

IMPACT OF ONLINE CLASSES ON THE SATISFACTION & PERFORMANCE OF STUDENTS

Submitted in partial fulfillment of the requirements for the award of

Bachelors of Business Administration

by

SIRIVERI PRAVEEN KUMAR

Register No.(39280027)



SCHOOL OF BUSINESS ADMINISTRATION

SATHYABAMA

**INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

**Accredited with "A" Grade by NAAC | 12B Status by UGC | Approved by
AICTE**

Jeppiaar Nagar, RAJIVGANDHI SALAI, CHENNAI-600119

April-2022



SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)

Accredited with "A" Grade by NAAC | 12B Status by UGC | Approved by AICTE
Jeppiaar Nagar, Rajiv Gandhi Salai, Chennai-600119
www.sathyabama.ac.in

SCHOOL OF BUSINESS ADMINISTRATION

BONAFIDE CERTIFICATE

This is to certify that this Project Report is the Bonafide work of
SIRIVERI PRAVEEN KUMAR(39280027) who have done the Project work entitled
"IMPACT OF ONLINE CLASSES ON THE SATISFACTION & PERFORMANCE OF
STUDENTS" under my supervision from January 2022 to March 2022

Internal Guide Ms.SHEEBA

Dr. BHUVANESWARIG.
Dean-School of Business Administration

Submitted for Viva voce Examination held on_____.

Internal Examiner

External Examiner

DECLARATION

ISIRIVERI PRAVEEN KUMAR(39280027) here by declare that the Project Report entitled "**IMPACT OF ONLINE CLASSES ON THE SATISFACTION & PERFORMANCE OF STUDENTS**" done by me under the guidance Ms.SHEEBA.T, M.Com., M.Phil., NET,MBA,SET is submitted in partial fulfillment of the requirements for the award of Bachelors of Business Administration degree.

DATE:

PLACE:

SIGNATUREOFTHECANDIDATE

ACKNOWLEDGEMENT

I am pleased to acknowledge my sincere thanks to Board of Management of **SATHYABAMA** for their kind encouragement in doing this project and for completing it successfully. I am grateful to them.

I convey my sincere thanks to **Dr. BHUVANESWARI G.**, Dean, School of Business Administration and **Dr. PALANIA.**, Head, School of Business Administration for providing me necessary support and details at the right time during the progressive reviews.

I would like to express my sincere and deep sense of gratitude to my Project Guide Ms. SHEEBA.T, M.Com., M.Phil., NET, MBA, SET for his valuable guidance, suggestions and constant encouragement paved way for the successful completion of my project work.

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

(SIRIVERI PRAVEEN KUMAR)

ABSTRACT

This study will provide maximum information of the usage Online Class. Online Class is one of the pandemic situation full thing to study every one complete course. Presently Online classes are increases day by day in our daily life. Many Sites are coming to study online courses also. Google provide the accessibility sweet which helps to speak whatever it is in the screen it will readout for us. Especially it is useful for differently abled persons. So, this project captures the satisfaction toward usage of online classes user in Students. Reviews of literature and research methodology will teach you many experiences of the Online classes. Many authors suggested that Online Class essay will make us productive. The study used has unknown population, so convenience sampling technique has been used. Primary date has been used for the project and the data collected through online with help of Google form. The total sample size of the study was 165. This project found that the customers satisfaction toward Online Class are satisfactory but still Online Class user wants give preference about Online Class that are, features of the site unavailable, problems prevented channels from loading, but the home page and videos still work, issue also affected TV shows people purchase through GoogleTV. The study found that new platform to increases the knowledge and career point of improvement of students. Overall, the project the found that study helps to change your life and better to study to all.

TABLE OF CONTENTS

CHAPTERNO.	TITLE	PAGENO
	ABSTRACT	
1	INTRODUCTION	1
	1.1Introduction	1
	1.2 Advantages	1
	1.3 Disadvantages	2
	1.4 Industry profile	5
	1.5 Challenges	8
2	2.REVIEWS OF LITRATURE	10-17
3	RESEARCHMETHODOLOGY	18
	3.1ResearchDesign	18
	3.2 Sources of Data	18
	3.3Structure of Questionnaire	18
	3.4 Sampling Technique	18
	3.5 Period of Study	18
	3.7 Limitations of the Study	18
4	DATA ANALYSIS AND INTERPRETATION	19-47
5	5.1Findings	49
	5.2 Suggestions	49
	5.3Conclusion	49
	Annexure(Questionnaire)	50
	REFERENCES	50

CHAPTER – 1

IMPACT OF ONLINE CLASSES ON THE SATISFACTION & PERFORMANCE OF STUDENTS

1.1 Introduction:

No one imagine that Covid-19 would turn our world upside and down, would bring major changes to our lifestyle. Online education became more popular among various learning platform and a necessity for students given the pandemic situation precautions. It took some time for everyone to adapt to the new normal. Most of the schools and educational institutions moved to online mode to resume their studies. As a result, teaching is undertaken remotely on digital platforms instead of physical classrooms. Learning never stops and hence teachers came out with this online education platform.

The challenges of online learning are multifaceted. Online learning has played a crucial role during the pandemic, but its consequences cannot be ignored. One of the biggest challenges of online learning that many students face is the struggle to focus for long durations on screen. Online classes are not completely reliable as internet connectivity plays a vital role. There is a plethora of distracting content available online which attracts and distracts the students more often than not.

