

A STUDY ON EFFECIVENESS OF ONLINE CLASSES FOR DEAF STUDENT DURING COVID-19

Submitted in partial fulfillment of the requirement for the reward of

BACHELOR OF COMMERCE

By

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39740008



**BACHELOR OF COMMERCE
SCHOOL OF MANAGEMENT STUDIES**

**SATHYABAMA
INSTITUTE OF SCIENCE AND TECHNOLOGY**

(DEEMED TO BE UNIVERSITY)

**Accredited with Grade "A" by NAAC | 12B Status by UGC | Approved by AICTE Jeppiaar
Nagar, RAJIV GANDHI SALAI, CHENNAI – 600119**

MAY 2022



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SCHOOL OF MANAGEMENT STUDIES

BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **NANDANA.S (39740008)** who has done the Project work entitled **A STUDY ON EFFECIVENESS OF ONLINE CLASSES FOR DEAF STUDENTS DURING COVID-19** under my supervision from January 2022 to March 2022.

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DECLARATION

I **NANDANA.S (39740008)**. Hereby declare that the Project Report entitled “**ASTUDY ON EFFECTIVENESS OF ONLINE CLASSES FOR DEAF STUDENTS DURING COVID - 19**” done by me under the guidance of **Dr. TR. KALAI LAKSHMI, M.B.A., M.A., M.Phil., Ph.D., Associate Professor, Department of Management Studies** is submitted in partial fulfillment of the requirements for the award of Bachelor of Commerce degree.

DATE:

PLACE: CHENNAI

NANDANA.S

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I wish to express my thanks to all Teaching and Non-teaching staff members of the School of Management Studies who were helpful in many ways for the completion of the project.

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ABSTRACT

The COVID-19 pandemic brought about many challenges to course delivery methods, which have forced institutions to rapidly change and adopt innovative approaches to provide remote instruction as effectively as possible. Creating and preparing content that ensures the success of all students, including those who are deaf and hard-of-hearing has certainly been an all-around challenge. This study aims to investigate the e-learning experiences of deaf students, focusing on the Schools around Chennai. Particularly, we study the challenges and concerns faced by deaf students during the sudden shift to online learning. We used a mixed-methods approach by conducting a survey as well as interviews to obtain the information we needed. Our study delivers several important findings. Our results report problems with internet access, inadequate support, inaccessibility of content from learning systems, among other issues. Considering our findings, we argue that institutions should consider a procedure to create more accessible technology that is adaptable during the pandemic to serve individuals with diverse needs.

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

The COVID-19 pandemic has necessitated the introduction of various public health measures to control its spread, including social distance measures. Such policies have affected nearly every sector of the economy, including education. Unfortunately, Gleason et al. indicated that People with Disabilities (PWD) are often disproportionately affected in times of drastic and unintended changes. In the case of COVID-19, PWD are facing challenges in education because social distance measures have forced education institutions to shift from face-to-face learning to e-learning. Some of the challenges faced include a lack of support, expensive internet access, the inability to work with the e-learning system, among others. It is important to raise awareness of how inclusivity in education can be achieved during the COVID-19 era, such as promoting the use of blended learning, providing sign language options, and improving support for disabled persons. It is also important to resolve barriers to education for disabled students, which include technical problems, time, absence of simultaneous translation, among others.

In the last few years, studies on challenges associated with e-learning depended on the evolution as well the development of the e-learning system. There are usually three types of interactions in e-learning systems, i.e., teacher to learner, learner to course contents, and learner to learner interaction. Several studies have been conducted in Saudi Arabia to analyze the impact of COVID-19 on multiple factors, such as financial, psychological, political, and societal attitudes. Furthermore, a number of studies investigated the use of online learning within Saudi Arabia during the COVID-19 period. Researchers focused on online learning of English courses using blackboard, and examined the student satisfaction with the teaching quality of case-based discussion (CBD) sessions. Another study investigated the online learning facilitated syllabus delivery and assessments during COVID-19 and found that it was important to improve IT infrastructure, teacher training on online education, and student engagement, whereas found that it was challenging to teach complex scientific concepts through online means, and there was low interaction between students.

However, studies performed on disability, specifically with deaf students, are limited. There are only two studies that investigated deaf education during the pandemic. investigated the deaf students' situations

through 20 ministry of education channels that were utilized during the locked down period. The goal of the study to provide an alternative educational method aimed for Deaf students. The second study was conducted by Alsadoon and Turkestani, where they investigated the obstacles that the instructors faced while they were teaching for online classes. Both studies were conducted on teachers of deaf students, but they did not examine the deaf students' challenges and concerns during the sudden shift to online learning. Our study is the first to focus on challenges deaf students have faced, when transitioning to online learning during the pandemic. Thus, such students may have low self-esteem in communication, which may affect how they learn using the e-learning platforms. Furthermore, the context of this research is unique in terms of its gender focus, given that the Technical and Vocational Training Corporation only admits male students, unlike the participants in other studies that were both male and female. Therefore, the context of this study is very unique and its findings will be a great contribution to the body of research on the subject.

The aim of the current study is to explore the e-learning experiences of deaf students during the COVID-19 period. The survey helped in discovering new insights and estimating the prevalence of some aspects using a larger population, as well as providing explanations for support or opposition to some questions. Since the education of deaf students via online learning have not been previously investigated, this study will shed light on issues and challenges that can occur for the deaf students while learning online.

INDUSTRY PROFILE

1.2 INDUSTRY PROFILE

Schools for the deaf are unique and provide a community of genuine membership for many deaf children. They provide extracurricular activities, leadership opportunities, and mentoring by successful deaf and hard of hearing adult role and language models.

In Signing schools Students are taught through sign language, and instruction is designed to allow children to develop age-appropriate fluency in two languages: a signed language and a written language.

