COVID-19, ONLINE STUDIES AND STUDENTS' LEARNING AT QUAID-I-AZAM UNIVERSITY ISLAMABAD

By

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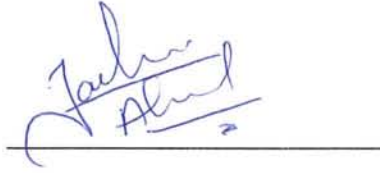### (Department of Sociology)

FINAL APPROVAL OF THESIS

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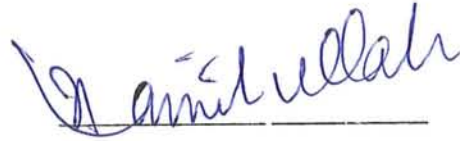
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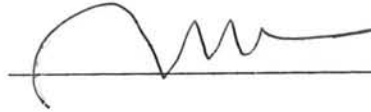
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<div align="right">Aliya Waheed</div>

Abstract

The current study analyzed the COVID-19, Online Studies and Students' Learning at Quaid-I-Azam University Islamabad, Pakistan. The CIVID-19 is a virus outbreak from the Wuhan city of China in December and within two months it sent billions of people into lockdown in more than 200 countries. Pakistan is one of the countries which also affected from the virus. Due to the spread of the virus, the Govt of Pakistan has closed all the educational institutions, schools, colleges, and universities in March 2020. On the directives of the Higher Education Commission of Pakistan, all the universities across Pakistan have started online studies to facilitate the students learning process without break or stop the semester. Whereas, Quaid-i-Azam university has also closed its all fac to face academic activities and shifted to online studies. For the current research, the qualitative research approach was chosen and designed the thematic analysis. The universe of the study was limited to the three departments, Sociology, Gender Studies and Anthropology, Quaid-i-Azam University, Islamabad both males and females. The semi-structured interview guide was designed to collect the data. The in-depth interviews have been conducted with respondent's face to face and through call. The purposive sampling technique was adopted. The interview was extended between 10-15 minutes. The themes were generated and divided the responses into sub-themes. The sample size was fifteen (15) were ten (10) students and five (5) teachers both males and females from the respective departments. The findings of the study showed that the lockdown, COVID-19 has suffered the students' academic life. The online learning or teaching was first-time experiences, where both teachers and students were faced numerous issues and challenges. Online classes required fast internet accessibility, affordable internet connection and familiar with technological gadgets. At the beginning of classes, students have started a protest against the HEC and university's administration, however, the efforts of teachers and university students have started t take part in online learning. There is not any alternative way of learning in the current pandemic where the face to face learning is not possible. Due to online studies students from Gilgit-Baltistan, KPK, Baluchistan and rural regions have faced numerous issue like lack of fast internet services, lack of affordable internet connection, lack of operating the technological gadgets and students movements to other cities for attending online classes. Similarly, teachers have also faced challenges where they were not properly assessing the students' performance and learning process. Despite all these challenges and issue, students have tried to maximize their presence their participation in classroom and continue their online studies.

Keywords: COVID-19, Online Studies, Online Studies, HEC, China, Themes, Quaid-i-Azam University, Academic Life.

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Chapter No.1

INTRODUCTION

1.1. Background of the Study

Instruction means the general improvement in a person about academics and non-academics. It included the overall picking of information, state of mind towards studies, abilities or the capacities of analysis, and the whole qualities, which need in life to survival in the society. Instruction makes a person socialized, define with its goal, refine existing state of knowledge, civilized, knowledgeable and sensible person regarding the social phenomenon, who can contribute to society in a positive or constructive manner.

Whereas, the traditional instruction means the face to face teaching and learning programs among teachers and students in general, where teachers deliver contents orally, verbally or in a written ways and students can respond it, and engaged to picking and understand the contents and knowledge, which has been delivered by a teachers. In this type of teaching and learning methods and process, both teachers and students are physically present in the classroom and where the two way or directional teaching and learning procedure can happen (Allen and Seaman 2014., Salam et al. 2017).

On the other hand, online studies, or web-facilitate instructions is a kind of instruction or studies, where teaching and learning process happened through the online ways, were both teachers and students not physically present in a classroom. In absence of classroom teaching, the content is delivered through different communication devices, where students can post/submit their assignments, contents

and research work through online sources, and same with the teachers, where they can upload academic/learning content and syllabus on the websites or pages, where students are interacting. Similarly, a study was conducted by Allen and Seaman (2014:9) and stated that, in the online studies, where teachers and students are both connect through online or internet system, where almost 90% of content or courses are being uploaded through an online portal. In online studies, different vides conferences, online chatting, webinar-based lectures, workshops, and annual paper in specific time periods.

Both online and face to face studies have their own importance, however, traditionally in Pakistan face to face classroom studies have been practiced since long. Few universities in Pakistan have online studies system where they are serving thousands of students yearly who have no direct access to face to face classroom education. In the present context, due to COVID-19 al, the universities across the country have shifted their face to face classes online where students are forcedly involved in online studies. Although, this was the sudden decision of the Higher Education Commission, where the majority of the universities were even not able to entertain students' academic activities online. But still, universities have continued their online classes and students are participating in online studies.

1.2. COVID-19 and Online Studies and Students' Learning

Many universities across the world have shifted the traditional classes to online, where universities in Pakistan have also transferred to the online system of studies,

where students get online instruction in the form of vides lectures, assignment, research work and projects. In Pakistan, few universities before COVID-19 have an online system of education/instruction, such as the Virtual University, Allama Iqbal Open University, Hamdard University and Sarhad University, these are some few examples that are providing online studies to students. However, in normal cases, the majority of the universities have face to face traditional studies system where both teacher and students get involved in the face-to-face classroom discussions.

However, in 2019 a pandemic outbreak from China city of Wuhan named a Coronavirus, which later called COVID-19. The virus has discovered in November in China and soon after within a month it spread almost more than 200 countries and sent billions of people into quarantine and self-isolation, where all the countries have suspended or closures their all socio-economic activities along with educational institutions and social events (Ali 2020).

World Health Organization (WHO) has declared the COVID-19 as a global pandemic and threat to the public health concern on the 11th March 2020 (Cucinotta and Vanelli 2020). First, the virus was discovered in China, and then spread across the world and suffered billions of people. Pakistan is a country, which also suffered a lot from the virus and lockdown. In Pakistan, the first COVID-19 case was detected by the Federal Health Ministry in Islamabad and Karachi respectively on the 26th February 2020 (Saqlain et al. 2020). In the response of the COVID-19 and to overcome it further spread, the Govt of Pakistan and health

experts and authorities have closed all the educational institutions across Pakistan on the 13th of March 2020, where universities have suspended examinations, workshops, conferences and other academic events (Ali 2020).

On the direction of the Federal Govt to the Higher Education Commission (HEC) to continue the classes or studies online or to prepare themselves for the regular online or Distance Learning (DL) modes, where the majority of the universities have rescheduled their exams, test and assignment or project submission dates till further improvement in the pandemic sever conditions (Ali 2020). Similarly, like the other aspects of life, the COVID-19 pandemic has effects the overall education system, where teachers, students and educational institutions have been suffered due to closure of all their ongoing academic and non-academic activities, where the abruptly changed has happened, where universities were not even prepared to take emergency actions which need to tackle the graveness of students (Mailizar et al. 2020).

Till to present, there is no such medical treatment for the virus has been discovered, the only way to curtail the spread is through the social distancing and self-isolation policy, for that caused all the schools, colleges and universities have closed their campuses across the country and suspended all the academic and non-academic activities (Toquero 2020).

1.3. Challenges and Obstacles in Online Studies and Students' Learning

The Higher Education Commission (HEC) has issued an ordered to all the universities to functional online studies, where few universities who have the sound economic background and access to the modern technology have started online studies, however, the HEC has suspended many universities, online classes, due to lack of sufficient infrastructure facilities and lack of modern technological facilities. The transformation from the traditional instruction to online studies, it creates numerous problems and issues for both teachers, students, their parents, and the university's administration. The abruptly changed in the overall education system, it creates a lot of difficulty for those students, who are living backwards regions, where they do not have access to the fast internet facilities (Kaur 2020).

Moreover, it also creates difficulties for those teachers, who are less familiar with the technology-based education system/online learning system (Crawford et al. 2020). These online classes are very different from those traditional online classes which the regular universities were providing before the pandemic (Kaur 2020).

In the developed countries, like Russian, the United State of America, the European countries have effective ways of the digital learning system, where students and teachers were not suffered as compared to Pakistan, that in Pakistan, there is hardly fast internet facilities in big cities are available, wherein Gilgit-Baltistan, Chitral and mountainous border area of Baluchistan and KPK, where the fast internet facility is inaccessible. In Pakistan, all the universities are handling the academic,

non-academic, or administrative activities through manual basis, where now they get trouble due to lack of skills and technology (Salam, Jianqiu, Pathan and Lei 2017).

Moreover, the lack of fast internet facility, the affordable internet connection or availability of internet service hindered the process of online studies or learning process of students who are living in rural areas where they get hardly Mobil network (Wains and Mahmood 2008). Whereas those students who have internet access in Smartphone, where there is a lot of content is inaccessible and functional in smartphones.

1.4. Strategies to overcome the Challenges and Obstacles of Online Studies

Online classes need a fast internet connection and accessibility of technology and awareness of usage of the technology. The enhancement in the online learning process is more depends on the students and teachers' side more as compared to the Govt and University's administration. Moreover, students' needs to utilize the available resources, fix the reliable Wi-Fi, access to the computer, and acquire from friends and family members about the basic understanding of digital information. As, many studies have shown that, COVID-19 has contrariwise affected the overall psychology of children, where teachers should enforce less academic burden and response students on time because it influences positively on the whole academic performance of students.

Additionally, students become flexible in their attitude and participate in other household activities, which gives them the ability to better understand the content and their mental level also improve. Moreover, self-motivation and self-learning skills are more important in this current pandemic (Ali 2020).

Furthermore, as many teachers were not aware of technology, where they have faced first time the online classes. It was necessary for all the teachers to take some sort of training to operate the technology so that students get maximum benefits from online classes. Many studies have shown that the connectivity is the major problem. Students need to arrange additional devices for online classes.