It is observed, students would login into the class and then get distracted with other activities. Students are free from the regulations and boundaries of an appropriate classroom environment. It is a nominal presence for most of the students. Just for sake of attending the classes online. For most student's curriculum is not given importance by the students. The notebook work may have been taken lightly. Physical classroom interaction provides children, especially those in their early developmental years, with a stable environment for social interactions, helping them develop skills like empathy and cooperation. It helps them in their overall development and real-life situations. And for college aged learners the practical classes are only a dream since students cannot do experiments of their practical curriculum being at home.

1.2 Advantages:

The great advantages of online classes are, it provides leaning platform for all.

A level playing field: Learners have a certain measure of anonymity. Discriminating factors such as age, dress, physical appearance, disabilities, race, and gender are largely absent. Instead, the focus of attention is clearly on the content of the discussion. **Access to resources:** Students have access to resources and materials that may be physically located anywhere in the world.

An instructor can compile a resource section online with links to scholarly articles, institutions, and other materials relevant to the course topic for students to access for research, extension, or in-depth analysis of course content material. **Creative Thinking among students:** While many classes still exist which are based on lectures and rote memorization of material the online classes provide room for self-direction and critical thinking. The nature of the semi-autonomous and self-directed world of the Virtual Classroom makes innovative and creative approaches to instruction even more important.

A Dynamic Learning experience: In the online environment, the facilitator and student collaborate to create. As educators transform their courses to take full advantage of the online format, they must reflect on their course objectives and teaching styles. Many of the qualities that make a successful online facilitator are also tremendously effective in the traditional classroom.

Access to Expertise: An online college education might give students access to specialized degree courses that may not be available in an easily accessible or local institution of learning.

Online classes allow the sharing of expertise that helps more people have access to education that is not readily available in certain geographic locations.

Flexibility: Students have the freedom to juggle their careers and school because they aren't tied down to a fixed schedule.

In traditional classroom timings are set, and the student has no power over this, forcing them to work their schedules around these dates. Most people who choose online learning tend to have other commitments, and prefer this mode of learning as it gives them power over how they will delegate their time towards their different projects.

Reduced Costs: Online education can cost less due to a variety of reasons. For example, there is no cost for commuting. Assorted costs that are related to transport, such as fuel, parking, car maintenance, and public transportation costs don't affect the online student.

Better Time Management: Time Management is essential more not only when you are a student but also when you plan to work. One of the things we know employers expect is that we manage our time effectively. It's never enough to be at your desk on time in the morning and stay through the end of the day; most of us are expected to get more projects done in less time.

Online classes keep you on a regular schedule of making and meeting deadlines, allowing you to practice managing your time and staying productive week-to-week. Employers often appreciate the time management skills needed to complete an online degree program and view these skills as a valuable asset in potential employees.

New Technical Skills: Your online degree also equates to strong technical skills, a definite plus for any job seeker. As part of your coursework, you will likely need to utilize digital learning materials, get familiar with new tools and software, and troubleshoot common issues.

Improved Virtual Communication and Collaboration: Learning to work with others in a virtual environment can make you a more effective leader. You'll develop critical leadership skills by utilizing specialized knowledge, creating efficient processes, and making decisions about best communication practices, such as what should be discussed in-person or electronically.

1.3 Disadvantages:

While online programs have significant strengths and offer unprecedented accessibility to quality education, there are weaknesses inherent in the use of this medium that can pose potential threats to the success of any online program. These problems fall into six main categories:

1. Technology

Equity and Accessibility to Technology

Before any online program can hope to succeed, it must have students who are able to access the online learning environment. Lack of access, whether it be for economic or logistic reasons, will exclude otherwise eligible students from the course. This is a significant issue in rural and lower socioeconomic neighborhoods. Furthermore, speaking from an administrative point of view, if students cannot afford the technology the institution employs, they are lost as customers. As far as Internet accessibility is concerned, it is not universal, and in some areas of the United States and other countries, Internet access poses a significant cost to the user. Some users pay a fixed monthly rate for their Internet connection, while others are charged for the time they spend online. If the participants' time online is limited by the amount of Internet access they can afford, then instruction and participation in the online program will not be equitable for all students in the course.

Computer Literacy

Both students and facilitators must possess a minimum level of computer knowledge in order to function successfully in an online environment. For example, they must be able to use a variety of search engines and be comfortable navigating on the World Wide Web, as well as be familiar with Newsgroups, FTP procedures, and email. If they do not possess these technology tools, they will not succeed in an online program; a student or faculty member who cannot function on the system will drag the entire program down.

Limitations of Technology

User friendly and reliable technology is critical to a successful online program. However, even the most sophisticated technology is not 100% reliable. Unfortunately, it is not a question of if the equipment used in an online program will fail, but when. When everything is running smoothly, technology is intended to be low profile and is used as a tool in the learning process. However, breakdowns can occur at any point along the system. For example, the server which hosts the program could crash and cut all participants off from the class; a participant may access the class through a networked computer which could go down; individual PCs can have numerous problems which could limit students' access; finally, the Internet connection could fail, or the institution hosting the connection could become bogged down with users and either slow down or fail altogether. In situations like these, the technology is neither seamless nor reliable, and it can detract from the learning experience.

The students

While an online method of education can be a highly effective alternative medium of education for the mature, self-disciplined student, it is an inappropriate learning environment for more dependent learners. Online asynchronous education gives students control over their learning experience and allows for flexibility of study schedules for nontraditional students; however, this places a greater responsibility on the student. In order to successfully participate in an online program, students must be well organized, self-motivated, and possess a high degree of time management skills in order to keep up with the pace of the course. For these reasons, online education is not appropriate for younger students (i.e., elementary or secondary school age) and other students who are dependent learners and have difficulty assuming responsibilities required by the online paradigm.

