A Study of Opinions of Online Learning of Secondary Students of Ahmedabad city

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Abstract

As the educational landscape evolves, the integration of technology in learning has become increasingly prominent. This study aims to investigate the opinions of secondary students in Ahmedabad city regarding online learning. With the surge in digital education platforms, especially in the wake of global events affecting traditional classroom settings, understanding the perspectives of students becomes crucial for enhancing the efficacy of online education. The research employs a mixed-methods approach, combining surveys and interviews, to gather comprehensive insights into students' experiences with online learning. The survey will target a diverse sample of secondary students in Ahmedabad, encompassing factors such as socio-economic background, academic performance, and technological accessibility. Additionally, in-depth interviews will be conducted with a subset of participants to delve into nuanced aspects of their online learning experiences. The study focuses on several key areas, including student satisfaction, engagement levels, challenges faced, and preferences for online learning versus traditional classroom instruction. By analyzing the collected data, the research aims to identify patterns, correlations, and potential areas for improvement in the online learning environment. The findings of this study are expected to contribute valuable information to educators, policymakers, and educational technology developers, helping them tailor online learning experiences to better meet the needs and expectations of secondary students in Ahmedabad. Ultimately, this research aspires to inform the ongoing discourse on the future of education, particularly in the context of a rapidly evolving digital landscape.

Key Words: Opinions, Online Learning, Secondary Students, Ahmedabad city

❖ **Introduction of The Study**

In recent years, the field of education has undergone a profound transformation with the integration of digital technologies, particularly the widespread adoption of online learning platforms. This paradigm shift has been accelerated by global events, including the COVID-19 pandemic, which necessitated the swift adaptation of educational practices to a virtual format. In this context, understanding the opinions of secondary students towards online learning becomes imperative for educators, policymakers, and stakeholders in the educational landscape.

Ahmedabad, a bustling metropolis in India, serves as a unique backdrop for this study. The city, known for its rich cultural heritage and rapid urbanization, reflects the diverse socio-economic and cultural fabric of the country. As online learning becomes an integral part of the educational framework, it is essential to explore how secondary students in Ahmedabad perceive and engage with this digital shift.

This study aims to fill a critical gap in existing research by conducting a thorough investigation into the opinions of secondary students in Ahmedabad regarding online learning. The insights gained from this study have the potential to shed light on the effectiveness of current online learning practices, the challenges faced by students, and their preferences in comparison to traditional classroom instruction.

The importance of this research extends beyond the immediate context of Ahmedabad, as the findings can inform educational practices on a broader scale. As education continues to evolve towards a more technology-driven model, understanding the experiences and perspectives of students is paramount to ensuring that online learning platforms effectively cater to their needs and foster a positive and engaging educational environment. This introduction sets the stage for a comprehensive exploration of the opinions of secondary students in Ahmedabad on the evolving landscape of online learning.

Online learning allows us to bring educational opportunities. This type of learning is especially beneficial to students who live far away from campus, have busy work schedules, family demands, and other commitments. Online courses are also an excellent option for students who prefer to work independently at any time of day.

Education can become transformation when teachers and students combine information across

subject and experience. Educators are able to construct such possibilities by fostering critical learning space, in which students are encouraged to increases their capacities of analysis, imagination creative expression and self- awareness.

Over the past some decade, the Internet has always found impact on higher education by helping the phenomenal growth of online learning. Moreover, just as we were getting used to fully online courses, blended course, course which combine integrate online and face to face instruction. Education is nothing but gaining knowledge and skill which may use by past information, present and also future information. It means transferring the information from one person to other. Education is a purposeful activity directed at achieving some goals. These goals may include the development of understanding, honesty, harmony etc. Education originated as the transformation of cultural heritage started from one person to other. Modern education goal is to increase new ideas related to liberalization, skills needed for modern society and vocational skills improvement.

Online Education:

Online education is a type of distance learning or taking courses without attending school or university. Online education has been receiving an overwhelming /response from across the world as it trends to eliminate such factors where the ease and comfort exists.