The first deaf school in the world was established in Paris in 1760. Now, there are deaf schools around the world, with 49 residential schools and 47-day schools located in the United States.

Schools that teach deaf children usually focus either on the spoken language of the community or on sign language. Some schools teach deaf children to speak and use sign language at the same time, or to speak and use finger spelling.

Students in these schools develop **emotional, social and cognitive abilities** that are crucial to realizing human potential and identity. They provide extracurricular activities, leadership opportunities, and mentoring by successful deaf and hard of hearing adult role and language models.

Today **simultaneous communication** is the most common form of communication used in educational settings for deaf children.

This leaves an estimated **77.4%** currently in mainstreamed in regular schools. By contrast, the same table and calculation puts the percentage of Deafblind students that are in specialized programs or schools versus mainstreamed in regular schools at: 59.9% and 23.6%.

COMPANY PROFILE

1.3 COMPANY PROFILE

Established in 1926, the Little Flower Convent Higher Secondary School for the Blind is run by the sisters of the I.C.M. congregation. The school aims at developing the basic skills and talents of wards through holistic education.

The facilities provided to students include Walkman, tape recorders and taped lessons and readers. Scribes assist students to prepare and write for their exams. Braille instructors give slow learners special help after class hours.

Their other programmes

include the once-a-week session for parents of day scholars to help their children at home. Vocal music and Instrumental music - Violin, Piano, Flute, Tabla and Clarinet are also taught.

Little Flower Convent for the Blind An outstanding feature is that the school has recorded hundred per cent results in both the X and XII standard board examinations since its inception.

The school is aided by the Government of Tamil Nadu and functions under the Social Welfare Department.

Little Flower Convent Hr. Sec. School for the Deaf is located at, G.N. Chetty Road Greams Road Near Gemini Flyover in Chennai district of Tamil Nadu, India. Little Flower Convent Hr. Sec. School for the Deaf is a high secondary school, schools for deaf and dumb school.

It believes in overall development of the students by balancing academics, extra-curricular activities, sports in the state of art infrastructure within the campus. The school offers playgrounds for cricket, basketball, volleyball, table tennis, badminton and other sports. The admission process for this School starts every year in the month of May and School starts in July.

The admission process for Little Flower Convent Hr. Sec. School for the Deaf starts every year in the month of May and School starts in July. For admissions to Little Flower Convent Hr. Sec. School for the Deaf School, parents should do following steps:

- Schedule appointment with admissions office of the school.
- Get registration form either from School office or from School website.
- Fill up registration form and submit with necessary documents to admission office.

Little Flower Convent Hr. Sec. School for the Deaf School believes in overall development of the students by balancing academics, extra-curricular activities, sports in the state of art infrastructure within the campus. provides following facilities:

- Classroom
- Library
- Playground
- Bus Transport
- Computer Laboratory
- Science Laboratory

The school offers playgrounds for cricket, basketball, volleyball, table tennis, badminton and other sports.

CHAPTER 2

THEORETICAL BACKGROUND

2.1 Theoretical Background

2.1.1 Challenges of learning and teaching during COVID-19

The world has faced obvious challenges in different sectors during the COVID-19 pandemic and in particular for the education sector. The quick adaptation to distance learning for all levels and courses has been a struggle for teachers and students (Reimers et al., 2020). That experience may have been even more intense and harder to adapt for students with disabilities. Numerous working components must be included in a 'successful' online distance learning experience.

The physical equipment, the lack of institutional capacities and resources, the inability to digitize the learning physical resources, and the shortage of students access to digital devices have been the main technical challenges. A strikingly high number of schools and colleges have experienced other problems in terms of delivering alternative learning methods, creating content that ensures the inclusion of the majority of students, and providing clear instructions for students on how to cope and follow up. It suggested that one of the main challenges has been to scale up the teachers' competencies to "acquire online-driven competencies in planning, implementing, and assessing the performance of their students". The numerous glitches or full-on failures to deliver quality education was a stressor for teachers, parents and students.

Focusing on the social and emotional aspects, explored the "anxiety, lack of peer contact and reduced opportunities for stress regulation" as the main challenges in the time of crises. There are different mental health problems related to the COVID-19 pandemic and its subsequent restrictions. Wright et al. (2020) stated that students with disabilities are "among the most vulnerable individuals" in crisis that may affect them and their families' emotional and mental health on the long run. In many publications, for example, stressed

that mental health topics should now be added and integrated into the classes and curriculum. In addition, online mental health services were recommended to help students and their families during crisis.

2.1.2 Pre-Pandemic Learning Process

The normal education process involves face-to-face learning, which entails training in the classroom that has been conducted since the 1950s. The face-to-face learning includes in-person lectures and text-book readings, which were mostly preferred in the pre-pandemic period because they emphasize on human–human interactions. With the advent of technology, blended learning was introduced, where face-to-face interactions were complemented with technology. For example, as of 2016, they had introduced a Learning System Management (LMS) known to make learning more interactive and student-centered. The learning process in the pre-pandemic period was as follows:

- Students did not have experiences on how to use the full functionality of Blackboard, except to review course materials.
- Students used to give their homework and projects as hand-outs or using Dropbox to submit them. For project courses, student used to email teachers about any updates and the final submission of the course delivery.
- Students used a portal enables students/trainees to obtain many services such as the tracking training record and the attendance and grades, etc. to access their grades, personal information, and their process of attending their courses.

2.1.3 Learning Management Systems (LMSs)

Learning Management Systems (LMSs) have become very popular in modern universities because of their ability to deliver content remotely, enhance interactions, improve feedback, and provide analytics to teachers to assess performance. The first LMS system was known as First Class and was developed in 1990. Some of the most popular LMS applications in Saudi Arabia today are: Blackboard (89% popularity), Moodle (7% popularity), and D2L (4% popularity).