The Facilitator

Lack of Essential Online Qualities

Successful on-ground instruction does not always translate to successful online instruction. If facilitators are not properly trained in online delivery and methodologies, the success of the online program will be compromised. An instructor must be able to communicate well in writing and in the language in which the course is offered. An online program will be weakened if its facilitators are not adequately prepared to function in the Virtual Classroom. An online instructor must be able to compensate for lack of physical presence by creating a supportive environment in the Virtual Classroom where all students feel comfortable participating and especially where students know that their instructor is accessible. Failure to do this can alienate the class both from each other and from the instructor. However, even if a virtual professor is competent enough to create a comfortable virtual environment in which the class can operate, still the lack of physical presence at an institution can be a limitation for an online program. For the faculty as well as the participants, such things as being left out of meetings and other events that require on-site interaction could present a limiting factor in an online program.

The Administration and Faculty

Some environments are disruptive to the successful implementation of an online program. Administrators and/or faculty members who are uncomfortable with change and working with technology, or feel that online programs cannot offer quality education, often inhibit the process of implementation. These people represent a considerable weakness in an online program because they can inhibit its success.

Sometimes administration cannot see beyond the bottom line and look at online programs only as ways to increase revenues and are thus not committed to seeing online programs as a means of providing quality education to people who would otherwise not be able to access it. In such a case, an institution that is not aware of the importance of proper facilitator training, essential facilitator characteristics, and limitations of class size would not understand the impact that these elements can have on the success of an online program.

The Online Environment

Levels of Synergy

Online learning has its most promising potential in the high synergy represented by active dialog among the participants, one of the most important sources of learning in a Virtual Classroom. However, in larger classes (20 or more students), the synergy level starts to shift on the learning continuum until it eventually becomes independent study to accommodate the large class. At this point, dialog is limited as well as interaction among participants and the facilitator. The medium is not being used to its greatest potential.

What Should Not Be Taught Online

Even with recently generated excitement and enthusiasm for online programs, it is important to recognize that some subjects should not be taught online because the electronic medium does not permit the best method on instruction. Examples include: hands-on subjects such as public speaking, surgery, dental hygiene, and sports where physical movement and practice contribute to the achievement of the learning objectives. These subjects are probably best taught in a face-to-face traditional learning environment. Hybrid courses may represent a temporary solution to this problem, thus making that portion of the course more accessible to a greater number of people who would otherwise have difficulty getting to campus. However, solutions of that sort still underline the fact that online teaching cannot satisfy all educational needs and goals. Just because it may be technologically possible to simulate a physical learning experience, this does not necessarily mean that it is the best way to teach it.

The Curriculum

The curriculum of any online program must be carefully considered and developed in order to be successful. Many times, in an institution's haste to develop distance education programs, the importance of the curriculum and the need for qualified professionals to develop it are overlooked. Curriculum and teaching methodology that are successful in on-ground instruction will not always translate to a successful online program where learning and instructional paradigms are quite different. Online curriculum must reflect the use of dialog among students (in the form of written communication) and group interaction and participation. Traditional classroom lectures have no place in a successful online program. Education of the highest quality can and will occur in an online program provided that the curriculum has been developed or converted to meet the needs of the online medium.

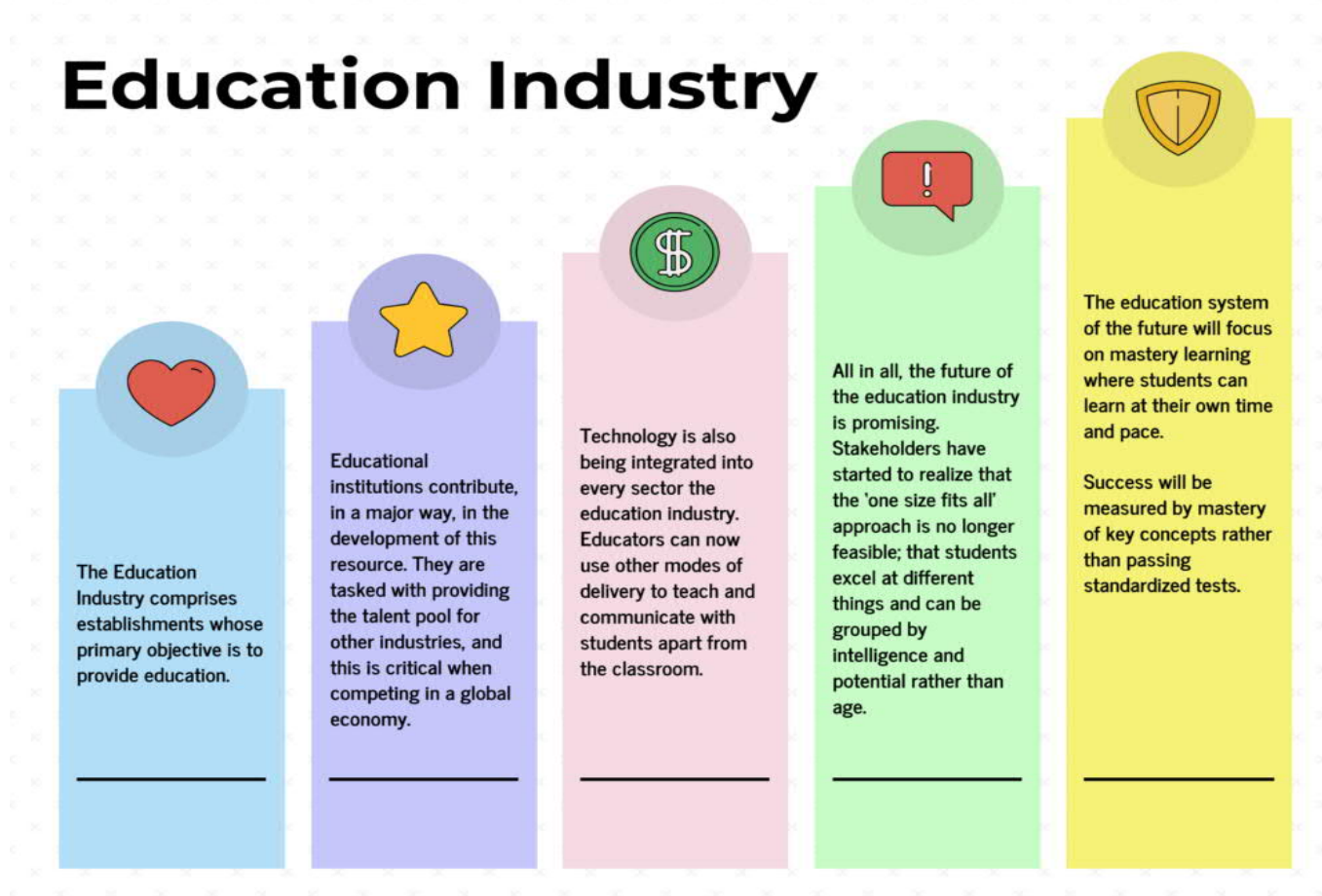
Today is a very exciting time for technology and education. Online programs offer technology-based instructional environments that expand learning opportunities and can provide top quality

