Structural Violence and Online Education System: A Comparative Study of Dalit and Muslim Students

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Abstract
In the Covid-19 period, almost all educational institutions in India are helping students by online classes to cover their syllabus according to the academic calendar. For this situation, researchers have done this research to examine the structural conditions and social structures that mediate poverty among Dalit and Muslim students and access to quality education. This is a comparative study with the use of mixed methods research technique. The snowballs sampling technique was used for data collection as well as some stock narratives were collected from students of various schools in Haldwani. Galtung's structural violence theoretical perspective was used to know the structural condition of Dalit and Muslim students. This study shows that online education needs instantaneous and easily accessible technology, as online education is widening the gaps between rich and poor and accelerating the concept of equality. This can be improved through better education policies through the government and the structural violence happening with students can be eliminated.
Keywords: Online education, Structural violence and Religion

Introduction

The entire world is battling the Coronavirus epidemic, so the World Health Organization has declared Covid-19 a public health emergency. Because of this situation, the whole world is using the lockdown strategy. As the weeks pass, it is clear that the coronavirus is not an equal opportunistic epidemic. Many suffer from it while many have lost their wealth and business. It has seen its horrific killings on the poor, besides it also adversely affects the education of students, so almost all educational institutions in India are adopting online education mode in this situation.

In the Covid-19 period, almost all educational institutions in India are helping students by conducting online classes for covering their syllabus according to the academic calendar. This is beneficial because when all the educational institutions are closed during this period, it is a ray of hope that students will learn something. Virtual education offers several platforms, such as online chats and video conferencing, through which students and teachers can connect. These days, the priority of virtual learning has been seen at a large standstill due to the closure of schools and institutions. In India, education is no longer limited to the classroom. If we look at photos from 10-20 years ago, we can see how delivering knowledge has changed dramatically. Technology has infiltrated practically every aspect of our lives, and the introduction of

online and computers (Tamrakar & Mehta, 2011). The online learning industry in India is expanding rapidly, thanks to new start-ups and increased internet and smartphone usage. India's e-learning sector is projected to be worth $3 billion. Learning using electronic tools to access educational curriculum outside of a regular classroom is known as online education (Kebritchi et al., 2017).

Now the question arises whether online education is providing equal opportunity to all the students during this pandemic? To answer this question, we first need to look at the research done on it.

Review of Literature

Online or virtual education is a subject that reflects modernity. And being a new subject, such topics the researcher has received very little literature.

According to Jindal & Chahal (2018) Because of the rapid advancement of technology, changes in the education industry are unavoidable. A lot of research is being done to explore the advantages and disadvantages of online education over classroom education. Schools may now give effective classroom teaching through the internet in this era of technological advancement. Because traditional classroom paradigms are limiting, inflexible, and impracticable, an increasing number of students are opting for online programmes. This shift in the educational media is causing educational institutions to reconsider their distribution strategies for course content (Paul & Jefferson, 2019). The increase in the number of Internet users in India also considers future educational opportunities (Jindal & Chahal (2018; Naik et al., 2021; Dilucca & Souli, 2020).

Scholars have debated for a long time which model of education is better. Some argue that online mood is better and others argue that online is less effective than face-to-face courses. Still, others suggest that hybrid mode (e.g., mixed with online-to-face lecture) is the most desired and productive content delivery method for students. However, students' perceptions of online learning have been largely ignored compared to traditional face-to-face learning (Carter & Alshameri, 2016; Crawford et al., 2020). Elaine Allen, Jeff Seaman (2011) have defined "Online courses as those in which a minimum of 80 per cent of the course content is

delivered online and Face-to-face instruction are those courses in which less than 30 per cent of the content is delivered online." Because of the extensive use of the Internet and the penetration of technology, the need for web-based teaching and learning has skyrocketed (Al-FAHAD, 2009; Bao, 2020; Claywell el al., 2016; Gilbert, 2015). E-learning was formerly thought to be solely beneficial for remote learning programmes. But no one can deny that e-learning is the most revolutionary internet tool that has done miracles around the world and is now being used in education classrooms (Arkorful & Abaidoo, 2015; Ary, 2011; Imran, 2012). In the last ten years, online education has become increasingly popular. There was no significant difference in scores between students taking online and face-to-face sessions, according to studies (Arasaratnam et al., 2017; Stack, 2015). The online course involves students in the learning process, promotes positive student learning outcomes, and saves money for the institute (Herman, & Banister, 2007). Knowledge of technology can help bridge the gap between the rich and the poor, the educated and the uneducated (Appana, 2008; Chaney, 2010; Khan, 1997).