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this hermeneutical, phenomenological study was to provide a better understanding of how deaf students perceive online learning by researching lived experiences and bringing attention to needed accommodations that might bring online learning up to an equal learning standard for both the hearing and deaf student body. In general, this study aimed to investigate the advantages deaf school students enjoy from online learning over the mainstream classroom setting. In particular, three skills of deaf school students, which were writing, reading, and English literacy, were explored on the basis of the impacts of online learning on twenty-first century postsecondary education for deaf students. To do this, a hermeneutic phenomenology design was used to gather data, which was analysed based on hermeneutic and phenomenological principles. As the researcher, I played a role as a human instrument and all ethical considerations were implemented in a qualitative research design.

Open-ended questions were asked of the participants for the purpose of searching for emerging themes in the provided data. The following sections contain a summary of the methodology of the study that was deemed appropriate for the quest for information. A qualitative study has a structure that can be utilized to recover descriptive data that leads to credible results (Anderson & Spenser, 2002). Chapter three also included summaries of the population selected for the study, the appropriateness of the research design, data collection procedures, internal and external validity, trustworthiness, and the manner of analysis of recovering the data.

This chapter, methodology presents the research methods and procedures to be used in this study. Specifically, this contains the design, instrument, respondents, and environment, sampling technique of this research. And of course, this chapter will discuss the data collection procedure or how the data will be analysed.

3.1 Need for the study

The need for the study is

- To identify how flexible is to learn from the online classes for Deaf students rather than learning from school.
- To identify the accessibility of the approach needed for Online classes like Mobile phone, Internet access and other needs which are mandatory for online classes.
- To identify about the Cost Effectiveness of learning from online classes
- To identify how the students are feeling Comfortable during online classes
- Also, to identify how safe is to learn from online classes during this pandemic situation

3.2 Objectives of the study

The objectives of the study are to:

- Study the measures taken by Government of India to support online learning process during the lockdown period for Covid-19.
- Enlighten various online tools/platforms adopted by educational institutions during the pandemic Covid-19.
- Highlight some merits and demerits of Online Learning and put suggestions for improvement.
- Enlist the views of learners and educators on online learning system during lockdown.
- To identify proper ways of sharing information
- To determine the different factors that could help student to be comfortable of eLearning.
- To identify the importance of their skills.
- To determine their preferred learning environment.
- To determine the different factors for making an online course effective.

3.3 Limitations of the study

1. Screen exposure may cause health issues among students

During online classes, students have to sit before the screens of their devices for long periods of time. The classes may take 4-5 hours that can be quite tiring for students. Some students may suffer from eyesight issues. Long exposure to screens may also induce headache in many students. Sometimes students can also develop bad posture and other physical problems due to leaning towards their screens.

2. Students struggle to focus on the screen

For taking online classes, one's device must be connected to the internet. This makes various social media and other sites easily accessible that comes to be the biggest distraction for students. Thus, while listening to the online lectures for long hours, the biggest challenge for students is to stay focused. Such situations can be avoided by being an active learner and keeping up the meaningful and relevant conversation with the teacher.

3. Network breakdown and other technology issues

This perhaps is the most common and the biggest disadvantage of online learning. Though the countries have worked far better for developing a good internet system, a consistent connection with decent speed is still a problem in many smaller cities and villages. Breakdown of internet connection or poor range of internet can break the continuity in learning for the child. This may discourage students from attending classes regularly and learning their curriculum.

4. Lack of social interaction

When in school, students get to learn a lot from their peers. While being with friends, they learn to be patient, get rid of disappointment and compete as well. There are many students who are habitual of enhancing their learning by participating in group studies and lively group discussions. However, in an online class, there is minimum or no physical interactions between students and teachers. This may result in a sense of isolation for the students that can affect their studies quite badly.

5. Increased the responsibility of parents

Online education has increased the responsibility of the parents of students as they are required to observe their kids more closely what was earlier done by the teachers in the class. They have to keep an eye on their kids to check if they are being attentive in the virtual class and are not wasting time in other activities. Due to this extra role of the invigilator, many parents are feeling tiresome in handling their own work and their kids' classes at the same time.

3.4 Research Design

The descriptive methods of research will be used in this study to identify the positive Effects of Online Learning on Communication Between Teachers and Students During Covid-19 Pandemic. This is a design in which groups of items or objects are studied by collecting and analyzing data from only a few people considered being an exact representative of the entire group.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 PERCENTAGE ANALYSIS

Table 4.1.1 Age of the respondents

S. No	Particulars	No of Responses	Percentage
1	15 Year - 18 Year	3	14%
2	18 Year - 21 Year	10	45%
3	21 Year - 23 Year	6	27%
4	23 years of above	3	14%
	Grand Total	22	100%