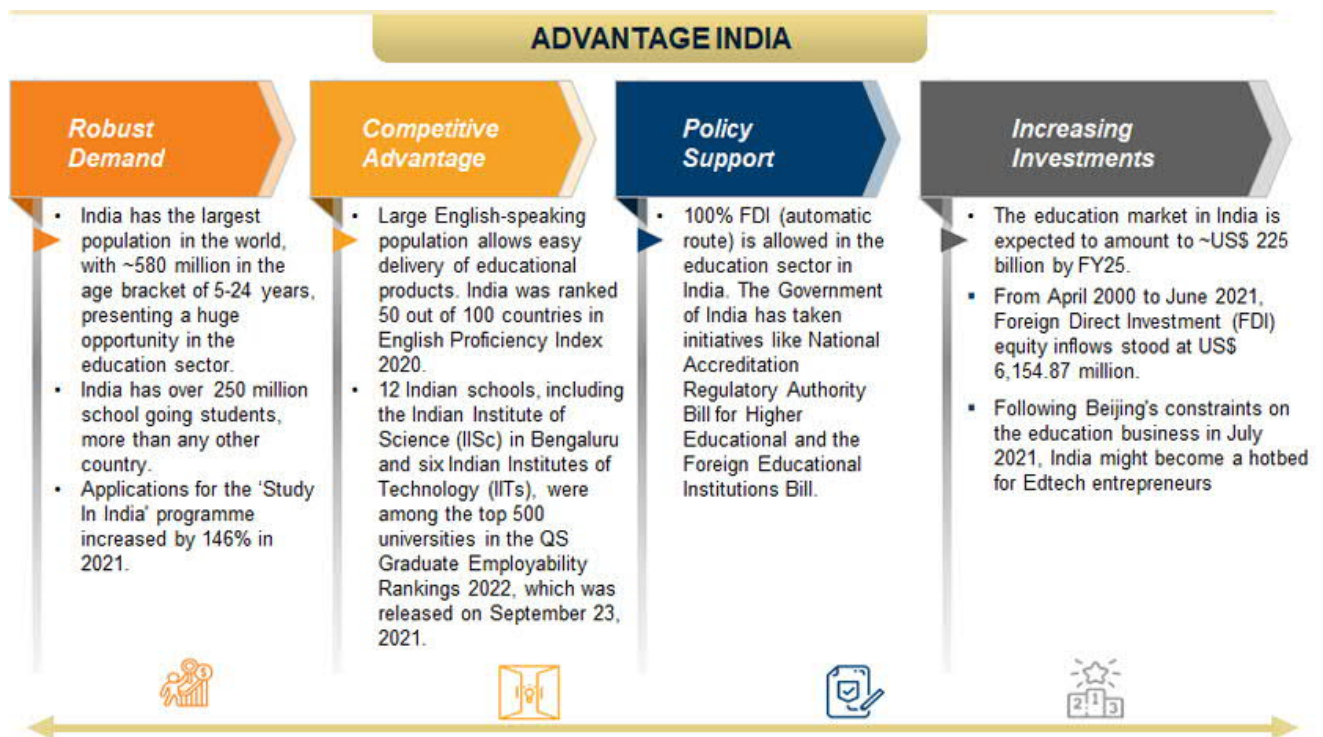
education through a variety of formats and modalities.

With the special needs of adult learners who need or want to continue their education, online programs offer a convenient solution to conflicts with work, family, and study schedules. Institutions of higher education have found that online programs are essential in providing access to education for the populations they wish to serve.

Hence, we can conclude the fact that in order for an online program to be successful, the curriculum, the facilitator, the technology, and the students must be carefully considered and balanced in order to take full advantage of the strengths of this format and at the same time avoid pitfalls that could result from its weaknesses.

