The data just shows that samples are cross-sectional, and respondents who are undergraduate students studying at different colleges at Imphal, Manipur, come from different backgrounds.

Income of parents per year: Table – 1 shows 50.53% (n=95) of the total number of parents earn only Rs. 60000/- per year and around 25.5% (n=48) come from families with yearly income between Rs. 60001-100000. While 17 (9%) parents have income between 100001-200000, seven (3.7%) earn between 300001- 500000. Nine (4.78%) parents of the sample earn more than 5 lakhs. 76% of the respondents' parents earn just below one lakh (One hundred thousand rupees). So, most of the respondents who come from the poor, lower, and middle class have joined the programs of various colleges in the capital of the State of Manipur.

Table – 1. Income of parents per year  
Scale (%)

Variable	Frequency (n)	Percent (%)
Less than Rs. 60000	95	50.5
Rs. 60001-100000	48	25.5
Rs.100001-200000	17	9.0
Rs. 200001-300000	12	6.4
Rs. 300001-500000	7	3.7
Above Rs.500001	9	4.8
Total	188	100

Ownership of ICTs & accessing class notes: Table- 2 shows 90.4% (n =170) possessed smart phones and only 9.6% (n=17) got laptops or desktops or tabs. While 75.5% (n = 142) access their class notes through WhatsApp, 9.1% (n=17) through e-mail, and 6.3% (12) through websites.

Table – 2. Ownership of ICTs and accessing class notes {Scale (n)}

Variable	WhatsApp	Email	Blogspot	Websites	Other	Total
Smart Phone	129	16	1	1	11	170
Desktop	1	0	0	1	0	2
Laptop	9	1	0	0	0	10
Other	3	0	0	0	3	6
Total	142 (75.5%)	17 (9%)	1 (0.5%)	12 (6.3%)	16 (8.5%)	188 (100%)

Time spent on social media apps and online learning: On the question of how much time they spend on browsing social media apps: 24.7% (n = 47) spend less than 59 minutes per week, 38.9% (n = 74) spend between 1-2 hours, 20% (n = 38) between 2-4 hours, 6.8% (n =13) spend between 4-6 hours and 9.5% (n = 18) above 6 hours per week. On another question about online sessions conducted through Zoom, WhatsApp, Edmodo, Microsoft, etc.: 54.7% (n = 104) spend less than 6 hours, 27.9% (n = 52) spend 6-10 hours, and around 17% (n = 32) spend more than 10 hours a week on online learning with the faculty.

Use of smartphones and learning: Table – 3 below shows the use of smart phones to access class notes for formal learning. Among the students, 29.2% (n=55) use traditional print materials, 63.2% (n=119) use smartphones to access class notes, 12.7% (n=24) access notes

through other software apps like BlogSpot, etc., and 43% (n=81) of the total number of students use hand-written notes still. Respondents used more than one option in the question. The data proves that students use traditional print materials, smartphones, other software apps, and significantly hand-written notes for formal learning. Nine out of ten students possess mobiles, which means they will access online formal classes with social media and video apps.

Table – 3. Accessing class notes using different sources {Scale (n)}

Variable	Traditional print materials	Smart Phones	Other software or apps	Handwritten notes	Other Sources
BSc	30	61	11	45	9
BA	6	16	3	15	1
BCom	0	1	1	0	1
Bvoc and others	17	30	6	13	6
Professional Programs	0	1	1	1	2
Other	2	10	2	7	0
Total	55	119	24	81	19

Use of social media apps by respondents: The students have the following social media accounts, namely Facebook (60%), WhatsApp (96.2%), Twitter (26.5%), and Instagram (65.4%). 83.5% of the students note that their lecturers reach them using WhatsApp or Zoom.

Domain Knowledge grows due to online sessions: Table –4 below shows a cross-tab between the hours spent on online sessions and the domain knowledge acquired through online sessions. Hypothesis testing between the number of hours spent online sessions and growth in knowledge reveals Null Hypothesis: Knowledge growth is independent of the number of hours spent online. Alternate Hypothesis: Knowledge growth is dependent on several hours spent online. From the Chi-Square test, the significant value (0.083) is greater than the significance level, so we accept the null hypothesis. The conclusion is that domain knowledge grows independent of online sessions held by faculty.

Table – 4: Cross-tabulation of time spent on social media per week and the statement “domain knowledge acquired through online sessions”  
Scale (n)

Variable	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Less than 59 minutes	5	29	8	3	0	45
1-2 hours	2	52	13	8	0	75
2.1-4 hours	3	22	11	2	0	38
4.1-6 hours	1	4	5	1	1	12
Above 6 hours	2	5	7	3	1	18
	13	113	44	17	2	188

Level of Significance: 0.05

Chi-Square: 0.083

Applying knowledge obtained from online learning on real-life situations: Table – 5 below shows a cross-tab between the students coming from urban areas of Imphal, the outskirts of

Imphal, other districts of Manipur, and from outside the state and applying knowledge obtained from online learning to real-life situation. Hypothesis testing between the number of hours spent online sessions and growth in knowledge reveals Null Hypothesis (Ho): There is definitely no relationship between the variables students' coming from urban and rural areas and the application of knowledge obtained from online sessions to a real-life situation. Alternate Hypothesis (H1): There is a relationship between the variable students' coming from urban and rural areas and applying knowledge obtained from online sessions to a real-life situation. From the Chi-Square test, the significant value (0.019) is less than the significance level, so we reject the null hypothesis. So, there is a relationship between the variable students' coming from urban and rural areas and applying knowledge obtained from online sessions to a real-life situation.