❖ **Key Words: Online Learning, Opinions**

Definition of Online Learning:

Online Learning: The term online learning implies "that the learner is at a distance from the tutor or instructor, that the learner uses some form of technology to access learning materials" (Anderson, 2008).[1]

Online Learning "A course where most or all of the content is delivered online. Typically have no face-to-face meetings" (Allen & Seaman, 2003, p6). At least eighty percent of the course is delivered online.[2]

Education in which instruction and content are delivered primarily over the Internet. (Watson & Kalmon, 2005)[3]

The term does not include printed-based correspondence education, broadcast television or radio, videocassettes, and stand-alone educational software programs that do not have a significant Internet-

based instructional component. (U.S. Department of Education Office of Planning, Evaluation, and Policy Development Policy and Program Studies Service, 2010) Used interchangeably with Virtual learning, Cyber learning, e-learning.[4]

Online learning can be defined as "learning that takes place partially or entirely over the Internet" (U.S. Department of Education, 2010) [5]

According to Pusvyta Sari (2015), online learning is an alternative pedagogy for the era of technological development and communication, and students in particular need to adapt.[6]

Opinions:

An opinion is a belief or attitude about something that isn't necessarily based on facts. [7]

Opinions means belief, judgment, or way of thinking about something**:** what someone thinks about a particular thing.[8]

❖ **Objectives of the Study**

i.   To study the opinions of Online Learning

ii.   To study the opinions of Online Learning with respect to Gender

iii. To study the opinions of Online Learning with respect to Zone

iv.   To study the opinions of Online Learning with respect to Types of Schools

❖ **Variables of the Study**

Dependent variables: Opinions of Online Learning

Independent variables: Gender, Zone

Controlled Variables: Std IXth ,X^{th}

❖ **Hypothesis:**

Hypothesis testing is an important activity of empirical research. A well worked up and strong hypotheses give insight and hint as well as support the researcher to find the answer to a problem. For the present study, the following hypotheses were formed:

Researcher has selected null hypothesis in research.

Ho_1: There will be no significant difference between mean scores of opinions of online learning of boys and girls of Secondary Students of Ahmedabad city.

Ho_2: There will be no significant difference between mean scores of opinions of online learning of students belongings to east and west zone of Secondary Students of Ahmedabad city.

Ho₃: There will be no significant difference between mean scores of opinions of online learning of boys and girls of east zone of Secondary Students of Ahmedabad city.

Ho₄: There will be no significant difference between mean scores of opinions of online learning of boys and girls of west zone of Secondary Students of Ahmedabad city.

❖ **Delimitations of Study**

• The study is de-limited to Ahmedabad city only.

• The study is de-limited to IXth and Xth standard only.

• The study is de-limited to non grant-in-aid schools.

❖ **Literature Reviews:**

Neetu Sharma showed that The majority of student-teachers (80%) have engaged in online learning, while only a small percentage has utilized blended face-to-face learning modes. A notable number of student-teachers have embraced multiple learning modes, including those employing more than one and those incorporating all available modes. Student-teachers exhibit a preference for online learning methods within Teacher Education Institutions. Approximately one-third of respondents have actively participated in fully online learning through platforms such as SWAYAM, COURSERA, EduX, Zoom, Google Classroom, and similar tools. Regarding learning methods, web-supported strategies like YouTube, open educational resources, video content, repositories, and blended learning strategies—combining fully online/web-supported learning with face-to-face instruction—elicited nearly equal responses (17% and 15% respectively). A smaller proportion (13%) have explored both fully online and web-supported learning techniques. A significant portion (19%) of student-teachers have embraced diverse learning forms, including those utilizing more than one method and those incorporating all methods outlined in the study.

A majority (68%) of participants solely adopted online learning platforms, with a negligible number (1%) of student-teachers utilizing Massive Open Online Courses (MOOCs). A smaller percentage (6%) engaged in learning through quizzes and online games. Notably, 22% of student-teachers employed multiple strategies.

A substantial percentage (67%) of students utilized audio/video repositories exclusively for online learning, while a minimal number (3%) engaged in discussion forums and blogs. Fewer student-

teachers employed online repositories such as articles and journals (15%). A significant number (26%) employed multiple web-supported strategies, combining various methods for learning through web-supported modes.

Infrastructure facilities, including hardware, software, and additional amenities, were assessed for availability, accessibility, and usability. A majority (87%) of teacher-educators reported the availability of hardware facilities, but only a smaller portion (16%) found them accessible, with an even smaller number (11%) considering them usable. Regarding

software facilities, the maximum (94%) supported availability, but only 21% found them accessible, and a lesser proportion (15%) considered them usable. However, 14% of teacher-educators reported both accessibility and usability for software facilities.The majority (91%) of teacher-educators acknowledged the availability of facilities, but only a small number (18%) found them accessible. Additionally, a minority (14%) considered additional facilities both accessible and usable.