1.4 Education Industry Analysis





India's education sector offers a great opportunity with ~26.31% of India's population in the age group of 0 to 14 years. Education sector in India is expected to reach US\$ 180 billion in FY20. India's higher education segment is expected to increase to Rs. 2,44,824 crore (US\$ 35.03 billion) by 2025. India was ranked 34 among the 100 countries in English Proficiency Index 2019. Increasing internet penetration is expected to help in education delivery.

India has over 250 million school going students, more than any other country. It also has one of the largest networks of higher education institutions in the world. Number of colleges in India reached 39,931 in FY19. The number of universities in India reached 1,014 in FY22 (until October 2021), up from 760 in FY15. As of May 17, 2021, number of universities in India reached 988. India had 37.4 million students enrolled in higher education in 2018-19. In FY21, Gross Enrolment Ratio in higher education in India was 27.1%. Higher education institutes in India are focusing on creating online programmers due to the increasing demand from consumers. In India, the online education market is forecast to reach ~US\$ 11.6 billion by 2026. ICAR is one of the largest national agricultural organizations in the world. It has 122 institutes and 67 agricultural universities across India, as of July 2021.

According to KPMG, India has also become the second largest market for E-learning after the US. The sector is expected to reach US\$ 1.96 billion by 2021, with about 9.6 million users from US\$ 247 million and around 1.6 users in 2016.

In 2020-21, there were 9,700 total AICTE approved institutes. Of the total, there were 3,610 undergraduate, 4,768 postgraduate and 3,979 diploma courses in AICTE approved institutes as of August 2021. In FY22 (until June 2021), of the total 8,985 institutes, there were 3,623

undergraduate, 4,787 postgraduate and 3,986 diploma courses approved by the All-India Council for Technical Education.

According to the National Institutional Ranking Framework, 7 positions were bagged by prominent Indian Institutes of Technology out of the top 10 institution rankings in 2020. As of September 2021, A total of 71 Indian institutions have been qualified for the Times Higher Education World University Rankings 2022, up from 63 in 2020. As per the QS employability rankings 2022, the Indian Institute of Science (IISc), Bengaluru, six Indian Institutes of Technology (IITs), Delhi University, University of Mumbai, University of Calcutta, OP Jindal Global University, Sonipat and BITS Pilani were among the top 500 universities.

Under the National Education Policy 2021, the government will set up regional, national institutes for virology, >15,000 schools, 100 new Sainik schools and 750 Eklavya model residential schools in tribal areas. Education sector in India remains to be a strategic priority for the Government. The Government has allowed 100% Foreign Direct Investment (FDI) in the education sector through the automatic route since 2002. From April 2000 to June 2021, Foreign Direct Investment (FDI) equity inflows stood at US\$ 6,154.87 million. In India, the edtech market is expected to reach ~US\$ 3.5 billion by 2022. Indian ed-tech startups have received a total investment of US\$ 2.22 billion in 2020, up from US\$ 553 million in 2019.

The Cabinet chaired by the Prime Minister, Mr. Narendra Modi approved the National Education Policy 2020, making way for large scale, transformational reforms in both school and higher education sectors. The policy is built on foundational pillars of Access, Equity, Quality, Affordability and Accountability, and is aligned with the 2030 Agenda for Sustainable Development. According to Union Budget 2021-22, the government allocated Rs. 54,873.66 crore (US\$ 7.53 billion) for Department of School Education and Literacy, compared with Rs. 59,845 crore (US\$ 8.56 billion) in Union Budget 2020-21. The government allocated an expenditure budget of Rs. 38,350.65 crore (US\$ 5.28 billion) for higher education and Rs. 54,873 crore (US\$ 7.56 billion) for school education and literacy. The government also allocated Rs. 3,000 crore (US\$ 413.12 million) under RastriyaSchachter Shiksha Abhiyan (RUSA).

In 2021-22, the Ministry of Education has been allocated US\$ 12.52 billion, the eight-highest figure allocated to all ministries. The allocation constitutes 2.67% of the central government's estimated expenditure for 2021-22. In September 2021, Amazon launched its global computer science education initiative in India. The aim of this initiative is to offer 1 lakh students the opportunity to study computer science.

In October 2021, Biju's is planning to raise Rs. 2,200 crore (US\$ 300 million) to increase the company's valuation from US\$ 16.4 billion in 2020 to US\$ 18 billion in 2021. This funding will be used to expand the company's business in global markets and focus on more acquisitions. On

September 17, 2021, Mr. Ashwini Vaishnav, the Minister of Railways, Communications, Electronics and Information Technology, launched Rail Kaushal Vikas Yojana, a programme under the aegis of Pradhan Mantri Kaushal Vikas Yojana (PMKVY), in Rail Bhavan to empower youth by providing entry-level training in industry relevant skills through railway training institutes as part of 75 years of Azadi ka Amrit Mahotsav. IIT Kanpur's Foundation for Innovation & Research in Science & Technology, India, and Toronto Business Development Centre, Canada, have signed a memorandum of understanding to provide business advisory, investor and industry connections to start-ups—such as Startup Visa and Soft-Landing Programmed—qualifying under the Toronto Business Development Centre's programmes.

In September 2021, The NITI Aayog announced a collaboration with BYJU's. In this partnership, students in government schools in 112 'aspirational districts will have free access to the company's 'quality learning materials. BYJU'S will also give free engineering and medical entrance test preparation sessions to ~3,000 deserving students in Classes 11 and 12 through Aakash Institute.