In this way, a review of the literature shows that online education is a better option for students, and both educational institutions and students are adopting such an education mood. This research paper explores whether all types of students in schools benefit from online courses and how different students view them. Or any students or students are not facing inconveniences due to this education trend?

Research Methodology

During the coronavirus epidemic, one day, a girl comes to the researcher's home for her work. The researcher asked about her and then asked her about her studies. She said that the schools had been closed due to the coronavirus, so the education has become zero and her study progress has been shown negative even in online classes. After that, the researcher's eagerness arose to know the status of online classes. The researcher first talked to some students about online classes. But it was not possible to do qualitative research on this issue because it was difficult to talk to students due to the coronavirus

epidemic. So the researcher decided to do quantitative research by online Google Forms. 50 Dalit and 50 Muslim students from 9th to 12th grade were taken from Haldwani city, located in the Nainital district of Uttarakhand. Because the students were from different boards, the researcher used a very simple questionnaire for Google Forms. The snowballs sampling technique was used for data collection as well as some stock narratives were collected from students of various schools in Haldwani. There is no better way to understand a society than through its stock of stories—myths, fables, parables, and tales (Kakar, 1989: 3). These stories open the door to the next phase of the study.

Structural Violence

Padhai to ab sirf ameeron ka liye hi ho rhi hai! (The studies have become a part of the rich's lifestyle only). This sentence shows the dryness and discrimination of the education system. According to the Indian constitution, everyone has the right to education, and it is also a human right. But, when it becomes limited to a particular group, it is inhumane. This is proof that a group of people are bent on believing that this is their destiny and that education is only the property of the elite. The reconstruction and dismantling of these domineering constructions can be understood through Johan Galtung's "Typology of Violence", Structural Violence theory. Galtung (1969) conceptualised the term 'structural violence' to describe broader social structures, leading to social inequality and poor life chances for certain groups of people in society. Structural violence is indirect in that it cannot cause direct physical harm to any other person. Violence is inherent in social structures, ubiquitous social structures that maintain unequal power and reveal unequal life possibilities (Gracia-Reid, 2008). Concerning education, structural violence can occur in society. If educational institutions and policies impede access to quality education, it refers to any constraint on human capacity due to social, economic and political structures (Farmer, 2005). Structural violence appears as 'unequal power and consequently unequal life prospects' Galtung (, 1969). This article posits the theory of structural violence as a useful way of conceptualising the educational experiences

of children from low-income families. Low-income students experience structural violence in specific ways based on a combination of oppressive social factors such as socioeconomic status, poverty, gender, race, ethnicity, geographic location (Burnett, 1999; Garcia-Reid, 2008). Robinson (2006) states that it refers to how society's institutions limit access to opportunities and the ability to access one's potential. The broad objective of this study was to examine the structural conditions and social structures that mediate poverty among Dalit and Muslim students and access to quality education. Other objectives of this research are:

- Analysing the impact of socioeconomic status on online education
- How do establish structural conditions in society impact students from different communities and create barriers to educational access for students from poor backgrounds?

Analysis

After collecting data by Google Forms, the impact of online classes on students was analysed by the Chi-Squared test by using SPSS version 20.0. The result obtained from the analysis is shown by the Exact Significance (P-value). The findings of all tests are reported according to the p = .005 level.

Chi-square Test

Table 1: Online Education and Religion

Online classes	Religion		Total
	Dalit	**Muslim**	
Yes	37	16	53
No	19	28	47
Total	56	44	100

$X^2=8.730^a$; df =1; p=.003

Table 1 shows that out of 50 Dalit and 50 Muslim students, only 37 Dalit and 16 Muslim students attended online classes. The p-value is .003, indicating that there is a significant relationship between religion and online education.

Table 2: Online Education and Gender

Online Classes	Sex		Total
	Female	**Male**	
Yes	21	32	53

No	37	10	47
Total	58	42	100

$X^2=15.634^a$; df =1; p=.000

According to Table 2, 21 out of 100 students, only 21 female and 32 male students attended the online classes during the COVIED pandemic. Because the p-value is less than .005, there is a significant relationship between gender and online education.