Source: Primary data

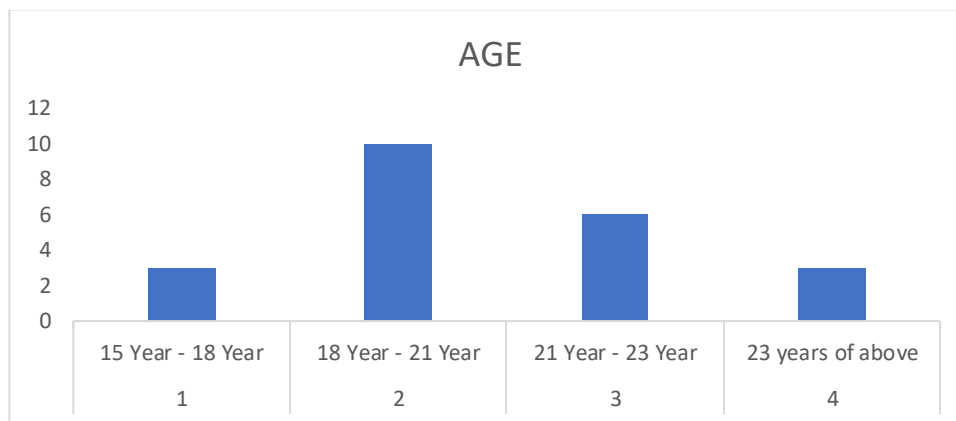


Chart 4.1.1 Age of the respondents

Interpretation

From the above table it is interpreted that the number of respondents between 18 to 21 age of respondents are 45% between 21 to 23 age of respondents are 27% between 15 to 18 age of respondents are 14% between 23 years above age of respondents are 14%.

Inference

Majority (45%) of the respondents are age between 18 to 21.

Table 4.1.2 Gender of the respondents

S. No	Gender	Total	Percentage
1	Female	13	59%
2	Male	9	41%
	Grand Total	22	

Source: Primary data

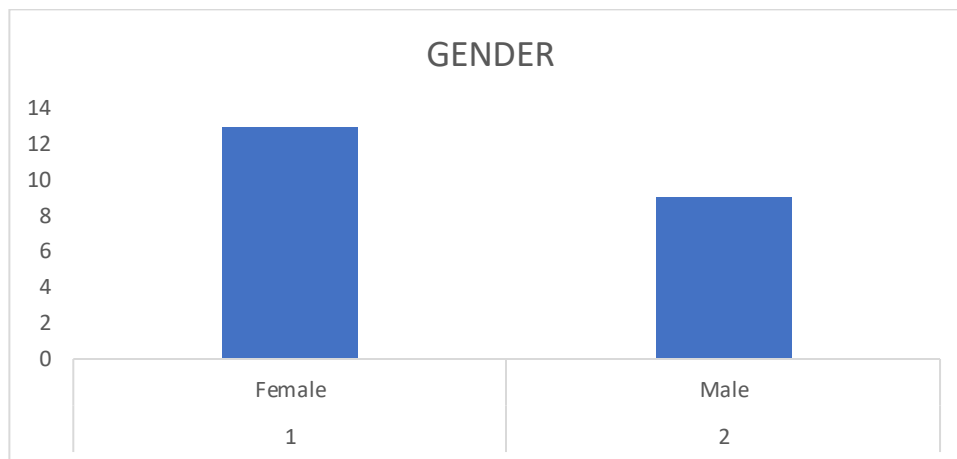


Chart 4.1.2 Gender of the respondents

Interpretation

From the above table it is interpreted that the number of Male respondents is 41% and number of Female respondents is 59%.

Inference

Majority (59%) of the respondents are Female.

Table 4.1.3 Education of the respondents

S. No	Education	Total	Percentage
1	10th Standard	2	9%
2	12th Standard	3	14%
3	Graduation	15	68%
4	Post-Graduation	2	9%
	Grand Total	22	

Source: Primary data

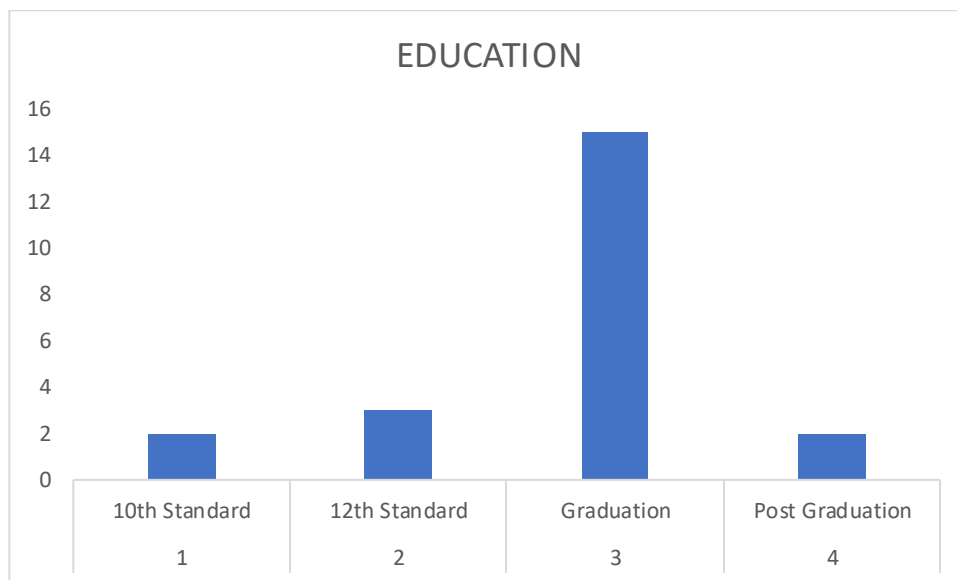


Chart 4.1.3 Education of the respondents

Interpretation

From the above table it is interpreted that the number of 10th Standard respondents are 9%, number of 12th Standard respondents are 14%, number of Graduated respondents are 68% and the number of Post Graduated respondents are 9%.

Inference

Majority (68%) of the respondents are Graduated.