In September 2021, Spherion Solutions developed Skidoos, a school search aggregator aimed at bridging the gap between schools and students by ensuring that the proper education provider meets the deserving candidate and vice versa.

In May 2021, researchers from the Indian Institute of Technology (IIT) Madras announced its collaboration with representatives of the Mobile Payment Forum of India (MPFI) to build voice-based applications in multiple vernacular languages to aid and boost adoption of digital money transactions in the country.

In April 2021, the Ministry of Education (MOE) and University Grants Commission (UGC) started a series of online interactions with stakeholders to streamline the forms and processes for reducing compliance burden in the higher education sector, as a follow-up to the government's focus on ease of doing business to enable ease of living for the stakeholders.

The Union Minister for Skill Development and Entrepreneurship, Dr. Mahendra Nath Pandey, and Mr. Barry O'Farrell, Australian High Commissioner, participated in a virtual meeting to operationalize and implement VET cooperation to promote development of occupational standards in order to strengthen cooperation in skill development and vocational education and training (VET) between India and Australia.

1.4. Challenges:

Now that it is crystal clear that online learning is a popular way of obtaining instruction as a way of education that is performed through software applications.

1. Communication:
2. Lack of Face-to-Face learning.

3. Network issue.
4. Capability of understanding.
5. Lack of motivation through appreciation.
6. Infrastructure challenges at home – Ex: Destruction.

CHAPTER 2

Literature of Various Reviews on: “*Impact of Online Classes on Satisfaction & Performance of Students*”.

Priyanka Prakash (2021) stated that No one imagined that Covid-19 would turn our world RID upside down and would bring major changes to our lifestyle. The virus has spread everywhere like a wild forest fire due to which numerous changes were accepted by people all over the world, and it took some time for everyone to adapt to the new normal.

Online learning is rapidly becoming one of the most effective ways to impart education. The impact of the virus was so strong that online education became a seemingly ubiquitous part of our growing world, which resulted in the closure of schools and no further physical interaction of teachers with students. Fortunately, soon enough most of the schools and educational institutions moved to online mode to resume their studies. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely on digital platforms

Ram Gopal (2021) reported that schools and colleges are moving towards educational technologies for student learning to avoid a strain during the pandemic season. Hence, the present study’s objective is to develop and test a conceptual model of student’s satisfaction pertaining to online teaching during COVID-19, where both students and teachers have no other option than to use the online platform uninterrupted learning and teaching.

Krishna Sagar (2020) reported that Online education has gained immense popularity among working professionals and students pursuing higher education. These categories of online learners find immense benefit in the autonomy and flexibility that these courses offer. Online courses can be planned around their schedule which may include full-time employment, internships and caring for family. Online learning can also help them take out some quiet time to study.

Online courses call for a greater amount motivation and self-discipline than a classroom-based course. A classroom has one or more instructors and peers, who can hold a student accountable for their course-work. In contrast, online courses involve setting our own goals, tracking progress and meeting deadlines. One does not learn effectively in isolation so online courses do offer discussion forums, email and one-on-one support. Technology also adds on to the visual experience by incorporating animations that can be used interactively for effective learning and communication. The classroom advantages

Ravikumar (2021) have stated that the challenges of online learning can impact children

to a great extent; loss of motivation, self-discipline, and the need to study are some of the biggest problems children face. Impacts include the lack of efficiency of technology, the difficulty for pupils to understand the concepts taught, and online learning causes social isolation and results in pupils not developing the necessary communication skills. Factors that determine how well a pupil's education performs in online learning include individual learning styles, learning environments, and the level of parental involvement.

Ambika Selvara (2020) reported that Online education in the context of schooling as students' progress to higher classes in school, they seek more autonomy and intellectual freedom. Online learning can help them pursue highly individualized learning programmes, possibly even college level courses. These, combined with hands-on exercises, real world exploration, and thorough assessments, can be highly beneficial to their learning progress. They can explore their options by trying out introductory topics from different fields, before committing to a specialisation. Online learning platforms can help these students become more independent learners, before they make their way into college. I believe that we must not hold back students from pursuing an online course but instead provide them guidance as they navigate through it.

Piyush Goyal (2020) have stated that even though the pandemic has put social interaction on hold not only for students but for everyone, a significant number of students have agreed that offline learning is much more beneficial in terms of socializing

Downfall in Productivity

Since going to university meant adhering to a certain schedule, it is no wonder that studying from home has affected the student's productivity. Of course, the classes still begin and end at a certain time, but it is much easier to get up knowing you need to go to a physical class than watching the lecture while lying half-asleep in bed. Offline classes offer much less distractions, while the students have found it very hard to focus on the screens without diverting their attention. For many of them, procrastination has become the synonym to online classes, and they have found it hard to manage their own schedule

Umabharathi (2020) reported that still, in 2020, sitting next to friends in class has changed to seeing their faces in small Zoom video boxes (or not seeing them at all - let's face it, "my camera is not working" has become a catchphrase for many students). This way, online learning changed the students' perception of education itself with a few significant factors involved.

Increased Stress and Anxiety Levels

It might seem that studying at home, which is a familiar and comfortable environment, should benefit the students. However, it turned out to be quite the opposite case - students have reported that their levels of anxiety have increased, leading to stress, mental disorders and even depression. Considering the threat that COVID-19 has imposed on their health and the rapid

change in everyday lives due to safety measurements, it is quite understandable why switching to online learning has been stressful. Besides, for many students, going to university was a way to escape a stressful or unpleasant environment at home, and going back has influenced them largely.