1.5. The Contextual Aspect of Present Study

The present research was conducted at Quaid-i-Azam University, Islamabad about the online classes and student's academic life. The Quaid-i-Azam University is located at Feder Capital Islamabad where admissions are being offered based on a quota system where every corner of the country's students have representation. For example, students from rural Sindh, Chitral, Gilgit-Baltistan and border areas of Baluchistan, Khaybar Pakhtunkhwa and rural areas of Punjab and interior Sindh.

Due to lockdown and outbreak of COVID-19, all the academic activities have been suspended and shifted the online studies through online sources or online studies, where teachers are now taking classes, assignments, quizzes etc., through online. Few students who are residing in cities or those areas where internet facility has existed have taken benefits from online classes, however, students from Gilgit-

Baltistan, Chitral, Rural Sindh and Baluchistan where students have no access of fast internet facility. Students faced numerous challenges nowadays, like not delivery of clear sound, lack of fast internet connection, lack of affordable internet packages, lack of personal computers, lack of electricity facility, and lack of adequate knowledge regarding the technology.

The present research has focused on the students and teachers' attitude towards online studies, challenges and obstacles of online learning and online studies and student's academic life. Further, the research explored the way out to improve the online system of education from a future perspective.

1.6. Statement of the Problem

Due to the pandemic of COVID-19, all the universities and other educational institutions have been closed their campuses and continued online studies. The transformation from the traditional moods of educational instruction to the online studies was abruptly happened, where the majority of the universities were not ready and able to cope up with this new challenge. On the directives of HEC, universities have stated online studies, but due to many issues, like lack of fast internet facility, lack of affordable internet connection, lack of technology and related knowledge etc., are major challenges. The online studies have a major impact on teachers, students, and administration of the university. How online studies have affected the students' academic life at Quaid-i-Azam University, Islamabad?

1.7. Objectives of the Research Study

The study examines the Effect of Online Studies on Students' Learning at Quaid-i-Azam university, Islamabad. The major objectives of the studies are as follow:

1. To study the effects of online studies on the students' learning at Quaid-i-Azam University, Islamabad, Pakistan.

2. To highlight the challenges and obstacles of online learnings faced by the students at Quaid-i-Azam University, Islamabad, Pakistan.

3. To analyze the way of students' utilizing the online studies for their learning purposes at Quaid-i-Azam University, Islamabad.

1.8. Significance of the Study

The current study has both theoretical and practical significance, wherein theoretical side, this side, this research study sum-up some latest studies which deal with the current pandemic and educational outcomes. The stud highlights some measures and schemes which other countries have adopted to smooth functioning of their academic activities. Secondly, the study explored the challenges and obstacles faced by the students of Quaid-i-Azam University, where how and who are facing more difficulties in online classes.

Third, this study examines student's perception regarding the improvement for the future perspective that how the online studies would be more fruitful for students learning purposes.

Chapter No. 2

REVIEW OF THE LITERATURE

A review of literature is reviewing of research papers, books, reports of Govt and International Organizations like UN, World Bank etc. The purpose of reviewing literature is to know about what has been done and what need to be done. The major purpose of literature review is to know about the research gape.

2.1. Background of the Study

The COVID-19 is not a first-time outbreak of the virus which has affected the education system. In past HINI Flu outbreak has negatively affected the educational activities in the year 2009 (Cauchemez et al. 2014). Due to the outbreak of HINI Flu major countries have imposed lockdown and shifted the face to face classes to online. Similarly, the outbreak of COVID-19 has largely affected the education system across the world and sent billion of people in self-isolation and complete quarantine and suspended the all-academic activities. Developed nations have cop up the issue because they have access to modern technology with fast internet facility.

A country like Pakistan, where almost 40% of the total population are living under the vicious circle of poverty and 60% of the total population of Youth with unemployment issues, where the concept of online studies is far-flung (Kaur 2020). Despite all issues, many universities in Pakistan have started online studies to fill the gap of classroom studies, irrespective of knowing of inaccessibility of internet facilities to rural areas of Punjab, Sindh, Baluchistan, Gilgit-Baltistan and Chitral

where students are facing numerous issue regarding their learning process (Ali 2020).

The concept of online studies or training was emerged in late 20th century, while in the middle of 1990s some web-developers have developed instructional programs, such as the Web-CT, Mallard, and Pioneer for students and teachers. However, presently, there are Webinars, WhatsApp, messengers, etc., have filled the gap. At the late 1990s when the technology has advanced, many educational institutions have started online studies, especially for corporate professions, students, and teachers. Moreover, many higher education institutions have started using the Web-based learning process for students who are not able to regularly attend classroom learning process, where these universities have developed online courses, contents, syllabuses, and other academic and learning, materials to support students on campus and distancing learning programs (Allen and Seaman 2014).

Furthermore, according to the Stewart et al. (2010) stated that, from the initial stages, the online or distance education was started by using the postal system where university sent materials through given postal address, what the Allama Iqbal University is doing. Then moving further with the invent of technology, the postal system has almost shifted to an online system. In distancing learning, the majority of those people who were professional and have no time for regular classes, disable people, and poor students who were not in apposition to attend regular classes and finally for women.

The open and distancing learning has not bound of time limit, age, space, area. However, it requires s technology and the internet. The online classes have been taught across the world, wherein Pakistan, the Allama Iqbal Open University, Virtual University, Sarhad University, Preston University, University of Peshawar, and Gomal University have online studies where thousands of students, professionals, disabled people and women are getting benefits from the online education.

2.2. COVID-19 and Online Studies and Students' Learning

As mentioned above that COVID-19 which is a virus outbreak from the city of Wuhan China is November 2019 and spread more than 200 countries within a month and set billions of people in self-isolation. The only way to curtail the virus is the measure of social distancing. Like other sectors of the country, it is also affected by the education sector. The COVID-19 impacted the traditional learning methodologies of academic institutions across the world. Universities, schools, and colleges across the world have resumed the classes through the introduction of online studies as the alternative option to continue the educational system. Similarly, the online studies have ensured the best health of teachers and students and continue educational without any gape or discontinuity of academic activities, but it is not effective as compared to the traditional or conventional method of learning.

A study conducted by Adnan and Anwar (2020:49) argued that the online learning is not produced the obtainable results from the developing countries, and Pakistan

is one of them, where the majority of students were unable to access to fast internet, lack of affordable internet connection and financial issues. The study deals with the effectiveness of online studies versus the traditional classes, particularly among university students. The findings of the study showed that the survey was conducted at the big cities, where 73% of the students have access to fast internet, 71.4% of students were know how to utilize the online sources and use for academic purposes. Moreover, 70% of students have access to the quality educational materials through the internet and finally, 78.6% of students were stated that traditional or conventional studies were better than the online classes where the chances of learning are less as compared to conventional classes.

Additionally, universities across the world are tried to transform the online studies, where the majority of universities are only trying to convert the hard content or materials into the digital content for students, but the actual need is how to teach and deliver the content to students. Majority of teachers were not focusing on the teaching and learning strategies or the delivery method, however, they are only trying to upload materials for students even without guidelines (Wu 2020). These types of methods only provide the content but do not give the students to cop up the contents. Moreover, many universities have a lack of resources and technological availability, where students get suffered their learning mechanism (Zhong 2020). Moreover, students have many reservations regarding the online classes, where the first and foremost issue is the lack of proper communication and interaction with teachers, where at one time, not every student is available. Students at different

time contact to their teachers, especially, research students, who are getting a late reply of their male regarding research work. This is a major time waste of students and teachers. Also, in traditional classroom education, students got socialized, however, in online learning students are not even seen their other class fellows and miss the real-time interaction. Students so not shared their real ideas with their teachers and other fellows, due to lack of physical interaction and association (Britt 2006).

The current online learning is different from general online learning which was practicing across the world because in the current ear it is an educational crisis or crisis in learning methods (Pace, Pettit and Barker 2020). It is strongly argued and needs that educational institutions need to implement solid educational and instructional methods and strategies which should overcome the student's reservation and issue (Toquero 2020). Many studies have argued that there is a relationship between traditional education and students socialization, so due to online learning, many students miss the socialization process, social interaction, based on the different physical activities, which have been conducted at the universities being part of studies. Moreover, apart from the general impact of the learning process of students, also the closure of educational institutions and online learning process, where many students do not get properly content and studies, which negatively impact their overall mental level (McCarthy 2020).

When it comes to Pakistan, there is a compulsion of the Information and Communication Technology (ICT) based education in higher educational

institutions. However, due to lack of budgets and lack of human capital very few universities in Pakistan have developed a digital learning system (Abbs, Ahmed, Khalid, and Yasmeen 2017). Likewise, the HEC has issued directives to all universities across Pakistan to adopt technologies and ICT initiative in their educational sector. But there is not any fund allocation by the HEC for instalment or introduction of technologies or ICTs in universities. After the COVID-19 and closures of universities, the HEC and Govt have directed the universities to continue academics through online sources and utilize the ICT. However, very few top-level universities have adopted the online classes, but the HEC has forcedly closed many universities due to lack of proper ICT management, unavailability of learning and management system (Ali 2020).

In general terms, the online classes or online studies have many benefits, which help students to improve their skills in usages of computer and other social media devices. Those students who were taking classes from their home are in relax mood and in a better position to catch more knowledge and education (Johson and Berge 2012). Moreover, in the USA and Taiwan and other technologies developed countries, have a compulsion to all the college and university students to pick one course related to computer or information technology, which enhance students skills in improving their capacities and abilities to counter the issues related to the operation of technology (Tsai 2013).

Previous study Zhang and Espinoza (1998), which were conducted before the outbreak of COVID-19 on online studies. The findings of the study showed that

online instruction improves and enhance the students processing abilities and build their self-confidence and self-coordination in the learning process. If individuals know that without knowledge of computers or technology, their degree will not be complete, then everyone who wants to continue studies try to acquire the knowledge of computers and related technologies.