Table 4.1.4 E-Learning recommended in Covid Pandemic

S. No	E-Learning recommended in Covid Pandemic	Total	Percentage
1	No	2	9%
2	Yes	20	91%
Grand Total		22	

Source: Primary data

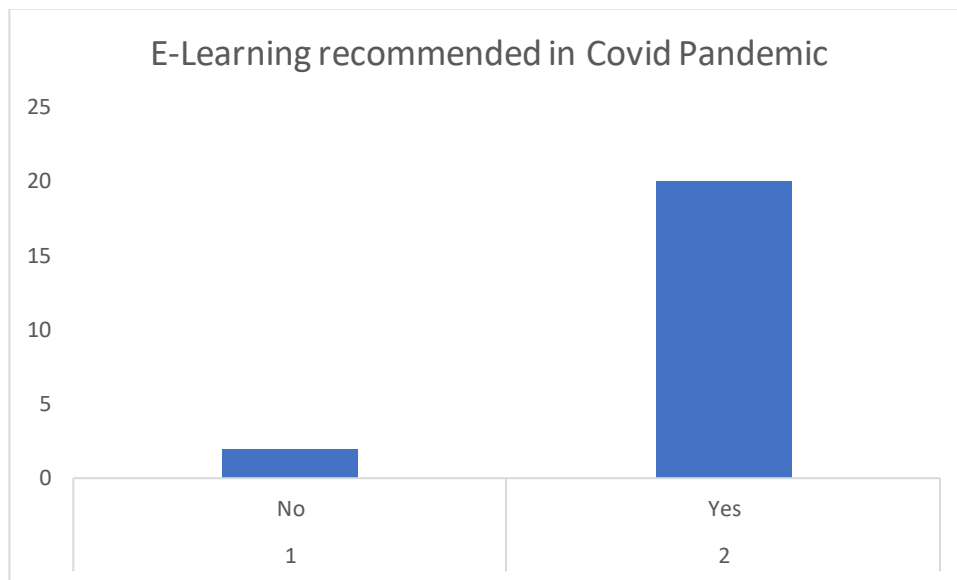


Chart 4.1.4 E-Learning recommended in Covid Pandemic

Interpretation

From the above table it is interpreted that the number of respondents recommending the E-Learning courses are 91% and only 9% respondents are not recommending E-Learning course.

Inference

Majority (91%) of the respondents are recommending the E-Learning courses.

Table 4.1.5 Learning through Online Classes

S. No	Online classes improve self-motivation and able to work independently	Total	Percentage
1	No	3	14%
2	Yes	19	86%
	Grand Total	22	

Source: Primary data

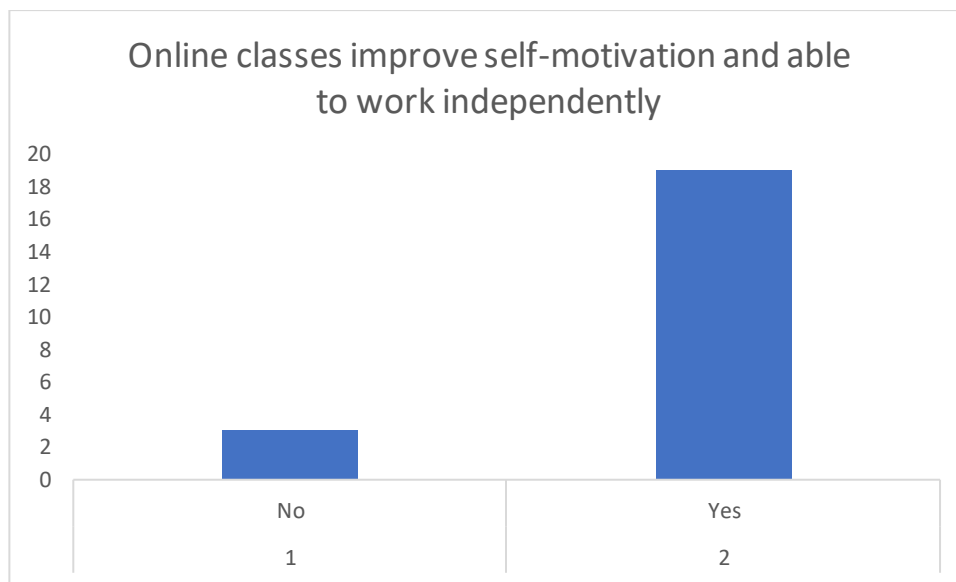


Chart 4.1.5 Learning through online classes

Interpretation

From the above table it is interpreted that the number of respondents agreeing the Online classes improves Self-motivation and able to work independently are 86% and only 14% are not agreeing the same.

Inference

Majority (86%) of the respondents are agreeing the Online classes improves Self-motivation and able to work independently.

Table 4.1.6 Corona Spreading during online classes

S. No	During online classes corona spreading is reduced	Total	Percentage
1	No	4	18%
2	Yes	18	82%
	Grand Total	22	

Source: Primary data

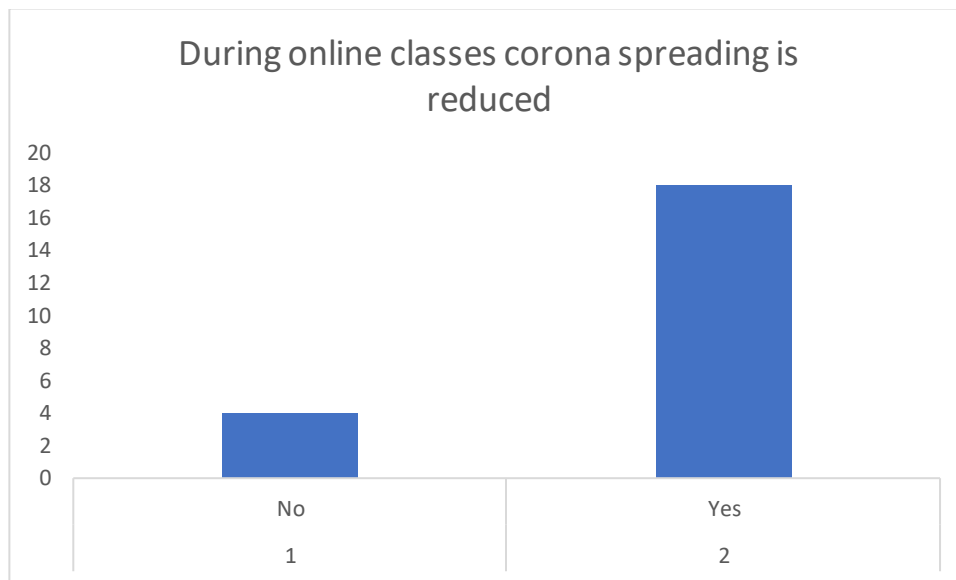


Chart 4.1.6 Corona spreading during online classes

Interpretation

From the above table it is interpreted that the number of respondents agreeing the Corona spreading is reduced during online classes are 82% and only 18% are not agreeing the same.