Table – 5. Cross-tabulation of variables urban and rural and apply knowledge got from online sessions to real-life situations {Scale (n)}

Variable	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Urban areas of Imphal	9	31	25	12	0	77
Outskirts of Imphal	4	26	8	2	1	41
Other districts in Manipur	3	42	13	4	1	63
Outside the State	1	1	5	0	0	7
Total	17	100	51	18	2	188

Level of Significance: 0.05

Chi-Square: 0.019

Results from Focus Interviews: On the positive aspects of having online classes during Covid-19, the respondents said that online classes are suitable to learn subjects and those they enjoy the comfort of home to learn. They further said that online classes had improved their opinions about my lecturers positively as they are very creative. A girl student said that even though she was sick, she was able to attend classes. One of the students said that online classes had saved thousands of students from contracting Covid-19. A student from the arts program said that he could interact with his teachers and see them face to face in times of absence.

The students pointed out some significant disadvantages of online learning during Covid-19, like poor internet connectivity in villages and disruption during the classes due to low internet speed. The respondents complained of poor signals for their friends who could not connect to their lecturers due to lack of connectivity and non-affordances of cell phones for the very poor students. 80% of the interviewees said that they would like to get back to formal classes in classrooms. 6 out of 10 interviewees complained that students keep online classes in mute and go ahead doing what they want. They want the lecturers to look into this issue of defaulting online classes. Almost all the interviewees missed at least 10-30 online classes due to signal problems.

All the interviewees said that WhatsApp is easy to get in touch with their lecturers. They also said that lecturers use Zoom, Google Meet, and WhatsApp to conduct online sessions. They also feel that lecturers give them regular assignments to keep them busy during Covid-19. A general feeling was that the lecturers were available to them for clearing doubts through WhatsApp. One of the undergraduate students said, "WhatsApp is beneficial to learn the

subjects. Assignments are submitted in pdf format. The class notes are placed in Google Classroom.” All the interviewees said that YouTube helps them to augment their learning during the Covid-19 pandemic.

#### 4. DISCUSSION

Table – 6 shows the ratings of statements by the respondents. Respondents rated 15 statements about students' learning from the point of view communities of inquiry. 83.5% of undergraduate students agree that the lecturers facilitate learning through video apps like Zoom, Google Meet, LMS, or Edmodo. 61.7% accept that their learning is exceptional when using social media and that social media gives satisfaction to them. 53.8% agree that social media empower them as citizens, and the rest are either neutral or they do not agree with the statement. Only 26.6% of the respondents indicate that they can understand the concepts better online, and 48.9% of the respondents disagree with the statement. 86.2% of the students feel that their lecturers possess the knowledge, and in other words, the students feel that their lecturers are competent. 61.1% of the respondents feel that their lecturers do not allow them to think critically and raise questions. This could also be interpreted as students being silent spectators in online learning where the teacher is active.

While 66.5% of the respondents feel that every online session makes the domain knowledge grow, 19% disagree with the statement. 72.3% of undergraduates state that their lecturers are creative in giving the assignments or test results online. Respondents indicate through Statement no.7 that they are not able to raise questions and think critically. One reason is that the classes are organized for 45 minutes, so they may not be getting time to ask questions. Another interpretation is that students are used to be passive in one-way communication such as online learning.

70.2% state that they apply the knowledge obtained from online classes to real-life situations. 67.6% of the respondents realize that they find a solution to the problem together with their lecturers. 62% state that they rely on lecturers to give the solution to scientific problems, and however, a small percentage of 23% feel that they too can find a solution to scientific problems. While only 26% feel that their lecturers challenge them to learn online, 42.6% state that they are not challenged by lecturers to learn. While 68.6% of the respondents agree that they feel comfortable with online learning, 17.5% feel that they do not feel comfortable with online learning.