2.3. Challenges and Obstacles of Online Studies

In the normal context many studies Ali and Ahmed (2011), Bukhsh (2007), Yousuf (2007) where they have argued that, in Pakistan, many universities are providing online studies to professional, women and disabled people across the country. Where, they are using a different mechanism, like the internet, sending vides lectures and written materials through the postal system. Most of these were ineffective and lack of quality of materials as well as the inferior teaching, learning and delivery system, due to these issue many people in Pakistan are acquiring degrees, but they were not fully prepared to tackle any issue related to their subject matters. Furthermore, Ali and Ahmed (2011) have concluded that the majority of students who are learning online were not satisfied with the overall content and the delivery system. However, in the current situation where universities were not fully prepared for online classes, but abruptly adopted which has inverse effects on the students learning process.

A study conducted by Mailizar et al. (2020) regarding the challenges and obstacle of online studies and students' learning process. The findings of the study showed

that, majority of the students have not received clear voices, do not interact their class fellows, internet issues, lack of timely response from teachers, less familiarity of teachers and students with the technology and also at the university's administration side, where the administration is not fully equipped to facilitate students and teachers. Many teachers only upload content on pages, even without instruction for students. Those students who have a poor socio-economic background and belonged to rural areas were disadvantage of the online studies (Basilia and Kvavdze 2020).

Furthermore, a study conducted by Ahmad (2020) about the challenges of online learning, where he argued that majority of students in Pakistan have reservation regarding the online or digital learning system, where lack of fast internet access, lack of teachers and students interaction, lack of students communicate with their other fellows, less familiar with the usage of technology both students and teachers, lack of access of technology in rural areas, ineffective delivery system and a bunch of online materials. Moreover, students from Chitral and Gilgit-Baltistan were more disadvantages of the internet wherein Gilgit-Baltistan 80% of the population is out of 4-G internet facility.

Moreover in a study, Ahmad (2020) and Ali (2020) have further identified some challenges faced by students during online learning, where the majority of students lacked the campus socialization process, group study and clarification of ideas, face to face interaction with teachers and understand the content clearly, lack of timely

response from teachers. Furthermore, many students have argued that traditional classroom education was more effective and fruitful as compared to the online learning system where most of the ideas are missed and unclear due to lack of teachers sound internet distortion and lack of fast internet facility. The conclusion of the study showed that online learning is ineffective and do not give the required results, especially among the developing countries, where the internet and technology are less accessible.

Additionally, the important challenge is the motivation level of both teachers and students, where students are less participating in classroom discussion in online classes, as they were active in the face to face classes. The conventional classes provide an opportunity for the students to discuss the issue raise questions and group discussions where everyone participates and tries to answer the questions. In Pakistan, 71.4% of students reported that traditional face to face classrooms was more motivated as compared to online classes where they are hardly attending the class due to lack of clear voices and lack of proper moderation process. Students at campuses are more manage their time and submit their class assignments on time, but due to dual duties at home and classes students are not able to manage their time for studies and household activities, so that is why many students are unable to submit their class assignments on the given time.

Apart from some of the technical issues, students have also reported that they have had interaction issues with their research supervisor regarding the feedbacks and

other confusing questions. Further, 42.9% of students were totally dissatisfied from the online classes, where they stated that thy lack social interaction with their friends and colleagues. Moreover, there are numerous issues in the contents, where teachers are not providing that content, which is a need. There is not any concise content on the topic. The variations are more in the content which teachers are providing to the students (Ali 2020).

In the present digitalized era, where everyone has access to internet facility and innovation, still, universities in Pakistan, especially public sectors are not able to deliver effective learning and teaching materials to the students. In the year 1998, there were students who were using internet or online system of education, however, after the year 2000, a revolution has come in the world of technology, where a survey in 2009 stated that in Pakistan almost 2500 institutions are providing online course (Allen and Seaman 2010).

Moreover, students from the background of engineering, medical, chemical, physics, who have Lab work or practical experiments. The tools and machines are not available to students at home, so that is why students who are doing their final year researchers are more likely suffered, which ultimately affects the mental state. Furthermore, the subject was without the physical presence of the supervisor is impossible were issued for students to perform their academic work. Further, students who have the compulsion of doing internships or projects for the degree were also suffered due to lockdown and shutdown of businesses and offices. Many

organizations in the current pandemic are going in loss, so that is why those students who were fresh university's graduates are also suffered due to lack of internship opportunities (Ali 2020., Toquero 2020., Cucinotta and Vanelli 2020).

2.4. Strategies to Overcome the Obstacles and Challenges

There are many numerous ways to enhance the online learning system. There is not any other option rather attend the online classes and continue studies. However, to ensure that students must know to operate the technological devices and know about the learning process. The student must know to operate the devices and able to attend the online lectures and make sure of their internet connection, manage some alternative internet facility. Moreover, students have issues in group discussions, where students can make WhatsApp groups and share data arrange some conference calling (Ali 2020).

Additionally, the COVID-19 has shut down all the schools where globally 1.2 billion children are out of schools. As a result, the education system has drastically changed from the face to face instruction to an online system. The universities and schools, as well as colleges, need to implement one strategy across the country to overcome the educational and instructional variations in the country (Ali 2020). The online education was existed previous or before the outbreak of COVID-19 where some estimates showed that US$ 18.66 Billion in 2019 and the overall market for the online education has projected around $350 billion by the year 2025. The online education utilizes different tools and techniques to provide education

like language apps, virtual tutoring, video conferences tool or online learning software (World Economic Forum 2020). The Govt of Pakistan needs to utilize all these tools and techniques to facilitate the students and enhance their learning and teaching strategies.

The enhancement in online learning is more depends on the students and teachers' side more as compared to the Govt and University's administration. Students need to utilize the available resources, fix the reliable Wi-Fi, access to a computer, and acquire from friends and family members about the basic understanding of digital information. As, many studies have shown that, COVID-19 has inversely affected the overall psychology of children, where teachers should impose less academic burden and response students on time because it impacts positively on the overall academic performance of students. Additionally, students become flexible in their mood and participate in other household activities, which gives them the ability to better understand the content and their mental level also improve. Moreover, self-motivation and self-learning skills are more important in this current pandemic (Ali 2020).

The online studies need modern information technology may be made available t online degree students by creating good and fast internet access inside or far-flung regions of Pakistan. Moreover, universities also deliver online recorded lectures and content to those students who cannot attend the online classes due to lack of fast internet facility and service (Adnan and Anwar 2020).

2.5. Post-COVID-19 scenario and Educational Crisis

COVID-19 has affected all the segments of the society, from the economy, to health, education, social life, and other activities (Toquero 2020). From the outbreak of COVID-19, it has explored the societal weaknesses like the inefficient education system, outdated health strategies and systems, lack of food security, and other related issues. As, the outbreak of the virus, across closed educational institutions and started online classes. Similarly, in Pakistan, majority of universities have also started online studies where teachers and students were interacting through the internet, where students were attendee online lectures, submit online assignments and even appeared in online examinations (Ali 2020).

The online studies have more suffered those students who have no access to fast internet facility, lack of awareness of usage of technology and lack of resources to attend the affordable internet connection. Students from the regions of Chitral, Gilgit-Baltistan and far-flung areas of Baluchistan have faced a lot of issue in their online studies due to lack of fast internet facility (Pamir Times 2020).

Now, the situation is going to be better and the Govt of Pakistan has announced to reopening of schools, colleges, and universities from the 15th of September 2020 (Geo New 2020). Post COVID-19 scenario will be changed, where many universities and colleges will introduce online classes for students. Universities, schools, and colleges will introduce masks, hand sanitizers and the way of interaction would be changed after reopening of the institutions.

The Govt of Pakistan is also working for tacked the COVID-19 crisis, where the virus has globally sent 1.60 billion students unable to attend schools. Whereas the Pakistan Bureau of Statistics around 317000 schools have been closed with 50.3 million students and 1.83 teachers have been suffered. The Govt of Pakistan is providing some relief to the private schools (The New International 2020).

The prolonged closure of the educational institutions has inverse effects on private schools' teachers and students. Since the lockdown, the Govt has disclosed a 20% discount off fee where parents were suffered due to lockdown those who were working on daily wages. The private education system needs to make such policies which make sure of their sustainability and ability to tackle any pandemic and emergency. The Govt should encourage private schools, colleges and universities and give them financial support, which will fulfil their loss. The Govt needs to make policy for higher education as well and give them special funds for emergency basis (The News 2020).

Assumptions

Based on the literature review, it was observed that COVID-19 has disturbed the student's academic life and their learning process, where the student's study schedule has been disturbed, assignments and exams delayed. Moreover, students have been suffered from their study plan where they had not concentrated on their studies.

 All these have crucial psychology impacts on the students which negatively affects the students learning process. Due to lack of fast internet facility, lack of technology

or computers and a less affordable internet connection, many students were not attending the online classes. Furthermore, the majority of the studies have shown that fast internet connectivity is a major problem which students are facing.

Moreover, many students face difficulty in interaction process where most of the time the voice of teachers is not cleared. Majority of the students were stated that traditional instructional methods were much better than online studies.

Many subjects like mathematics, statistics were not possible for students to understand through online classes. These numeric type subjects need practical practices. Secondly, students have not properly communicated with teachers, where students have less likely chances of asking questions.

In online studies, there are more likely chances to get mark both talented and non-serious students. Teachers could not be able to fairly evaluate the students work, because students are not physically present in class.

Chapter No 3

THEORITICALFRAMWORK

The theoretical framework gives a direction and path to the study, it challenges the knowledge, modify the knowledge, and change the existing knowledge. In the present research, the concept of Constitutive Abstraction was applied.

3.1. Theory of Constitutive Abstraction

The notion of the theory of Constitutive Abstraction is given by Cooper in 2002, which means the level of interaction and character of the internal relationship or the intellectual interchange and the external relationship with the groups and the rest of society or the intellectual interaction between a person and the external devices. The concept of Constitutive Abstraction is to study the technology and its relationship with the society or world. The usage of modern technology in everyday life is a mediation between individual and technology, where some of the concrete realities are established. Some realities have constructed and some of them are reconstructed and deconstructed according to the new environment.

The engagement of technology has transformed the communication and interaction processes between the society and individual, where the face to face association and interaction have been changed into the online attachment, where people or group of people are interacting to each other in the absence of both side presence. The technology enables social integration shift from the presence of people in one place into the disembodies form of communication and interaction, where people get engaged to each other and discuss matters without physical presence at one place.