Inference

Majority (82%) of the respondents are agreeing the Corona spreading is reduced during online classes.

Table 4.1.7 Students Convenient during online classes

S. No	time being convenient for students in online classes	Total	Percentage
1	No	3	14%
2	Yes	19	86%
	Grand Total	22	

Source: Primary data

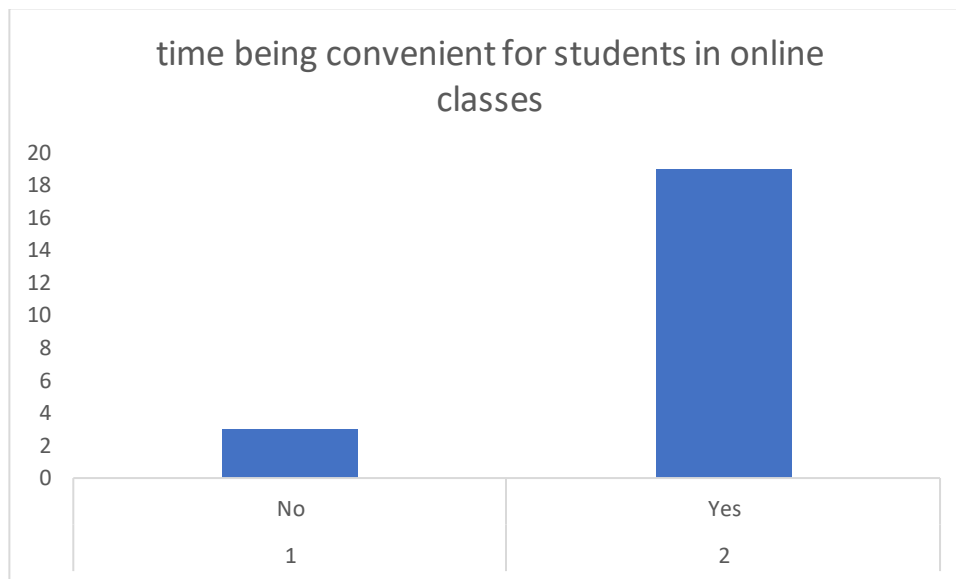


Chart 4.1.7 Students Convenient during online classes

Interpretation

From the above table it is interpreted that the number of respondents being Convenient during online classes are 86% and only 14% are not Convenient for Online classes.

Inference

Majority (86%) of the respondents are Convenient during online classes.

Table 4.1.8 Advantages of Online classes

S. No	Advantages of online Classes	Total	Percentage
1	All the above	13	59%
2	Geographic Flexibility	4	18%
3	Improve Your Technical Skills	3	14%
4	More Comfortable Learning Environment	2	9%
	Grand Total	22	

Source: Primary data

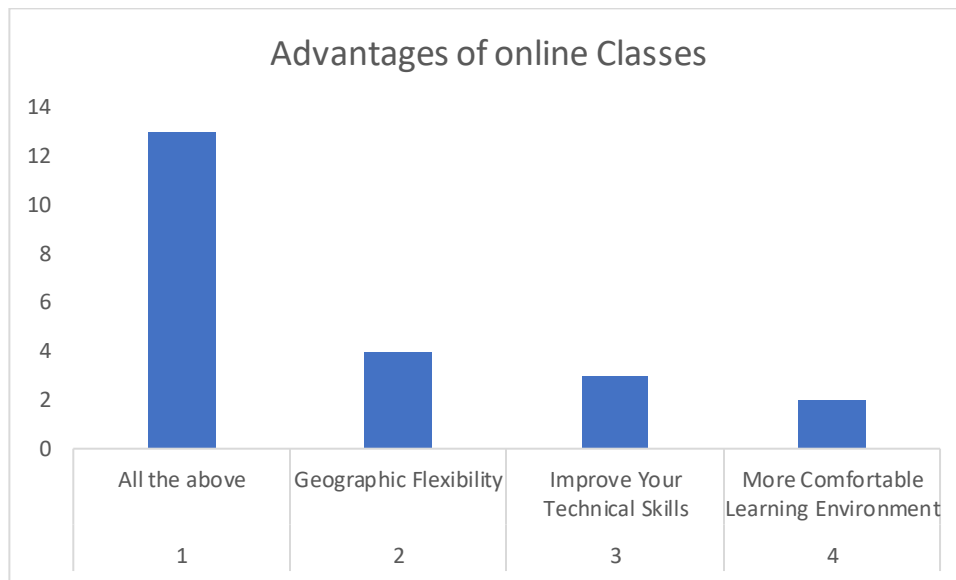


Chart 4.1.8 Advantages of Online classes

Interpretation

From the above table it is interpreted that the number of respondents agreeing the online class creating Geographic flexibility are 18%, Improving Technical skills are 14%, more comfortable Learning environment are 9% and agreeing all these scenarios are 59%.