Table – 6. Statements and the ratings [Scale: n (%)]

SA = Strongly Agree A = Agree N = Neutral DA = Disagree SDA = Strongly Disagree

S No	Statements/variables	SA	A	N	DA	SDA
1	My lecturers facilitate learning through Video apps	50 (26.6%)	107 (56.9%)	22 (11.7%)	5 (2.7%)	4 (2.1%)
2	Social media learning gives me satisfaction	25 (13.3%)	91 (48.4%)	50 (26.6%)	17 (9%)	5 (2.7%)
3	Social media empower me as a citizen	11 (5.9%)	90 (47.9%)	65 (34.6%)	18 (9.6%)	4 (2.1%)
4	I understand the concepts better when I attend classes online	15 (8%)	81 (43.1%)	39 (20.7%)	45 (23.9%)	8 (4.3%)

5	My lecturer made me understand the concepts better online	10 (5.3%)	40 (21.3%)	46 (24.5%)	85 (45.2%)	7 (3.7%)
6	My lecturers possess knowledge	44 (23.4%)	118 (62.8%)	22 (11.7%)	3 (1.6%)	1 (0.5%)
7	Lecturer allows me to think critically and raise questions with regard to different subjects	17 (9%)	14 (7.4%)	42 (22.3%)	98 (52.1%)	17 (9%)
8	The domain knowledge grows after every online session	13 (6.9%)	112 (59.6%)	44 (23.4%)	17 (9%)	2 (1.1%)
9	The lecturer is very creative in giving assignments	35 (18.6%)	101 (53.7%)	38 (20.2%)	9 (4.8%)	5 (2.7%)
10	I love to raise questions in any online session with my teacher	30 (16%)	98 (52.1%)	40 (21.3%)	17 (9%)	3 (1.6%)
11	I apply the knowledge obtained from online classes to real-life situations	17 (9%)	100 (53.2%)	51 (27.1%)	18 (9.6%)	2 (1.1%)
12	As a class, we find a solution to the problem together	33 (17.6%)	94 (50%)	43 (22.9%)	17 (9%)	1 (0.5%)
13	We rely on our lecturer to give a solution to scientific problems	15 (8%)	89 (47.3%)	45 (23.9%)	33 (17.6%)	6 (3.2%)
14	My lecturer challenges me to learn online	14 (7.4%)	35 (18.6%)	59 (31.4%)	69 (36.7%)	11 (5.9%)
15	I am comfortable at handling online sessions	18 (9.6%)	111 (59%)	26 (13.8%)	26 (13.8%)	7 (3.7%)

Rating of online classes, respondents' response to grades, and rating of video app used for online classes: 69.1% of the respondents feel that online classes taught by lecturers are interesting, 11.2% feel that it is boring and 16% are not interested in online classes, and 3.7% feel that the online classes are too much of a repetition. 78.5% of the respondents feel happy to receive their grades given by their lecturers, and only 3.7% feel disappointed, and 17% are not bothered. While 77.1% rate Zoom as the best or better video app for formal learning because of its visual experience and recording facilities, 18% feel that it is the worst, and 13.3% remained neutral.

The data at hand reveals that there is cognitive presence in students' attitudes toward critical thinking and provoking debates. Students are fully encouraged to think critically and to ask appropriate questions. However, 58 percent believe that their lecturers do not provide them with enough challenges to learn. Students trust teachers as knowledge-givers, as evidenced by their 82 percent approval of lecturers' knowledge, even though 75 percent of the students come from very low-income families with annual incomes of less than Rs. 1,00,000, they keep up with online learning by connecting to their lecturers via smartphones. While many people believe that social media apps play an essential role in online learning, the truth is that not all social media apps are popular among students except WhatsApp and Instagram. YouTube is the most popular learning platform among students, followed by WhatsApp. Students primarily use Zoom and WhatsApp for online learning besides Google Meet, which is an interesting fact. This could be because lecturers use Zoom primarily for visual online sessions, while lecturers use WhatsApp to share class notes with students. For formal

education, the effects of social media-fueled by technological inputs are still a mixed bag. Participatory education is possible informal education. Learner-centered education is possible. The use of technology alone does not and cannot guarantee educational quality, and in fact, both teachers and students must use it effectively (du Preeze & le Grange, 2020). Lack of proper internet connectivity is seen as a factor that makes learning unequal [Henaku, H (2020); McBurnie & Haßler (2020); Bylieva, D. (2020); Nurce Arifiati, (2020); and le Grange (2020)]. Sarwar's (2020) findings of poor teacher interaction with students apply to this research.

## 5. CONCLUSIONS

The challenge to successful online learning is with the commitment of the faculty. Though online classes make it easier for students to learn formal lessons, yet the teacher is indispensable. Timely interaction of the faculty with students brings about knowledge production as envisaged by Communities of Inquiry (CoI). In this part of India, it is only the beginning of a newer pedagogical approach to education. Because of Covid-19's troubled times, it was mostly a need-based approach. However, there is a significant difference in internet connectivity and thus the efficacy of online learning between urban and rural students. It is critical to make a paradigm shift from pedagogical approaches to dimensions of using technology for education to evaluating future studies. It is possible to conduct further research on the use of social media for formal learning among high school and post-graduate students. Comparative studies on the effects of technology on students in school, graduate school, and post-graduate school could be conducted. Furthermore, because the digital divide is so pervasive in Indian society, a study of how students in rural and urban India use technology for formal education could be conducted.

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