Moreover, Cooper also highlighted that the usage of modern technologies have to change the interaction process and make the whole social life or the relationship into the more abstract way, where the physical presence has no value, where the physical disconnect simultaneously can make for more close acquaintances. Furthermore, the dynamics of the relationship has been changed where the face to face interaction has been changed into the abstract form, where the online interaction also has the same influence and existence in social relationship.

The constitutive abstraction stated two aspects of the instruction process, the first is the online instruction and the second is face to face learning and teaching process. The online studies the physical presence of teachers and students are not important and for the face to face learning and teaching methods, it required the physical presence of both teachers and students in a classroom. Many situations, like a pandemic or social restriction, the face to face traditional learning and teaching system changed into online and without the presence of teachers and students in the classroom for the safety of both teachers and students.

3.2. Application of Theory of Constitutive Abstraction

The theory of Constitutive Abstraction stated that the face to face interaction has been changed into more abstract where the physical interaction has less value because the intension and purpose are being fulfilled without the existence of physical existence. The invention of technology has limited the physical distance, and level of interaction. Society and individual have interaction frequently without

the presence of physical existence, where people get engaged together through online sources and fulfil their actual purpose. The technology has increase interaction level even before the time when technology.

In the current situation of the pandemic of COVID-19 where educational institutions and academic activities have been shifted to an online system, where all the activities both academic and non-academic were shifted to online sources. Learning and teaching system has been online system. Lectures, assignments, projects, and research work has been transforming into online sources where students and teachers are interacting together through online sources and different social media tools and techniques.

Moreover, the invention of modern technology has altered the communication and interaction process and make the entire social and academic life or the face to face relationship between teachers and students into a more abstract form of interaction or the disembodies ways, where the physical attendance has no real value, even without physical existence the purpose of education has been completed. Before the lockdown and COVID-19 pandemic the educational system was functional in the traditional manner and currently without the traditional system of classes, the academic year is going on without any type of abstraction.

The students at Quaid-i-Azam University are also attending their academic activities through online sources, where lectures, assignments, projects and research work is going on without blockage and students are attending their classes and

submitted their assignments project work and research work on time due to utilizing of the modern technology.

As, the engagement with technology has changed the interaction process completely, where students interact together through online sources, group discussions through different online platforms, and sharing of information, where their learning process has not been completely effected due to COVID-19.

Figure. 3.1.1. Model of Constitutive Abstraction
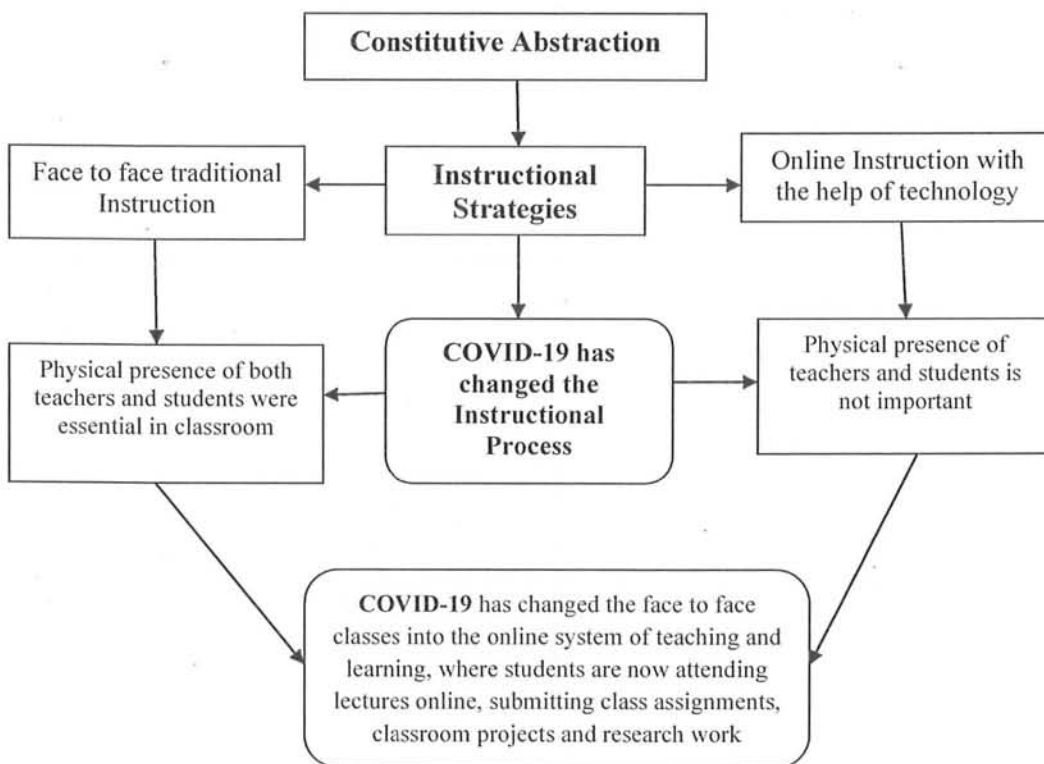
(Source: Self-Sketched-By Researcher)

3.1.2. Explanation of Model of Constitutive Abstraction

The model explains that COVID-19 has changed the instruction/learning system completely. There are two major forms of instruction, i.e. traditional and non-traditional. In traditional ways of instruction, where both teachers and students' presence are very important in one classroom. Now in the present conditions, all the academic activities have been transforming into the digital way of teaching and learning system, where the technology has taken the role of the physical classroom. The interaction is also changed where students and teachers are interacting even without physical presence at one place.

Both face to face and online classes have their own importance, where in the current pandemic, forcedly the face to face classes have been shifted to online sources. However, abruptly, shift of online classes, students were suffered of their regular learning schedule and study plan at the university. Online studies were different from the traditional learning process.

Finally, the COVID-19 has changed the face to face classes into the online system of teaching and learning, where students are now attending lectures online, submitting class assignments, classroom projects and research work

3.3. Propositions

Based on the theoretical framework, following propositions have been proposed:

1. The invention of technology has changed the face to face interaction into more abstract way.

2. Technology is playing a role of mediation between individual and society and within groups.

3. The technology has transform the communication and interaction processes where the face to face association and interaction have been changed into the online attachment, where people or group of people are interacting to each other in the absence of both side presence at one place.

4. Physical presence is not important in current situation of interaction where technology is beings used.

5. Technology or internet has changed the face to face instruction into online where it is not important of presence of both students and teachers.

Chapter No 4

CONCEPTUALIZATION AND OPERATIONALIZATION

4.1. Conceptualization

The conceptualization is a process where the concepts and variables are defined and explain through existing literature. In the present research there are three major variables or concepts: COVID-19, Online Studies, Students' Learning

4.1.1. Coronavirus (COVID-19)

Coronavirus which is now called COVID-19, which is a serious illness that is instigated by a novel coronavirus., The COVID-19 is a Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2; which is before called the 2019-nCoV). This virus was originally discovered during a flareup of the respirational illness that cases and outbreak in the Wuhan city of China Hubei Province (Emanuel et al. 2020). It was previously called to the World Health Organization (WHO) on December 31, 2019, as a worldwide epidemic and danger to the public health concern (Mizumoto, Kagaya and Zarebski 2020). Moreover, on January 30, 2020, the WHO professed the COVID-19 pandemic a global health disaster caused death to the susceptible people like old age and children, who were formerly endured by asthma and other respiratory diseases (Remuzzi and Remuzzi 2020).

Moreover, the COVID-19 is a hazardous illness that created by a virus, that can spread from an infected or ill person the person to the healthy person quickly and infect the health person. The COVID-19 is a brand-new coronavirus, which has strained all over the globe within a short period of time from Wuhan China. The outbreak of the virus which has sent billions of people into self-isolation and

quarantine. Furthermore, the COVID-19 signs can vary from benign (or no symptoms) to severe illness (Chotipol 2020).

Additionally, a study, Wu (2020), showed that the COVID-19 was conceived from the animal and other species, and then spread to the humans' beings. This virus transfer from infectious person to a healthy person when they get closed and interaction within a shorter distance. There is not any medical treatment of this virus, however, the only way to cure is the social distancing and self-isolation with some other precautionary measure like washing hands, do not touch body parts or face etc., (Ali 2020).

4.1.2. Online Studies

According to Tasi (2013), the online studies means when an individual can take courses online instead of presence in the physical classroom, where Infront of the teacher. Many students who cannot manage to go to universities, colleges, or schools due to any issue, they preferred to take some course online with the help of internet which is called online studies.

Moreover, online studies mean students who are not going to any institute for regular classes or attending lectures. Although, the individual is a part of that institute from where he or she is taking online courses. In online studies, all the academic activities have been done through online basis, where students can submit assignments through post or online through the internet, take exams online and attend lectures online (Toquero 2020).

Additionally, for the online studies, one must have a laptop or personal computer with fast internet access, if courses are delivered through the internet (Allen and Seaman 2014).

4.1.3. Students' Learning

According to Stewart et al. (2010), students learning is a term which refers to the extensive range of academic or educational programs, learning experiences of students and teachers, instructional strategies and approaches, teaching and learning mechanism and techniques, educational support strategies and overall academic planning that is intended to address or focused on the distinct learning and teaching requirements, interest of students and teachers, aspiration of learning and achievement of goals, socio-economic backgrounds of students and also a group of students.

Moreover, the students learning is a long-term strategy of learning and teaching process where students get involved in academic activities which they have opted for their career opportunity (Allen and Seaman 2014). Additionally, students learning is a program where students can learn and enhance their both academic and non-academic activities through individual efforts and patients. Further, there are numerous factors have been influenced in students learning programs, which included the educational planning and management, curriculum development and implementation, teaching and learning strategies, where the combination of all these factors enhance the students learning processes (Salam et al. 2017).

4.2. Operationalization

Operationalization is the procedure where the concepts and variables in research to the similar context of the existing phenomenon, that how these concepts are related to the present work.