Inference

Majority (59%) of the respondents are agreeing the advantages of Online classes as Geographic flexibility, Improving Technical skills and more comfortable Learning environment.

Table 4.1.9 Communication with Teachers

S. No	communicate with teacher during the closing of school buildings	Total	Percentage
1	Classroom Web-based Platform (e.g., Google Classroom)	5	23%
3	Email	10	45%
4	Other	2	9%
5	Phone	5	23%
	Grand Total	22	

Source: Primary data

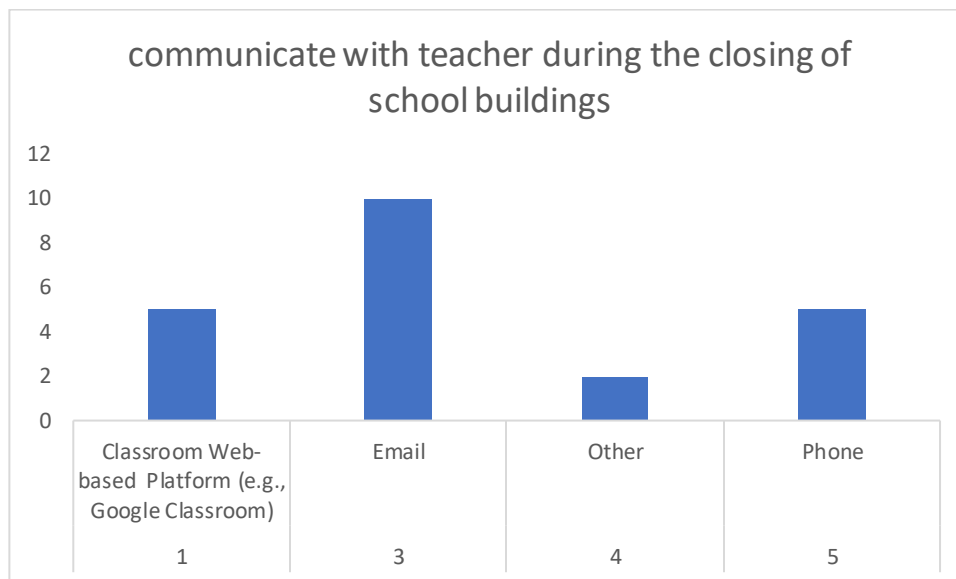


Chart 4.1.9 Communication with Teachers

Interpretation

From the above table it is interpreted that the number of respondents communicate with teachers through email are 45%, through Phone are 23%, through Classroom web-based platform are 23% and through other methods are 9%.

Inference

Majority (45%) of the respondents are communicating with their teachers through E-mail.

Table 4.1.10 Essential gadgets needed

S. No	Essential gadgets needed to attend online education	Total	Percentage
1	High speed internet	5	23%
2	Laptop	12	55%
3	Learning space with furniture	1	5%
4	Smartphone	3	14%
5	Video camera	1	5%
	Grand Total	22	

Source: Primary data

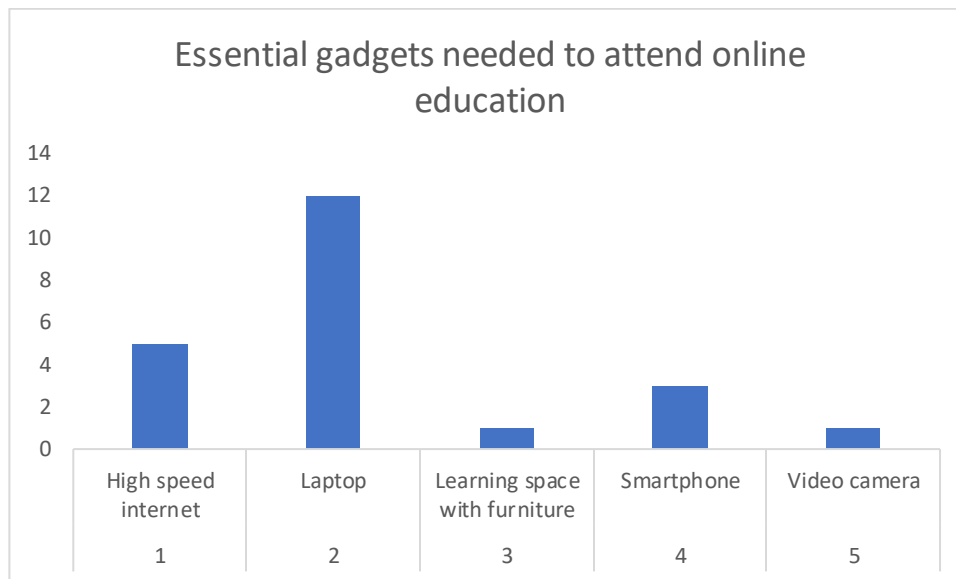


Chart 4.1.10 Essential gadgets needed

Interpretation

From the above table it is interpreted that the number of respondents needed the essential gadgets as Laptop are 55%, as High-speed Internet are 23%, as Smart phone are 14%, as video camera are 5%, and needed Learning space with furniture are 5%.

Inference

Majority (55%) of the respondents needed Laptop as a Essential gadgets for their online classes.

CHAPTER 5

FINDING AND SUGGESTIONS

5.1 FINDINGS

- Majority (45%) of the respondents are age between 18 to 21.
- Majority (59%) of the respondents are Female.
- Majority (68%) of the respondents are Graduated.
- Majority (91%) of the respondents are recommending the E-Learning courses.
- Majority (86%) of the respondents are agreeing the Online classes improves Self-motivation and able to work independently.
- Majority (82%) of the respondents are agreeing the Corona spreading is reduced during online classes.
- Majority (86%) of the respondents are Convenient during online classes.
- Majority (59%) of the respondents are agreeing the advantages of Online classes as Geographic flexibility, Improving Technical skills and more comfortable Learning environment.
- Majority (45%) of the respondents are communicating with their teachers through E-mail.
- Majority (55%) of the respondents needed Laptop as an Essential gadgets for their online classes.