A substantial number (89%) of student-teachers acknowledged the availability of hardware facilities, but only 17% reported accessibility, and an even smaller number (7%) found them usable. Furthermore, only 9% of student-teachers reported both accessibility and usability of hardware facilities.A higher number (91%) of student-teachers noted the availability of software facilities. However, only 17% reported accessibility, and even fewer (9%) reported usability. Only 11% of student-teachers considered software facilities both accessible and usable.

For additional facilities such as internet/Wi-Fi connection, institutional websites, and YouTube channels, 90% of student-teachers acknowledged their availability, with 16% reporting accessibility and 7% reporting usability. A mere 11% considered these additional facilities both accessible and usable. While overall infrastructural facilities received greater responses from student-teachers compared to teacher-educators, the usable facilities reported by student-teachers were fewer. Accessible facilities and those considered both accessible and usable received almost equal responses from both teacher-educators and student-teachers.

Concerning security and bandwidth, the majority of teacher-educators favored good internet security and connectivity, while student-teachers indicated a need for improvement in both security and bandwidth for online learning.

Both teacher-educators and student-teachers considered computers to be in good condition for access. However, teacher-educators had unlimited access to computers and the internet, resulting in good accessibility of technology. Conversely, student-teachers had limited access, resulting in a moderate average score for the accessibility of technology.

The findings revealed that teacher-educators possess good basic skills, with advanced skills falling within the moderate criterion. Overall technical competence of teacher-educators was deemed good for implementing online learning in teacher education institutions. Student-teachers exhibited moderate basic skills and moderate advanced skills, resulting in an overall technical competence categorized as good, suggesting a need for improvement in basic technical skills.

Both teacher-educators and student-teachers reported having good technical support. They supported the presence of trained faculty members using online supportive material and competent technical staff.

The majority of teacher-educators engaged in professional development initiatives, with positive responses for all items except taking up online courses.

No statistical difference was observed among teacher-educators based on gender and settings, but a statistically significant difference was observed in terms of funding. Similarly, among student-teachers, no statistical difference was seen based on gender and status, but a significant difference was observed based on setting.

The findings indicated that teacher-educators perceived fully online learning strategies as moderately effective in delivering expected learning results and providing appropriate learning experiences. Student-teachers also perceived fully online learning strategies as moderately effective for both learning outcomes and experiences.

Results showed that teacher-educators considered web-supported learning strategies to be moderately effective for achieving anticipated learning outcomes and providing suitable learning experiences. Student-teachers perceived web-supported online learning somewhat positively for learning experiences, while learning outcomes were deemed moderately effective.

The findings demonstrated a neutral attitude among teacher-educators, neither positive nor negative towards online learning. In contrast, student-teachers exhibited a positive attitude, expressing willingness to support the implementation of online learning in teacher education

institutions.The findings indicated that both teacher-educators and student-teachers held a neutral stance regarding the usefulness of online learning.Both teacher-educators and student-teachers perceived online learning as beneficial.Teacher-educators and student-teachers expressed a willingness to accept online learning as an efficient means of learning.Both teacher-educators and student-teachers held a neutral perception towards the challenges of online learning, as indicated by the mean score.No statistical difference was observed in the attitude towards online learning among teacher-educators based on gender and settings, but a statistically significant difference was observed concerning the funding of institutions. Similarly, no statistical difference was seen in the attitude towards online learning among student-teachers based on gender and status, but a significant difference was observed based on the setting.

Firas Harake and **Amal Farhat** showed that the researcher's findings regarding the perceptions of secondary school students toward online learning indicate that, at present, face-to-face learning is the preferred mode of learning for students. This preference extends to their future expectations for an improved learning experience, with hybrid/blended learning ranking second and online learning being the least favored option. Even among students who have not yet participated in an online learning course, face-to-face learning remains the top choice, followed by hybrid/blended learning and then online learning. Notably, face-to-face lessons were deemed to yield the most effective learning outcomes. In comparison to online learning, face-to-face learning garnered more positive views, increased engagement levels, and a heightened sense of sensibility. The preference for face-to-face learning over online learning is attributed to the perceived lack of social presence and interaction in the online learning environment.