4.2.1. Coronavirus (COVID-19)

In the context of the present study, COVID-19 or coronavirus means a virus which was spread from the Wuhan city of China in November and spread across the world within a short period of time. The COVID-19 is a Flu which spread through social interaction and association. There is not any such medical treatment of COVID-19, only the social distancing and self-isolation is the way through which the spread of the virus will be stopped.

The COVID-19 transfer from infected operon to the healthy person when they get interaction and physical touch. Due to all these the Govt of Pakistan has closed all the activities along with the educational institutions and shifted face to face traditional instruction into the online sources, where students attend lectures, making assignments and submitting through online sources and wok on their research. Finally, no one knows what the vaccine will be invented, till to then the only way is the social distancing which prevents the spread of the virus. The operationalization covered the following questions:

1. COVID-19 and online studies/students/teachers' attitude towards online studies

2. COVID-19, social distancing, and students' academic life.

4.2.2. Online Studies

In the context of current research, the online studies mean attending lectures, submitting class assignments, class projects and research work done or doing through online or with the help of internet. In the present context, online classes mean due to COVID-19 pandemic, all the academic activities have been shifted from face to face to online system with the help of internet. Teachers are delivering lectures, assigning of home tasks or projects online and give students platform online to submit their work.

Moreover, even the examination system is temporarily shifted to online where the paper is given to students on a certain time and students need to submit the paper within the prescribed time periods and it is also the opportunity for teachers that during the papers students can on their camera of laptops or Mobil phones. There are less likely chances of chatting in examinations, even teachers are not present physically.

Furthermore, students can download online materials from the internet, where teachers have uploaded some relevant materials for students. Additionally, all the results and other academic records are also uploaded online on the student's portal. From where students can get information and assistance.

1. Challenges and obstacles faced by teachers during online studies
2. Challenges and obstacles faced by students during the online learning

3. Online studies have affected the students learning process

4.2.3. Students' Learning

Due to COVID-19 all the universities across the county are closed and all the academic activities have been shifted through online sources. Students are attending their academic activities through online with the help of internet.

The students learning in the current context means the ways and means where students are getting and involved in their academic activities, which included their assessments, evaluation of performance, and overall grading of students. Whereas, how the students are satisfied with the current learning process. Teachers are uploading lectures, delivering online lectures, and assessing students work through set terms and conditions. Moreover, the students learning also included the students' ability to cop and understand the lecture, submitting his or her assignments on the give time periods.

Additionally, the students' learning also encompassed the ways where students are utilizing the modern technology-based learning system, which has a core demand nowadays. Further, students online chatting, group discussions, online group tasks, research work and communication with teachers is also included in students' learning process. The students learning was operationalized through the following themes.

1. Students' attitude regarding Online Learning/Studies
2. Teacher's attitude regarding online learning/studies

Chapter 5

RESEARCH METHODOLOGY

The chapter 5th is about the research methodology, which included the overall steps, tools, and techniques through which a study can be conducted in a systematic manner.

5.1. Research Design

The research design means the approach of the research, where there are three approaches, quantitative research approach, qualitative research approach and mix method approach. For the present research, the qualitative research approach was selected and designed a study under different themes. The qualitative designs cover all the basic and fundamentals of the topic in a complete length.

5.2. Universe of the Study

Due to the qualitative nature, the universe of the study was limited to the Quaid-i-Azam University, Islamabad. The major focus was on department of Sociology, Gender Studies and Anthropology, where students, and teachers were interviewed.

5.3. Target Population

For the current study, the target population was limited to the students, both male and females and teachers (permanent and visiting) of the respective departments, i.e. Sociology. Anthropology and Gender Studies. The reason behind the selection of both teachers and students was nature of topic which need to fill both side opinion from teachers and students.

5.4. Sampling Techniques

For the present study, the purposive sampling technique was applied for the selection of respondents. Due to the current pandemic and closure of university, it was impossible to reach wide range respondents, so that is why researcher approach to those respondents who can fulfil the research requirements and were available on the surrounding and select randomly. From each department two (2) teachers and Five (5) students were conducted for in-depth interview.

5.5. Sample Size

The total sample size was limited to the fifteen (15) respondents both teachers and students, where four (5) were teachers and eight (10) respondents were students.

Sample Size and Sampling Techniques		
Target Population	**Sample size**	**Sampling Techniques**

Both teachers (permanent or visiting) and students both male and females were target population	The sample size was fifteen cases (15)
	1. Sociology 7
	  1.1.Teachers 3
	  1.2.Students 4
	2. Anthropology 4
	  2.1. Teachers 1
	  2.2.Students 3
	3. Gender studies 4
	  3.1.Teachers 1
	  3.2.Students 3
		For the present study, the purposive sampling technique was applied. The section criteria are based on the availability of respondents at the campus areas. Although, list of teachers and students is available, but due to closure of university majority of the are unavailable. The In-depth interviews were conducted through the semi-structure interview guide.

5.6. Data Collection Tools

The nature of study was qualitative, and descriptive where only semi-structured interview guide was used to collect data from respondents. The tool was devised

after reviewing literature and divided the tools which covers all the themes of the study. The English language was chosen because all the respondents were professional and know and understand the English language.

5.7. Data Collection Techniques

For the present study, which was qualitative, where the semi-structure interview guide was used to collect data. The face to face In-depth interviews has been done with respondents. The time of one interview was be 10-15 minutes.

5.8. Data Analysis Tools

For the present research, the thematic analysis was adopted. Where themes have been drawn and operationalized the themes in orally without any software. The themes were supported with the help of existing literature.

5.9. Data Analysis Techniques

For the current present both thematic analysis and paragraphed way of explanation has been done. The interviews have been written down under the respective themes with the designation of respondent.

5.10. Pre-Testing

Although, the interview schedule was devising after reviewing literature, and before conducting interview, two Pre-Testing interviews have been done and them modify some questions.

5.11. The Limitations and Opportunities of Study

Every study has some opportunities and some limitations. For the present study, there are few opportunities for the researcher and respondents. This research provides the practical experiences of conducting research work in a systematic manner. This research provides the opportunity to convert theoretical work or knowledge in a practical way.

Secondly, this research provides the opportunity to know the teachers and students' views regarding the online studies, and its impact on the students learning process.

The study has few limitations, which has been converted into opportunity by the researcher. Due to socio-distancing and closure of the university, the face to face interviews was not possible for the researcher. Due to which the researcher has selected those respondents who were known to the researcher for the data collection process. So, the chance of responses was high. Furthermore, the sample size was limited to 12, due to shortage of time and resources.

5.12. Ethical Concerns

The current study has some of the ethical concerns, which are very important to follow while conducting a research study. The researcher promised to the respondents for the complete confidentiality of the data which they provided and only used the data for academic purpose.

Secondly, the researcher has not forced any respondents for interviews, where respondents were themselves involved in the interview process or voluntarily participated in the current research.

Chapter No 6

RESULTS

6.1. Socio-Demographic Profile of Respondents

The socio-demographic profile is an important aspect of any research study. The current study examines the Covid-19, Online Studies and Students' Learning at Quaid-I-Azam University Islamabad. For the study, teachers and students were selected for the study from Sociology. Gender Studies and Anthropology Departments because these departments have belonged to social sciences. Both permanent and visiting faculty members males and females were selected for the study.

Sample Size and Distribution

	Sociology	Anthropology	Gender Studies
■ Teachers	3	1	1
■ Students	4	3	3
■ Total	7	4	4

■ Teachers   ■ Students   ■ Total
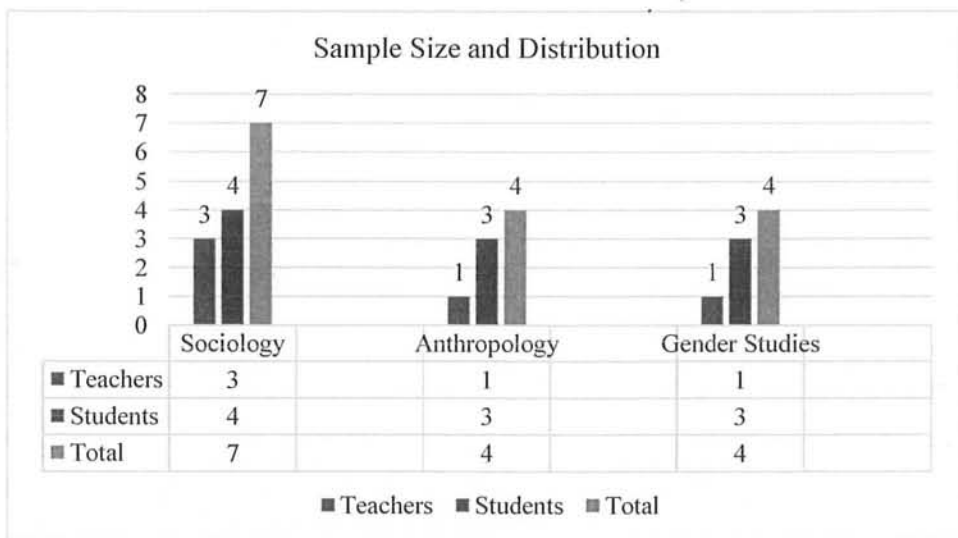
The majority of respondents (students) belonged to the 4th semester of major departments both male and females. Majority of them were doing their thesis work and were also facing issues and obstacles in online studies. The majority of students

were average age was 21-24 years. Where for the faculty members, half of them were visiting faculty members, because they have more issues as compared to the permanent faculty members, because they don't have any offices and Govt provided facility which the permanent faculty members are acquired from the university.

Moreover, due to internal security issues, the Govt of Pakistan has closed the 3-G and 4-G internet service to the many regions of Baluchistan, Gilgit-Baltistan and KPK, where students were forcedly lived in cities with their relatives and rented room for the only online purpose of attending the online classes. This issue was more common among the students of Baluchistan. A student belonged to the Punchpur stated that:

> "Due to internal security threats and cross border terrorism, the Govt of Pakistan has closed the internet service. Only Mobile phone is accessible in the area. From my village to city it is around 80km and it was not possible for me to take daily visit the city. Due to security reasons, the internet service has been closed since long. I am living in a city where I have acquired a room for rent. The room is located upper the road where even I did not get the proper voice of teachers. Similarly, due to load shedding and frequent breakdown of internet and electricity, I have not attended the online classes properly".