Karan (2020) reported that schools and colleges are moving towards educational technologies for student learning to avoid a strain during the pandemic season. Hence, the present study's objective is to develop and test a conceptual model of student's satisfaction pertaining to online teaching during COVID-19, where both students and teachers have to use online uninterrupted learning and teaching

Vijay Sharma (2019) noticed that The COVID-19 crisis has forced education systems worldwide to find alternatives to face-to-face instruction. As a result, online teaching and learning have been used by teachers and students on an unprecedented scale. Since lockdowns – either massive or localized - may be needed again in the future to respond to new waves of the infection until a vaccine becomes available, it is of utmost importance for governments to identify which policies can maximize the effectiveness of online learning. This policy brief examines the role of students' attitudes towards learning in maximizing the potential of online schooling when regular face-to-face instruction cannot take place. Since parents and teachers play a fundamental role in supporting students to develop these crucial attitudes, particularly in the current situation, targeted policy interventions should be designed with the aim of reducing the burden on parents and help teachers and schools make the most of digital learning.

Rajeev Roy (2019) have stated that Unfortunately, despite best efforts to set up a supportive remote learning experience, evidence is emerging to show that school closures have resulted in actual learning losses. Research analyzing these outcomes is ongoing, but early results from Belgium, the Netherlands, Switzerland, and the United Kingdom indicate both learning losses and increases in inequality. Alarming, these losses are found to be much higher among students whose parents have less education, a finding reinforced by a study showing that children from socioeconomically advantaged families have received more parental support with their studies

Y. Levy, (2022) investigated different aspect of e-learning for checking its effectiveness by considering reviews from the students. The research work takes into account the view of drop out students and compares them to the successful student. There is found to be a striking difference in their views as drop out find the e-learning as ineffective and useless. The study therefore establishes the fact that the intention, performance and individual approach make e-learning practices suitable for the students. However, the study does not comment on what additional factors are involved for students to drop out from the e-learning courses

Other than these, interactive videos are a major contributing factor that helps the students in analysis the subjects and evolve a deeper understanding of the study material. The 3D technology, various software and multi-dimensional approach have convincingly made e-learning equivalent to the classroom studies.

Narendra Singh(2022) noticed and reported that While students in Assam and several other states have gradually returned to schools and colleges, their counterparts in states like Delhi are still confined to homes, spending long hours online, leading to concerns over physical health and stress triggered due to the prolonged use of electronic devices. The education ecosystem of India, already weighed down by myriad issues such as school dropouts, learning deficiencies, teacher absenteeism, gender disparity and lack of infrastructure, now faces yet another big challenge-the widening digital divide. Even in the national capital, when government schools started online classes during the lockdown, the attendance hovered between "25 and 30 per cent".

Wiam Elshami, Mohamed H. Taha & Team (2021) investigated and came to a conclusion that the definition of satisfaction in online learning is complex and multidimensional and includes many factors, such as communication, student participation in online discussions, flexibility, workload, technology support, instructor pedagogical skills, and feedback. Faculty satisfaction is defined as the perception of the online teaching process as efficient, effective and beneficial for both students and faculty. On the other hand, student satisfaction is related to the value of the learning experiences.

Satisfaction with online learning is based on three learning theories: social cognitive theory, interaction equivalency theorem, and social integration theory. Students construct knowledge in a social context while interacting with others, engaging in activities, and receiving feedback. Therefore, satisfaction with the learning experience increases as multiple types of interactivities are used within the learning context. Engaging students in formal extracurricular activities in addition to their academic programmed improves student satisfaction. Informal faculty–peer social interaction is also valued in the learning process. Other studies have reported that measuring student satisfaction in online learning is a significant aspect of successfully promoting educational processes for institutions, faculty and learners.

Neloofa Varma (2022) expressed her positive attitude towards the impact of online classes that Quality of instructor with high fanaticism on student’s learning has a positive impact on their satisfaction. Quality of instructor is one of the most critical measures for student satisfaction, leading to the education process’s outcome Suppose the teacher delivers the course effectively and influence the students to do better in their studies. In that case, this process leads to student satisfaction and enhances the learning process

Dr Sindhu expressed her opinion about online classes that Expectation is a crucial factor that directly influences the satisfaction of the student. Expectation was utilized to determine the level of satisfaction based on their expectations Student's expectation is the best way to improve their satisfaction. It is possible to recognize student expectations to progress satisfaction level. Finally, the positive approach used in many online learning classes has been shown to place a high expectation on and has led to successful outcomes. Hence the hypothesis that expectations of the student significantly affect the satisfaction

Saghafi, Franz and Crowther (2020), Some research emphasizes the extent to which the absence of the F2F environment in asynchronous online teaching reduces the possibility of in-person interaction between students and instructors despite the importance that is still attached to F2F communication in students' learning experience the same and other research has pointed to the advantages that the online teaching environment offers – e.g. in terms of “shifting the learning environment to a more social, flexible and personal space” and thus promoting a student centered, problem-solving and social constructivist approach to learning The latter is, moreover, increasingly becoming a feature said to characterize contemporary learning settings in general.