The data also revealed a growing popularity of online learning in Lebanon, with students increasingly opting to study, interact with peers, and engage with educators through online learning technologies. Additionally, students have embraced digital technology for learning purposes, driven by the absence of face-to-face interaction.

Ms. Y. Vijaya Lakshmi shows that The majority of faculty members in higher education institutions possess individual personal computers equipped with internet connectivity in their staff rooms. Nearly all higher educational institutions maintain multiple computer labs, adequately equipped to accommodate their student population. High bandwidth connectivity and secure network access with

free and unlimited internet availability are prevalent in staff rooms and computer labs across these institutions.

In the realm of blended e-learning approaches, most institutions employ basic practices such as intranet and email. More advanced practices like blogs, video conferencing, web-based training (WBT), chats, and virtual classrooms are minimally adopted among institutions incorporating e-learning practices.

Additionally, numerous higher education institutions utilize their institutional websites to implement either a blended or fully online approach to e-learning. These institutions offer self-paced courses in modular formats across various study areas through their websites or telelearning centers. Some institutions even boast virtual classrooms. As part of their virtual initiatives, many institutions upload course materials, recorded video sessions, interactive teleconferencing sessions, online counseling, sample question papers, question banks, online assignments, and lab manuals to their websites.

However, it's challenging to generalize about the facilities of e-learning available in higher education institutions based on the collected data. Commonly available e-learning facilities include online study material and syllabi, while facilities like assignment feedback, tests or quizzes, open forums, web seminars, and digital libraries are less prevalent.

Regarding fully online e-learning initiatives in higher education institutions, a wide range of efforts, under titles such as iLearn, FlexiLearn, EduNxt, and online learning, are being undertaken. Some institutions charge students for these courses and services, while others provide them free of cost through their institutional websites. Certain institutions adopt a mixed strategy, offering some services free of cost and charging for others. However, these practices are primarily visible in institutions offering professional courses such as management, engineering, computer science, chartered accountancy, and company secretary courses.

Most higher education institutions have been employing e-learning practices for the past three years, and in a few cases, faculty members are mandated to incorporate e-learning practices in their teaching, learning, evaluation, and other aspects. Both students and faculty members believe that the adopted e-learning practices are at a very basic level and do not require special guidance.

The majority of faculty respondents believe that e-learning holds value in teaching and learning. However, obtaining a clear perception from participants regarding the comparative efficiency of e-

learning versus traditional modes proved challenging. According to respondents, gender did not appear to moderate students' responses to e-learning, and academically well-prepared students responded more positively to e-learning practices than their less-prepared counterparts.

Regarding familiarity with various e-learning tools such as virtual tutorials, learning software, computer-based assessments, and virtual learning environment tools, most faculty members have either tried these tools at least once or have not used them at all. Lab administrators are comparatively more familiar with these tools than faculty members. While most lab administrators and faculty members consider themselves expert users of e-learning tools, only a small percentage believe they are champions in terms of their expertise.

The majority of participants express the desire for institutions to adopt the practice of sharing e-learning modules. Students, faculty members, and lab administrators unanimously believe that this practice should be adopted. Faculty members suggest that the basis for sharing these modules should be "No Profit No Loss," while most students favor a "Free of Cost" basis. Lab administrators also lean towards sharing these modules on a "No Profit No Loss" basis.

Tara S. Nair showed that Research studies examining the impact of blended learning have predominantly focused on business and management studies, with only a limited number of investigations conducted on the achievement and attitudes of secondary school students. Among the latter, the majority of studies concentrated on mathematics and geography teaching. Additionally, the survey findings revealed a scarcity of such studies in India, particularly in Kerala.

In the context of this study, blended learning is conceptualized as a fundamental redesign that revolutionizes the structure and approach to teaching and learning. Engaging in blended learning necessitates an awareness of the challenges associated with this transformative approach. The integration of familiar (classroom) and unfamiliar (online) environments characterizes blended learning, fostering a dynamic shift in learning opportunities. Rather than following a systematic approach, the movement toward more blended learning opportunities unfolds organically, allowing learners to experience being both together and apart. Blended learning combines various technologies and interactions to provide a well-rounded, socially supported, and constructive learning experience. The inclusion of social presence in an educational setting aims to create conditions for collaborative inquiry and quality interaction to collectively achieve meaningful educational objectives.