Similar issues were faced by the students from Gilgit-Baltistan, where the Govt is not allowed to installed 3-G or 4-G internet to another network. Only Pak Army has a network SCOM which is available in cities. For online classes, females' students in a state of compulsion were living with their relatives and friends houses to attend

the online classes. A female student from Gilgit-Baltistan belonged to the Anthropology Department stated that:

> *"I belonged to Chupurson a village in upper Hunza where we have only access to Mobil network. The internet 4-G services are available in Aliabad Hunza which is the headquarter of district Hunza, which is 40km away from my village. I was living in my friends' house for classes. On weekends I was visiting my home. In Aliabad also the SCOM 4-G is not accessible at every place, so that is why we were climbed the mountains more than 10 km on a daily basis to attend classes".*

Many students who were belonged to the poor socio-demographic profile where they did not have access to personal computers and affordable internet connection. Similarly, many teachers who haven't experienced online classes before and this was abruptly action so that is why teachers who were less familiar with the usage of technology were unable to deliver effective teaching and learning material to the students.

On the other side, students from urban areas have access to fast internet facility, where they have access to electricity and separate room have attended their online classes regularly. But the majority of the students from urban areas were also said that they face issues in online classes or research work, where they did not have proper communication with their teachers.

6.2. Students' Attitude Regarding Online Learning/Studies

Due to online classes, many students from rural areas and far-flung areas are facing numerous issues. In many areas of Gilgit-Baltistan and Chitral, where still Mobil service has not reached. Students have a negative attitude toward online classes. At the beginning movements where students across Pakistan have started a demonstration against the online classes, however, due to no alternative option, students have continued the classes. A teacher has given his opinion regarding the online classes and students attitude and stated that:

> *"Students on a different level have a different attitude towards online studies, students from university-level are quite familiar with technology hence their attitude is quite positive while on the other hand in colleges there are multiple issues faced by students, so their overall moral is quite low".*

Similarly, students from rural and urban areas have a different attitude toward online learning or studies. Because both have a different level of understanding and accessibility of technological facilities. A student from Gilgit-Baltistan has stated that:

> *"Although, we do not have internet facility and we do not want to discontinue our studies. I belong to the village where hardly Mobil service has reached. Due to online classes, I have moved towards the Gakuch city where I am living with my relatives and attending the online classes. As due to lack of fast internet, I am suffering also. On the other side, we do not have access to*

quality online study materials. However, I am trying to my classmates and teachers and access books and papers".

Many students who have good internet facility and a separate room for studies were quite comfortable in their studies. Although, students from rural areas have no separate room, or signals available in the room. That is why many students in Gilgit-Baltistan and KPK were taking classes to climb any top place due to lack of Mobil signals. A student has stated that:

"I have belonged from a district of Dalbandin, Baluchistan where the Govt of Pakistan has suspended the internet connection since 2017. Only politician and Govt offices have DSL internet facility, but it is not for common men. In my opinion, online classes were nothing for me. Because I do not have proper internet facility in my villages. My Uncle was a Govt officer away from my village which is 13km. I attend classes to visit the other areas on a motorbike on daily both sides 26km travel. In many cases, when I reached to Uncle office were internet connection goes down and I couldn't be able to be attended classes regularly".

Similarly, a student from the Trible areas has stated that:

"I have taken room along with my friends in Peshawar. Due to lockdown, we were lived in a complete deprived way. We were operating internet through Jazz device, wherein the days of lockdown we could not found balance for the derives and we were left one week without internet and classes".

Few students were optimistic regarding the online classes where they get maximum benefits from the online classes. A student from Gender Studies stated that:

"Online classes are not bad; we have taken maximum benefits from classes. I involved in group discussion; however, we faced some sound issues, but classes were going in the right way. Teachers have shown a completed interest and allow students to participate in classroom discussion and interaction. Many times, I disconnected from the classes, but I can take help from my friends after class. Teachers have complete cooperation in this regard where they have given relaxation in submitting assignments and classroom work".

Similarly, students from interior Sindh and Punjab, Gilgit-Baltistan, KPK and Baluchistan. Due to the lack of access to fast internet facility, a large number of students are living with their relatives and living in rented rooms in cities and taken their classes. Moreover, students have a positive attitude towards teachers and their efforts, where teachers are working double as compared to face to face classes. Furthermore, majority of respondents have stated that although, online studies are not bad, due to lack of technological gadgets, lack of teacher's familiarity of technology or software, lack of monitoring system etc. On the other hand, few students have stated that due to online classes and online assessment both serious and non-serious are equal and teachers are not able to identify between serious and non-serious students.

Interviews with teachers and students, it was concluded that the majority of teachers were agreed on the certain points regarding the student's attitude towards their online studies. The online learning is more casual, not very much responsible for the students. It reduces the accountability level on students learning process, where

students are more likely free, less fear of accountability, and less responsible in the online learning process. They have more room to cheat around the papers and assignments because teachers are not present or observing as efficiently as observed in the face to face classes.

6.3. Teacher's Attitude Regarding Online Learning/Studies?

Both teachers and students are not happy about online learning or studies, where some of the teachers were not familiar with the technology. Lack of technological awareness is the major hurdles to online learning. A teacher has stated that:

> "teachers and students both were not happy from the online classes. For online learning, teachers have efforts double as compared to students. This was the first-time situation, where the lectures were delivery online. Many teachers in classroom studies were doing relax, however, in online learning where teachers know that they are being recorded their lectures. So that is why teachers have made a serious effort to enhance the students learning process".

Those teachers who were unfamiliar with technology before, they have made some efforts to learning technology and deliver a proper lecture to students. Similarly, other teachers have stated that:

> "Same goes for the faculty as they're are not familiar with technology and some are still unable to use computer systems for delivering lectures, so their attitude is quite obvious as there is lack of teaching training programs and if there is any training there is no modern technology involved to ease the life of teachers".

On the other hand, many students were not satisfied with the teacher's way of teaching and learning process. Due to lack of skills of operating the technology, many students get suffered and their studies have been effects. A student from Anthropology has stated that:

> *"teachers have a good attitude, and they provided all the required facilities of teaching and learning, our department has contributed a lot in this regards, teachers have given a relaxation environment, treat all the students equally, given extra tie for submission of assignments, projects and exam papers".*

Furthermore, teachers are unable to fair assessment of students work and examination, due to lack of physical contact and proper monitoring mechanism during examinations and quizzes.

> *"The online learning and teaching deprived the distinction of a good and a serious student from a non-serious student. As one received marks on the basis of quizzes and assignments, which can be copied from other source and students. All the students became equal in the eye of the teacher, which is against a merit-based education system. This system has benefited those students who did not take their studies seriously and has negatively affected the bright students. As many of these students need to be important to raise to keep up their performance. Moreover, the results were far from expected, because there is not any proper mechanism to control student's way of solving paper. The distance education did not prove that much effective and the learning was low as per expected. It is due to lack of familiarity and equipment's on availability of which these negative effects can be mitigated".*

In the conclusion on the basis of interviews that, teachers are more likely aware of online classes. they were feeling more responsible because they must submit their records and performance to various departments, unlike students. That students only submit their responsibility to teachers. The teacher is being observed through screen through different layers of the system. The teacher was more responsible, and it is also frustrating for teachers that, watch all the students, where many students have cut and paste. Teachers were paid for it and they need to justify for the paid to make students and itself responsible to the multiple layers to the system of the university.

6.4. Challenges/Obstacles Faced by Teachers During Online Studies

Many teachers since long were practicing similar ways of teaching, where they have no experiences of online studies. Due to first time online studies teachers have put their level of interest and efforts to make the online studies effective and students centric. A teacher has given his opinion and stated that:

There are multiple challenges faced by teachers while delivering online lectures, like lack of technical knowledge to use systems, lack of educational management system to conduct lectures and deliver lecture material. Moreover, unavailability of internet access and high student strength in a class ranging from 40 to 70 students per class. The online classes were first-time experiences for teachers. A teacher from Sociology stated that:

"At the beginning of the session or classes, I have not familiar with the functions of Microsoft Team. There was an issue of privacy where students and I were unaware. Many students for some personal issues delate or remove

students, without permission of teachers or without knowing teachers. Latter I coma across that students are interfering the privacy of the Microsoft team and I watched some videos on YouTube and come across to control the admin of the Microsoft team and do not allow students to remove each other, even I know this is mid of semester or classes".

Teachers from all the departments have some common issues and obstacles during the online classes. A teacher from Gender Studies has stated that:

"I faced a lot of issues during meeting and arrangement of classes, where many students did not attend classes and send me private messages that wait for them, they are trying to attend or log in. Due to these issues classes or meetings become disturbed. Secondly, the supervision of students is time taking, and difficult process for teachers. Many students either intentionally or unintentionally sent some uncleared pictures of the written content which was difficult for me to read and understand. In this regard, we unwillingly cut students marks without knowing the ground realities. I personally do not clearly convert pictures into pdf, so how could blame students".

Moreover, it was difficult for teachers to know who is concentrating on studies and who are not serious. Due to the lack of presence teachers were treating all the students equally. A teacher from Sociology stated that:

"In online quizzes, all the students were gaining equal marks due to the availability of internet and books. Teachers could not monitor the student's way of attempting papers. However, I have even distributed different MCQs to different students, but due to the lack of monitoring of student's activities all were performing well. For me, the major problem familiarity with the software. Similarly, many students who were serious towards their studies, but due to lack of technology they were not taken classes, and on the other hand, some

students were not serious and did not attend classes. Teachers were not identified who is serious and non-serious and teachers were not able to know them beyond the realities".

Students from all the semesters have stated that teachers were working and putting their efforts double than students. A student from Anthropology stated that:

"Teachers were not that much happy and satisfied, because they must work harder than students and even harder than they had to do previously. Firstly, they must take pieces of training, then they must prepare lectures, they had to deliver this lecture to students, prepare assignments and quizzes. Moreover, teachers were also supposed to check the assignments and quizzes, which consume even more time and effort. In addition, some teachers did face hurdle in using the technology, which seems a drawback but is positive and good for them".