Table 3: Online Education and Area

Online classes	Area		Total
	Urban	Rural	
Yes	31	22	53
No	7	40	47
Total	38	62	100

$X^2=20.096^a$; df =1; p=.000

Table 3 shows that 31 out of 38 urban area students attend online classes, while only 22 out of 68 rural area students attend online classes. P-value .000 shows that there is a significant relationship between the field and online classes.

Table 4: Online Education and School Board

Online Classes	Type of School Board		Total
	CBSE	State Board	
Yes	27	26	53
No	6	41	47
Total	33	67	100

$X^2=16.421^a$; df =1; p=.000

According to Table 4, out of 33, only 27 CBSE board students attended online classes, while only 27 out of 67 of the state board students attending online classes, indicating that school boards and online There is a significant relationship between education and school board because the p-value is .000, which is less than .005.

Table 5: Online Education and Medium of Instruction

Online Classes	Type of school board		Total
	CBSE	State Board	
Yes	27	26	53
No	6	41	47
Total	33	67	100

$X^2=23.553^a$; df =1; p=.000

Table 5 shows that out of 70, only 26 Hindi medium students and 27 out of 30 English medium students are participating in online classes. The p-value is .000, so there is an important relationship between the medium of instruction and the online classes.

Table 6: Online Education and Family Income

Online Classes	Family Income			Total
	Low	Medium	High	
Yes	1	26	26	53
No	24	22	1	47
Total	25	48	27	100

$X2=44.441^a$; df =2; p=.000

If we talk about income, then it is known from Table No. 6 that out of 25 families with low income, only 1 family student is participating in online classes, whereas 26 out of 48 middle-income family students are attended, online classes. This proportion is highest in high-income families while 26 out of 27 high-income family students are attended online classes because the p-value is .000, which is less than .005, which proves that there is a deep correlation between family income and online classes.

Discussion

An analysis of statements related to social structures affecting low-income students' schooling experiences and quality education, particularly access to online education, is also essential. Because only after discussing these statements, the structural violence on students can be understood.

Agar hum bhi convent school mai padhte to shayad hamari bhi online classes chalti, lekin padhai to ab sirf ameeron ke liye ho rhi hai. sarkari school mai to online classes ho hi nhi rhi hai (If we would have been studying in a convent school, we could have had the opportunity of online classes but now it seems studies are limited to rich people only, to add on online classes are not even happening in Government schools). This statement has shown that poverty and underdevelopment are experienced by students as a profound source of distress in life. Students indicated that they lacked access to basic amenities and social services. It is clear from the statement that how a school going student feels helpless, how they will proceed in future when the

education system does not pay attention to the future of the student.

Students experienced poverty as the most prominent and widespread barrier to schooling. It is clear that due to low income, a sense of inferiority is developing among the students. According to a student Jin students ki online classes chal rhi hai unhe to hum se ziyada hi aayega aur unke number bhi ziyada hi aayeng (It is obvious that the students who are attending online classes would have much more knowledge and in turn get much more marks than us). However, students want to start and participate in their online classes because they are afraid that if they fail to do so, other students who are attending classes get higher marks. And they can understand education more clearly than the students participating in the online class.

Online classes chal hi nhi rhi hai aur jo chal rhi hai wo bhi hum attend nhi kar pa rhe hai, kiyoki usme net bohot kharch hota hai aur papa itna to recharge bhi nhi krate (At first, online classes are not going on and even if they are, it demands a lot of net requirement due to which we are not able to attend it as our father do not recharge this much).

It seems as if this statement has provided an important point of view to look at the other side of the education system. Online classes are a great initiative by schools. Still, it also blinds those students who cannot attend online classes due to issues such as low economic conditions, network problems and unsupported teachers. Society often divides people into special groups and external groups (Vinter & Litan, 2001). Unjust and oppressive practices (such as violation of education policy and law) should be faced and no matter which group it is associated with this. In this way, structural violence is injustice done to some other people indirectly by the people or social and governmental structure through the social system (Kant, 2006).

Conclusion

This study shows that online education needs instantaneous and easily accessible technology, as online education is widening the gaps between rich and poor and accelerating the concept of equality. This can be improved through better education policies through the government and the structural

violence happening with students can be eliminated.

In the context of schooling in the study, it is clear that structural violence plays into students and their families living in poverty. It creates barriers to children's access to quality education (online education). Structural violence is often at an invisible level through social, political, and economic mechanisms. This study has attempted to highlight the impact of these mechanisms on educational access through the lens of children. Children need a place in which they can speak for themselves and their voices can be heard.

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