The present study investigates the significance and impact of blended learning in the field of Biology. It assesses the effects of blended learning on achievement, environmental attitudes, and social attitudes as variables. The findings suggest that blended learning is effective in enhancing achievement in Biology, improving environmental attitudes, and fostering positive social attitudes among secondary school students.

❖ Research Gap:

The most important point concerns the reliability of the study. These researches mostly used content analysis as a research tool to study the various aspects of online teaching.

There by it requires most of the care taken by the researcher to get the authentic answers from the sample chosen for the study.

Also none of these researches were based on taking the opinions from the students about online learning related to its advantages and disadvantages in regards of the effectiveness of online tools and techniques and to what extend it is beneficial for the learners.and researchers did not take east and west zone. Researchers used questionnaire not self made tool.Most of the researchers used random sampling method.

Hence after observing the above mentioned research gaps the researcher has chosen the present study titled under " A study of Opinions of Online Learning of Secondary Students of Ahmedabad city " to gather the data through self made tool opinionnaire.

❖ Methodology:

- **Type of research**

  The present study is a type of Descriptive Research.

- **Method:**

  The researcher used survey method. because it can reach large population.Therefore the ability to gather large amounts of information.Therefore selected Survey method limited to Ahmedabad city.

- **Population:**

  The researcher selected the secondary level school students of Class IX, X) of Ahmedabad city studying in English Medium Schools as the population.

- **Research Tool:**

   Researcher used Self made tool Opinionnaire.

- **Population**

   In the present study, the researcher selected the Secondary Level School Students of Class I X , X of Ahmedabad City studying in English Medium Schools as the Population.

- **Sampling method and sample of the study:**

   In the Present Study, a sample of 315 Students Of Secondary School of Ahmedabad City had been selected by Multi Stage Sampling technique.

- **Research method**

   In the present study, the researcher used Descriptive survey method.

- **Research tool**

   In the present study the researcher had developed a self-made Opinionnaire as the tool for collection of data.

❖ **Procedure of Data collection:**

The researcher selected 315 students using Multi Stage sampling technique. A group of tenth standard students from English Medium schools of Ahmedabad city were selected by Multi Stage sampling method. Thus the researcher used Multi stage sampling technique for collection of data from the Ahmedabad city. The researcher went to various schools located in Ahmedabad city and collected 315 samples from the students by visiting the schools personally. The responses of the respondents were recorded and the students' personal answers were collected through survey. The collected data were used for analysis of data.

The Researcher divided Ahmedabad City in Two Zones East and West Zone Samples as shown in Table below.

Ahmedabad District (315 Students)			
East Zone(202)		West Zone(113)	
Boys	Girls	Boys	Girls
115	87	57	56

❖ **Techniques of data analysis:**

For the present research, 315 students were selected by the Multi stage sampling method. To get the information about online learning self made opinionnaire prepared by the researcher was used. After selecting this sample, the data was collected and analysed, then the data was analysed by using mean, standard deviation, "t' test. Then the acquired informations interpreted and the results were discussed. And at the end the acquired outcomes were presented.

❖ **Data Interpratation:**

Interpretation According to Hypothesis Testing

SR.NO.	Hypotheses	t-	Remark
Ho_1	There will be no significant difference between mean scores of opinions of online learning of Boys and Girls of Secondary Students of Ahmedabad city.	1.99	Significant at 0.05 level
Ho_2	There will be no significant difference between mean scores of opinions of online learning of students belongings to East and West zone of Secondary Students of Ahmedabad city.	3.09	Significant at 0.01 level
Ho_3	There will be no significant difference between mean scores of opinions of online learning of boys and girls of East zone of Secondary Students of Ahmedabad city.	2.0	Significant at 0.05 level
Ho_4	There will be no significant difference between mean scores of opinions of online learning of boys and girls of West zone of Secondary Students of Ahmedabad city.	1.14	Not Significant

❖ **Findings of Research**

1. There is significant difference of opinions of online learning of students belonging to east and west zone of Secondary Students of Ahmedabad city.

2. The opinions of online learning of West zone of students is better than East zone of Secondary Students.

3. There is significant difference of opinions of online learning of Boys and Girls of Secondary Students of Ahmedabad city.

4. The opinions of online learning of Boys is better than Girls.

5.   There is significant difference between mean scores of opinions of online learning of boys and girls of East zone of Ahmedabad city.