Similarly, many students have stated that some teachers were not serious or giving time to students in face to face classes. However, in online studies teachers were concentrating on studies or lectures because they were known that their lectures are being recorded. A student from Sociology stated that:

"This also proved positive for those teachers who were a bit easy going and who use to work less on students and those who use to waste time during physical learning at school. As they knew that everything they do and say is recorded and will be assessed. In addition, many teachers also got familiar with modern technology, which also benefited students. Due to these classes, most students and especially, all teachers were serious".

In the conclusion of the theme, it was stated that teachers cannot watch the students, and not very aware of the students. Students cheat teachers around. Many students

intentionally offline themselves. Some student's complaint about the classes due to their own faults. However, teachers know the real or genuine issues, like load shedding etc. The evaluation process is very lengthy, in many cases, students sent plagiarism contents and assignments. Teachers do not really monitor students and it also difficult for teachers to response one to one students due to lack of integration among the system and students.

6.5. Challenges/Obstacles Faced by Students During Online Studies

Both teachers and students equally faced numerous issues and problems via the online learning process. Moreover, students at different education level have different issues. A teacher has identified some of the common issues faced by students are:

> *"The first issue is the lack of system operating knowledge, the second is the lack of internet access, the third is unable to directly access the lectures and lecture material and finally, non-availability of computer systems or personal cell phones to stay in contact with class".*

Moreover, the major issue which teachers and students both respondents have identified was the timely connectivity. many students have the poor background they never laptop and lack of face to face learning both teachers and students have learned like as they are learning face to face. Some subject is those like Statistics which need only face to face class. Although if the subject is theoretical, then it possible to online classes, but subjects like statistics and other mathematical subjects. However, many students have the major issue was the connectivity, where

students have recorded their protest against the HEC for the poor internet facility. A student has stated that:

> *"The major issue was the connectivity, where some subjects need only face to face classes, like statistics where it's not possible to understand the formulas and derivation through online studies".*

The socio-demographic as mentioned that varies from students to students and place to place. Students from cities have the advantage of online classes and faceless troubles and issues. On the side, students from rural areas were encountered with numerous issues. A teacher from Sociology while explaining the student's issues and stated that:

> *"To write assignments and send them to teachers, in many times students send blur images and the teachers have to tell them to send them again and it kept on troubling teachers. The thirdly is the online quizzes were of no use as the students used help from books and from the internet and solved these quizzes and teachers were unable to assess students work properly. The last, teachers were unable to assess students that which student is serious, and which is not (as they have to deal with students according to their level)".*

Moreover, online studies are not differential between serious students and non-serious students when it comes to the assessment of students' work. A teacher from Sociology stated that:

> *"Students, especially, 4th semester who are doing research work have issues and challenges, where students are less aware of research tools and techniques to conduct independent research. Teachers on the hand, face also*

difficulties due to individual-level students are contacting frequently and teachers have difficult to give time individually".

Teachers and students both faced challenges during online learning, where students have faced more challenges as compared to teachers. Many students have belonged from the rural areas, where they do not have access to fast internet access.

The conclusion of the theme stated that, many students have stated they are unable to handle the technological gadgets, but teachers were disagreed about it, that students are much better operating the electronic gadgets better than teachers. Students have Mobil phone smart phone they very much know; however, student's intention lay making excuses regarding technology or gadgets and students play tricks. yes, some real issue net issues, electricity issues Student who had gone to the villages have issue of internet connectivity and many students who are not affordable of personal internet connection. Students also face load shedding, power off etc. However, the use of technology was not a real issue usage of gadgets. many students were not serious about their responsibility to take online classes. Moreover, the real issue infrastructure problem especially in rural areas. Students own self is also issue, where students must fight their own self and their non-serious attitude towards studies. Students were less supervision by their parents where they give hundred excuses to their parents.

6.6. Online Studies and Students Learning Process

The overall learning process of teachers, students both were suffered due to lockdown and abruptly shut down of universities and academic activities. Many respondents have stated that online studies were not effective learning methods. Many teachers were not even familiar with the usage of technology, which affects the students learning system. A teacher has stated that:

"In the current situation with lack of proper IT infrastructure and unavailability of teachers technical training the whole online education system badly affected the students learning process. There is still a number of students who are unable to access the lectures due to unavailability of internet or systems and blame loss of their education is also on them. Online education would be beneficial only if each student has access to it".

There is a huge difference between face to face learning and online learning or studies. But one major issue and loss is for those students who were committed towards studies, wherein online studies both talented and non-serious students become equal. According to the policy of the university, where teachers are assigning some tasks online where those students who were not studies were done through the help of internet and have adopted other chatting methods. Many teachers have committed that, in real or actual way the learning was not effective because it was the first time experienced by teachers. Moreover, the results would not be good. If teachers and university have proper equipment's, then it would be more effective. However, it takes sometimes to smooth and function of the

Microsoft teams. A teacher has stated that both the students who have studied or those who did not studies, both get equal marks. A student has stated that:

> "What we were learning in the classroom was different from online studies, we are encountered numerous issues, like not cleared teachers voice, the relationship between students and teachers. The classroom environment not online provides education, but also enhance other skills of students like self-confidence, self-esteem, and conversation with other class fellows. But the face to face classes is much better than online classes".

The online classes have impacts on the students' academic learning process, where both sides teachers and students both suffered due to lack of experiences of online classes and online teaching and learning. The interviews with the majority of the students it was stated that, the lack of online teaching experience is a main hurdle in online classes.

Students were nervous as it was their first experience. In addition to their nervousness, they were a bit lazy as this pandemic started some six months ago and is still on. Students during this time had a lenient and a still schedule due to which they have developed a habit of laziness when asked they gave preference to physical education than online learning. They pointed out that at home during these few months, they had a disturbance in their routine life and were unable to focus on their studies as they had to go hand in hand with their studies and personnel life together in one place. Moreover, they also faced difficulty in online time management and issue management. As there are many distractions when you start using internet service more often and for a longer duration of time.

The conclusion of the interviews has shown that online studies have adversely affected the students learning process. It has a bad impact on generally on the student's academic performance. Whereas, students have a lack of supervision, what the test they had given are copy past or copy from other friends. Less responsibility of students was less where parents were not showed any serious behavior towards their children studies, where the online classes have negatively affected the students learning process. A teacher has stated that *"The accountable element is there where students were in very freedom movement where students have done whatever they need. Moreover, a very serious issue is students have hired consultants for papers or assignments solve purpose through content writers and seniors for the money. Students have also shared their work to other fellows where they have submitted the same assignments or projects. The online classes were not a good experience, although this a just necessity. In a way, the online classes have only saved the semester of the students as well as teachers"*. But in learning point of view, it was not a good experience at the context of Pakistan or Quaid-i-Azam University, Islamabad, Pakistan.

6.7. Making Effective the Online Studies

Due to the COVID-19, the Quaid-i-Azam university has shifted their online classes to online classes, where both teachers and students were first time encountered and faced numerous issues and problems. As this was the first-time experiences of online studies which are different from the normal online system of education

which the Allama Iqbal Open University, Virtual University and Hamdard university etc., are providing. The online classes have both merits and demerits, where these classes did not stop or break the semester. Students have continued their semester and studies through online classes.

However, the majority of students were not satisfied with the online studies, where at the beginning stages, students have started to protest the online studies. later, some of the improvements have been done to serve the students interest and reservations. The administration and teachers of the Quaid-i-Azam University have adopted such measures which overcome the reservation of students regarding the online studies. A student from Gender Studies has stated that:

"During the online classes, students are talking to each other, which not only disturbed their own studies but also affects other students learning process. For this reason, make such a policy that students without permission of teachers could not be talk and disturb the whole class. Similarly, many students are involved in unnecessary commenting during class which distract the students. Teachers need to off the comment section during the class so that students can learning or understand the lecture properly".

The intervention between classes disturbed students learning process and teaching could not be able to deliver an effective lecture. Secondly, the issue of internet connection wherein many time teacher et immediate offline which suffered students. A student from Anthropology stated that:

"Due to lack of fast internet connection and frequently disconnect of the internet many times both teachers and students are not participating in class. Teachers must arrange alternative teacher assistance, in the case of online the teacher assistance can continue the class, where many students can travel from far away areas to come to attend the online classes".

Apart from the internet connection, many students are intentionally not attending the online classes and making thousands of excuses. A teacher from Sociology stated that:

"During the classes, many students get absent and make hundreds of excuses. It must for the students to arrange any devices for alternative internet access so that they can attend their classes. I know the real issues face by the students of Gilgit-Baltistan, KPK and Baluchistan and Interior Sindh that they have lack fast internet facility and learning environment. In this regards, we have given a relaxation for these students to submit their assignments and projects work after the deadlines and many time we are extended the deadlines of research/project submission so that students would not suffer due to genie issues".

No one can predict how long the online studies will goes on further. There is not any medical treatment for the COVID-19 and the only measure is the social distancing policy and avoid crowds and not involvement in social events etc. The effective online classes are not only important for students, but also in the best interest of teachers as well.

Chapter No. 7

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

7.1. Discussions

The coronavirus which called COVID-19 outbreak from the city of Wuhan China and the World Health Organization (WHO) has declared the COVID-19 as a global pandemic and threat to the public health concern on the 11th March 2020 (Cucinotta and Vanelli 2020). First, the virus was discovered in China, and then spread across the world and suffered billions of people and sent to complete self-quarantine and self-isolation. Pakistan is a country, which also suffered from the pandemic and imposed a complete lockdown on March and closure of all the educational institutions. Due to lockdown, Quaid-i-Azam university has moved their face to face classes to online as per the direction of the HEC. Students of Quaid-i-Azam university are now taking online studies or classes.

Due to online studies, many students at the beginning started protesting against online classes across the country. However, the university and teachers have overcome their reservation. Many students who were living in disadvantage areas have more issues of the online studies where a respondent has stated *that*

> *"I have belonged from a district of Dalbandin, Baluchistan where the Govt*
> *of Pakistan has suspended the internet connection since 2017. Only*
> *politician and Govt offices have DSL internet facility, but it is not for*
> *common men. In my opinion, online classes were nothing for me. Because I*
> *do not have proper internet facility in my villages. My Uncle was a Govt*
> *officer away from my village which is 13km. I attend classes to visit the other*

areas on a motorbike on daily both sides 26km travel. In many cases, when I reached to Uncle office were internet connection goes down and I couldn't be able to be attended classes regularly".