5.2 SUGGESTIONS

Some useful steps for smooth functioning of Online Learning are as suggested below:

1. Online platforms with enhanced safety and safeguarding measures, especially for virtual learning tools should be ensured. The devices must have the latest software updates and antivirus programs otherwise the security of personal data may be compromised as one can hack the digital devices.
2. High speed internet connectivity should be ensured in order to improve smooth access for all including learners of disadvantaged groups and low-income families.
3. All should follow the new guidelines released by UNICEF and partners to keep kids safe during online classes.
4. Schools should monitor good online behaviours of children while conducting online classes.
5. Parents should ensure that children's devices have the latest software updates and antivirus programs. They should work with children to establish rules for how, when, and where the internet can be used. They should also speak to their children on how and with whom they are communicating online.
6. Social networking platforms should enhance online platforms with more safety measures, especially while using virtual learning tools.
7. Government should take necessary steps to train all stakeholders of education on online learning platform to tackle such crisis of lockdown during any pandemics. Government should create awareness on online education with safety measures for children and take measures to create awareness on cyber security.
8. Online learning is not affordable for all including the poor and disadvantaged groups of the society. So necessary steps should be taken by Government/educational institutions to minimize this gap between privileged and unprivileged learners.
9. Learners and educators must be familiar with Web-based interactions such as email, discussion boards and chat rooms before joining online classes.
10. Government/educational institutions should adopt the policy to provide free internet and free digital gadgets to all learners in order to encourage online learning as a result of which people would get engaged themselves during lockdown and remain safe from pandemics.

5.3 conclusion

Online Learning is the most common method of distance learning today. During the lockdown period for Covid-19, online learning is the best platform to keep learners/educators engaged and safe by maintaining social distancing. Govt. of India has initiated different online learning platforms to continue educational activities during lockdown period which are also been recognised by UNESCO and World Bank. Online Learning method utilises various applications of the internet to distribute classroom materials and help learners and educators interact with one another. Using the various technologies available for Online Learning, educators can provide a more interactive distance learning experience by delivering real-time, synchronous video conferencing. Online learning is considered as future learning process and this platform has a potential of overall change in pedagogy of teaching learning in the modern world. However, necessary steps must be taken to train all stakeholders of education on online learning platform. Government/educational institutions should adopt the policy to provide free internet and free digital gadgets to all learners in order to encourage online learning as a result of which people would get engaged during lockdown and remain safe from pandemics. Online Learning is the best method of learning at this time of lockdown due to the outbreak of Covid-19 and further in-depth statistical study may be undertaken on impact of online learning during lockdown period.

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ANNEXURE (QUESTIONNAIRE)

1. Name: _____
2. Gender: a) Male b) Female
3. Marital Status: a) Married b) Unmarried
4. Age: a) Less than 15 years b) 15 years - 18 years c) 18 years to 21 years
d) 21 years - 23 years e) 23 years of above
5. Education: a) 6th-9th standard b) 10th standard 12th standard c) Graduation
d) Post Graduation
6. Family Income: a) less than 2 lakhs b) 2lakhs - 4 lakhs c) 4lakhs - 6 lakhs
d) above 6 lakhs
7. Was E-Learning recommended in Covid Pandemic?
 - Yes
 - No
8. Online classes improve self-motivation and able to work independently
 - Yes
 - No
9. I am comfortable with spending several hours at a time on a computer for online classes
 - Yes
 - No
10. During online classes corona spreading is reduced
 - Yes
 - No
11. How is corona Spreading reduced during online classes?
12. Explain your time management to do extra courses through in online?

13. Give some suggestions to improve Non-remote areas?
14. Is the time being convenient for students in online classes?
- Yes
 - No
15. Advantages of online Classes
- Scheduling Flexibility
 - More Comfortable Learning Environment
 - Geographic Flexibility
 - Improve Your Technical Skills
 - All the above
16. Why online classes compulsory in covid-19 situation? Give your feedbacks
17. How do you feel over all about distance education?
- Poor
 - Average
 - Below Average
 - Good
 - Excellent
18. What device can be used use for distance learning?
- Smartphone
 - Laptops
 - Desktop
 - Tablets
 - All the above

19. How much time can be spent each day on an average on distance education?
- 1-3hours
 - 3-5hours
 - 5-7hours
 - 7-10hours
 - Any of the above based on course
20. What is the future of online education?
21. What technology-based applications can be used for online learning? Select all that apply.
- WebEx meetings
 - Google for education (G-Suite, Google Classroom or Meets)
 - Zoom
 - Teams
 - Social Media
 - Other
22. How can you communicate with your teacher during the closing of school buildings?
- Select all the apply
- Classroom Web-based Platform (e.g., Google Classroom)
 - Website
 - Email
 - Social Media
 - Phone
 - Home Visit
 - Others

23. In your opinion, due to the current circumstances created by the COVID19 virus, when schools fully reopen, will online/distance teaching remain part of school practice?

- School will be a little different, with more online learning than before
- Online teaching will become integral to school practices
- Very little will change
- School will return its original practice with minor changes

24. What are the freedoms does online education can give?

- Budget friendly
- Staffing issues will not better as lot of videos will better to learn
- Interest of students can be pursued even when the interest among the class wanes
- Distant learning helps students' cross boundaries

25. How does online education help people who are working?

26. What are the essential gadgets you should to attend online education.

Check all the boxes that apply

- Smartphone
- Laptop
- High speed internet
- Video camera
- Learning space with furniture