6.   The opinions of online learning of Boys is better than girls of east zone.

7.   There is significant difference between mean scores of opinions of online learning of Boys and Girls of West zone of Ahmedabad city.

8.   There is no significant diffrence of opinions of online learning of boys and girls of west zone.

❖ **Implications of Research:**

The present research done on opinions of online learning on certain variables like gender and zone can determine the opinions of online learning of secondary students of Ahmedabad district.

1. Identify preferences and challenges faced by students in online learning.

2. Customize online learning platforms to address the specific needs and preferences of secondary students in Ahmedabad.

3. Consider incorporating features that enhance engagement and interaction to make the learning experience more effective.

4. Recognize the importance of teacher training in online education.

5. Provide professional development opportunities for teachers to enhance their digital skills and online teaching methodologies.

6. Foster a supportive environment for teachers to adapt to the changing dynamics of education.

7. Address issues related to internet connectivity and access to technology.

8. Invest in improving the digital infrastructure to ensure that all students have equal opportunities for online learning.

9. Explore partnerships with local communities and organizations to bridge the digital divide.

10. Implement strategies to increase student engagement in online learning.

11. Integrate interactive elements, multimedia resources, and collaborative activities to keep students actively involved.

12. Provide avenues for student feedback to continuously improve the online learning experience.

13. Acknowledge the potential impact of online learning on students' mental health.

14. Develop support systems to address mental health concerns and create a balance between

screen time and other activities.

15. Encourage open communication and awareness about mental health resources available to students.

16. Consider a hybrid model that combines online and traditional learning approaches.

17. Offer flexibility in learning schedules and formats to accommodate diverse student needs and preferences.

18. Evaluate the effectiveness of different learning models and make adjustments based on student feedback.

19. Recognize the role of parents in supporting students during online learning.

20. Facilitate communication between schools and parents to ensure a collaborative approach to education.

21. Provide resources and guidance to parents to help them understand and navigate the online learning environment.

22. Encourage ongoing research to monitor the evolving landscape of online education.

23. Regularly evaluate the impact of implemented changes and gather feedback from students, teachers, and parents.

24. Use research findings to inform future policies and initiatives in the education sector.

❖ **Recommendations for Future Researches:**

1.   Conduct longitudinal studies to track the long-term impact of online learning on the academic performance, socio-emotional development, and overall well-being of secondary students in Ahmedabad. This can provide insights into the sustained effects of online education over time.

2.   Explore comparative studies between various modes of online learning and traditional classroom education. Investigate the effectiveness of different online learning approaches, platforms, and teaching methods in comparison to traditional models.

3.   Investigate whether there are significant differences in the opinions and experiences of online learning among various demographic groups, such as gender, socioeconomic status, and academic performance. Understanding potential disparities can guide targeted interventions.

4.   Examine the role of technological literacy in students' adaptability to online learning.

Investigate whether students with higher levels of digital literacy have different perceptions and experiences compared to those with lower levels, and how this may influence learning outcomes.

5. Explore the perspectives of both teachers and students to gain a comprehensive understanding of the challenges and benefits of online learning. Investigate the alignment or misalignment of perceptions between educators and students, and how this may impact the effectiveness of online education.

6. Assess the impact of online learning on students' participation in extracurricular activities. Investigate whether there are changes in students' engagement in sports, arts, and other non-academic pursuits as a result of the shift to online education.

7. Explore the role of parental involvement in facilitating online learning for secondary students. Investigate the level of parental support, the challenges they face, and how their involvement contributes to or hinders the success of online education.

8. Research innovative pedagogical approaches that can enhance online learning experiences. Explore the integration of virtual reality, gamification, and other emerging technologies to make online education more engaging and effective for secondary students.

9. Investigate how cultural factors influence the perceptions and preferences of secondary students in Ahmedabad regarding online learning. Examine whether cultural nuances impact the acceptance and effectiveness of online education in this specific context.

10. Evaluate the impact of educational policies on the implementation and success of online learning initiatives. Investigate how local, regional, or national policies affect the accessibility, quality, and equity of online education for secondary students in Ahmedabad.

11. Explore the effectiveness of different models of teacher training and professional development programs for online education. Investigate the correlation between well-prepared teachers and positive student experiences in the online learning environment.

12. Compare the opinions and experiences of secondary students in Ahmedabad with those from other cities or countries undergoing similar transitions to online learning. Identify common challenges and best practices that can inform global efforts to improve online education.

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