Many students who were belonged to the poor socio-demographic profile where they did not have access to personal computers and affordable internet connection. Similarly, many teachers who haven't experienced online classes before and this was abruptly action so that is why teachers who were less familiar with the usage of technology were unable to deliver effective teaching and learning material to the students. The online studies need fast internet access and proper communication with teachers and other fellows.

Both online and face to face studies have their own importance, however, traditionally in Pakistan face to face classroom studies have been practiced since long. Few universities in Pakistan have online studies system where they are serving thousands of students yearly who have no direct access to face to face classroom education. In the present context, due to COVID-19 al, the universities across the country have shifted their face to face classes online where students are forcedly involved in online studies. Due to online classes, both teachers and students are facing major challenges and issues. A respondent has stated that "teachers and students both were not happy from the online classes. For online learning, teachers have efforts double as compared to students. This was the first-time situation, where the lectures were delivery online. Many teachers in classroom

studies were doing relax, however, in online learning where teachers know that they are being recorded their lectures. So that is why teachers have made a serious effort to enhance the students learning process". Online studies can create issues both for teachers and students. Students who belong to the poor household have not even affordable internet connection.

Although, this was a sudden decision of the Higher Education Commission, where the majority of the universities were even not able to entertain students' academic activities online. But still, universities have continued their online classes and students are participating in online studies. Teachers at the starting faced a lot of issues because this was their first-time experiences. A teacher has stated that:

"at the beginning of the session or classes I have not familiar with the functions of Microsoft Team. There was an issue of privacy where students and I were unaware. Many students for some personal issues delate or remove students, without permission of teachers or without knowing teachers. Latter I coma across that students are interfering the privacy of the Microsoft team and I watched some videos on YouTube and come across to control the admin of the Microsoft team and do not allow students to remove each other, even I know this is mid of semester or classes".

These online studies are different from the normal routine classes, where teachers can deliver online recorded lessons. But in the current case, teachers are not only

delivering lectures but also assess students work. Due to these issues students and teachers were faced with numerous issues.

Similarly, students also faced some of the challenges where a respondent has stated that:

> *"The first issue is the lack of system operating knowledge, the second is the lack of internet access, the third is unable to directly access the lectures and lecture material and finally, non-availability of computer systems or personal cell phones to stay in contact with class".*

Many students who belonged to the rural areas are less likely familiar with the usage of electronic gadgets. Moreover, many students have a lack of access to the personal computer. Due to this their academic life has been suffering.

In the developed countries, like Russian, the United State of America, the European countries have effective ways of the digital learning system, where students and teachers were not suffered as compared to Pakistan, that in Pakistan, there is hardly fast internet facilities in big cities are available, wherein Gilgit-Baltistan, Chitral and mountainous border area of Baluchistan and KPK, where the fast internet facility is inaccessible. In many regions which are closed to the border, there the Govt has closed the internet service which creates hurdles in online learning for students.

In Pakistan, all the universities are handling the academic, non-academic, or administrative activities through manual basis, where now they get trouble due to lack of skills and technology (Salam, Jianqiu, Pathan and Lei 2017). Similarly, a respondent from Baluchistan stated that:

"Due to internal security threats and cross border terrorism, the Govt of Pakistan has closed the internet service. Only Mobil phone is accessible in the area. From my village to city it is around 80km and it was not possible for me to take daily visit the city. Due to security reasons, the internet service has been closed since long. I am living in a city where I have acquired a room for rent. The room is located upper the road where even I did not get the proper voice of teachers. Similarly, due to load shedding and frequent breakdown of internet and electricity, I have not attended the online classes properly".

Moreover, the lack of fast internet facility, the affordable internet connection or availability of internet service hindered the process of online studies or learning process of students who are living in rural areas where they get hardly Mobil network (Wains and Mahmood 2008). Whereas those students who have internet access in Smartphone, where there is a lot of content is inaccessible and functional in smartphones. In many regions, of Gilgit-Baltistan where even Mobil network is unacceptable.

Online classes need a fast internet connection and accessibility of technology and awareness of usage of the technology. The enhancement in the online learning process is more depends on the students and teachers' side more as compared to the Govt and University's administration. Moreover, students' needs to utilize the available resources, fix the reliable Wi-Fi, access to a computer, and acquire from friends and family members about the basic understanding of digital information. As, many studies have shown that, COVID-19 has contrariwise affected the overall psychology of children, where teachers should enforce less academic burden and response students on time because it influences positively on the whole academic performance of students.

Additionally, students become flexible in their attitude and participate in other household activities, which gives them the ability to better understand the content and their mental level also improve. Moreover, self-motivation and self-learning skills are more important in this current pandemic (Ali 2020). Similarly, teachers are also showing their positive attitude which is encouraging for students where a student has stated that:

> *"teachers have a good attitude, and they provided all the required facilities of teaching and learning, our department has contributed a lot in this regards, teachers have given a relaxation environment, treat all the students equally, given extra tie for submission of assignments, projects and exam papers".*

Furthermore, as many teachers were not aware of technology, where they have faced first time the online classes. It was necessary for all the teachers to take some sort of training to operate the technology so that students get maximum benefits from online classes. Many studies have shown that the connectivity is the major problem. Students need to arrange additional devices for online classes.

> *"This also proved positive for those teachers who were a bit easy going and who use to work less on students and those who use to waste time during physical learning at school. As they knew that everything they do and say is recorded and will be assessed. In addition, many teachers also got familiar with modern technology, which also benefited students. Due to these classes, most students and especially, all teachers were serious".*

Many teachers at Quaid-i-Azam university did not properly operate the Microsoft team, where a teacher has stated that *"almost in the mid of semester I come across the privacy system of Microsoft team, where before I did not operate the Microsoft teams".*

There is a major issue which always existed during the online studies was the disconnect of many students and even teachers sometimes.

> *"Due to lack of fast internet connect and frequently disconnect of the internet in many times both teachers and students are not participating in class. Teachers must arrange alternative teacher assistance, in the case of online*

the teacher assistance can continue the class, where many students can travel from far away areas to come to attend the online classes".

Furthermore, many teachers are aware of the existing situation of technology in Pakistan. A respondent has stated that:

"during the classes, many students get absent and make hundreds of excuses. It must for the students to arrange any devices for alternative internet access so that they can attend their classes. I know the real issues face by the students of Gilgit-Baltistan, KPK and Baluchistan and Interior Sindh that they have lack fast internet facility and learning environment. In this regards, we have given a relaxation for these students to submit their assignments and projects work after the deadlines and many time we are extended the deadlines of research/project submission so that students would not suffer due to genie issues".

Unless and until there must be proper training of both teachers and students regarding the usage of technological gadgets for educational purposes, still the issue will exist. Now teachers and students get to learn to operate the different software which is being used for online studies. COVID-19 has suffered all the segment of society and education is one of them. However, due to efforts of teachers, students, and university administration the education or learning system was not breached and where the semester has continued through online studies. Because now almost more than half of the population in Pakistan have access to fast internet facility.

7.2. Conclusion

The current research examines the COVID-19, Online Studies and Students'
Learning Process at Quaid-I-Azam University Islamabad, Pakistan. As per
directives of the Higher Education of Pakistan universities across Pakistan have
started online classes. Similarly, Quaid-i-Azam University located in the capital city
of Pakistan has also initiated online studies due to social distancing, COVID-19,
lockdown, and self-isolation. These online studies are not like normal online studies
like Allama Iqbal Open University or Virtual University is providing. The abrupt
decision by HEC and Govt authorities all the academic activities have been
operated through online. Online studies have created countless issues and
challenges for both teachers and students. For both teachers and students, this was
their first-time experiences of online teaching and learning.

Many teachers and students were unfamiliar with technological gadgets. Moreover,
students from far-flung areas like Gilgit-Baltistan, Baluchistan, KPK and rural
Punjab and interior Sindh where students faced fast internet connection and
availability. Furthermore, lack of proper assessment, lack of voices in online
lectures, lack of electricity and many other issues faced by students. Despite all
these issues, both teachers and students have combined their efforts and completed
their semester studies. Few students who are doing research are also facing issues to
interact with the teacher. However, teachers also become flexible and make all the
available resources to facilitate students learning process.

7.3. Recommendations

The COVID-19 is still affecting many people in Pakistan and there is no medical treatment of the virus. Moreover, due to lack of vaccination, there is not any confirmation when the Govt will open the universities and functional the face to face classes. No one knows how long the online studies will further go. Based on the results and discussions, the following recommendations are proposed:

1. Students of the final year who are doing research are allowed to the campus and hostels so that they can timely complete their research work.

2. Teachers give some relaxation to the students who are the disadvantage of the internet or online studies due to lack of technology and fast internet facility.

3. There must be training for teachers to operate the learning software.

4. Make such policies which can be differentiated serious students from non-serious students.

5. Make it easy for students and teachers to submit projects, research, and class assignments submission.

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ANNEXURE

Semi-Structured Interview Guide (For In-Depth Interviews)

Covid-19, Online Studies and Students' Learning at Quaid-I-Azam University, Islamabad

QUAID-I-AZAM UNIVERSITY
ISLAMABAD

By
Aliya Waheed

Research Student, Department of Sociology, Quaid-I-Azam University, Islamabad

I am Aliya Waheed conducting research on the Effect of Online Studies on Students' Learning at Quaid-I-Azam University, Islamabad. My respondents are teachers and students of Quaid-i-Azam University, particularly social sciences. All the information that you will provide us be kept in close confidence and only use for academic purposes. Kindly forward the interview through voice messages. Thank You for participation.

Q. 1: Give Your opinion about students' attitude regarding Online Learning/Studies?

Q. 2: Give Your opinion regarding teacher's attitude regarding online learning/studies?

Q. 3: What are the challenges and obstacles faced by teachers during online studies?

Q. 4: What are challenges and obstacles faced by students during the online learning?

Q. 5: How the online studies have affected the students learning process?

Q. 6: How to make effective the online classes/studies?