According to Saghafi, Franz and Crowther (2020), the online learning setting will not, however, replace activities taking place in F2F environments in higher education. Rather, their research shows that both the F2F and web-based learning environments have their respective uses – but also their limitations. Therefore, they conclude that both settings works together in complementary ways for students if a holistic model for blended learning is adopted. Especially in professional education, opportunities for practice-related workshop activities are important for students' learning experience. Principally, it is the accessibility and flexibility of workshop spaces 24 hours – virtual or F2F – that is recognized as critical for students. According to Saghafi, Franz and Crowther's comparative study, the F2F synchronous workshop provides a learning space for students supporting hands-on skills training, peer learning and spontaneous feedback, while the virtual asynchronous workshop turns out to be better suited for constructive discussion, archival of design development and review of individual or peer progress.

who note that one of the advantages of the Muensterman (2021) 1 classroom setting involving online as well as F2F learning is that it supports the development of specific skills? In Westermann's study, students experienced that their critical thinking skills were stimulated because the online setting was used for preparing oral peer discussion in the F2F classroom environment through postings of written peer and teacher response in an online discussion forum (Westermann, 2021). In Gonzales-Gómez et al.'s study, students found themselves better equipped for solving general science problems during F2F classroom and laboratory activities

when online video lessons and instructions outlining the theoretical and practical aspects of laboratory work can be watched at any point in time prior to or after in-class sessions. The visualizing potentials of the online element in blended learning are investigated in studies by Both studies emphasize the extent to which online technologies can be used for creating a learning environment that through visual support represents an added value in students' learning experience. Graduate students' execution of the different steps in a problem-based learning project is, for instance, shown to be experienced as cognitively enriched through the latter's graphic representation via the use of Web 2.0 tools in an online learning platform mentioned earlier, students' experience of the learning community and their own learner identity appears to be significantly affected by the online element of blended learning education. Several studies point to the paradoxes that inhere in "the incorporation of information and communication technologies into the learning and teaching experience" On the one hand, it is pointed out that online LMSs – often used in online and blended education – create new opportunities for interactivity between student and The Electronic Journal of e-Learning between student and teacher and among students themselves. on the other hand, the digital learning environment offered by LMSs is also one in which students' geographical dispersal, asynchronous participation and limited visual contact are taken for granted

Therefore, the sense of belonging to a meaningful learning community is stressed as an important factor in online/blended learning students' learning experience especially because it is difficult to make their social presence perceptible in the online environment Moreover, studies have related students' sense of belonging to meaningful online learning communities to their engagement and learning achievement Nevertheless, although seen as a crucial factor, student-student interactions and collaboration activities are not necessarily the sole prerequisite for online/blended learning students to feel part of a learning community. The presence of engaging academic content and a strong teaching presence are considered just as important for creating this feeling. Since the establishing of meaningful learning communities is a distinct challenge in online/blended learning

the formation of learner identity is bound up with agency and feelings of being in control resulting from feelings of belonging to a learning community. They further claim that the development of "a strong and salient online identity" plays an important role for student retention and motivation in online learning programs. For the same reason, their study looks into how successful online learning forums contribute to social and academic integration as a means of consolidating students' learner identities. Their findings reveal that students' prior experience with social media sites such as Facebook tended to be transferred to the academic online learning forum and thus to impact both negatively and positively on their learner confidence and

agency. For instance, the public nature of the online forum made some students feel their postings assume an air of authority and expertise, which, on the other hand, led other students to refrain from posting due to feelings of lacking knowledgeability. Finally, lack of peer response or teacher moderation seemed to be detrimental to students' learner identity because they felt isolated from and peripheral to the academic community of the forum. In this part of the review, the aspects that have proved most prominent in terms of their importance for education in online and blended learning programs include the following:

- appropriate teaching and learning spaces online as well as off-line
- engaging and meaningful learning communities as a means of supporting students' social relations and their learning experience
- a strong and salient sense of learner identity

Researchers find to be of relevance and importance when designing a successful blended/online course in higher education. As we have a special interest in the online part of blended learning course design in professional education, a specific focus is kept here. Course design influences student satisfaction (Lee, 2014) and their perceived learning (Gray and Diloreto, 2016), and many elements can contribute to good results here. An overall contribution might be found in the suggestion that variation in (online) teaching and learning activities are necessary but the activities and suggestions for specific course design can be numerous when research is to give an answer. Blended learning design can successfully mix online activities with practice in the field and thus prepare pre service teachers for their future work in the profession Here, inclusion of digital collaborative tools and work with digital literacy of the pupils should be parts of everyday practice.

students' learning experiences (Rivers et al., 2014). Moreover, a study by Forbes and Khoo (2015) explores the potential of student-generated podcasts as a form of interactive formative assessment at a distance. The findings show that the experience empowered the teacher training students to develop the skills and confidence to initiate more independent inquiry into technologies to support their pedagogical purposes. It can, however, be challenging to create sufficient learner support and link the online activities to campus resources in order, for instance, to avoid students' evaluation of online activities as less valuable than on campus ones. An answer to this challenge may be found in teachers' scaffolding of activities and the relation between them. Some suggest that an overarching pedagogical frame, explicit scaffolding of learning activities (through podcasts or online tutorials), appropriate use of media, hands-on assessment tasks and student-staff communication are vital for students' learning experience in a blended learning setting and contact the non-participating students. As some students find that online meetings and teaching is less valuable because of less demand in the online participation,

it is important to highlight interpersonal dialogues, interactions and scaffolding of the online activities. Thus, find that there is a need for several pathways of support to enable some of these pre-service teachers to be enabled online learners and a need for ways in which students can interact reflectively with content Likewise, some students find that peer-to-peer support is less valuable and the impact of peer assessment seems to vary according to students' learning levels: low- and average-achieving students showed significantly improved performance but less impact on the performance of high-achieving

CHAPTER 3

RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

3.1.1 Descriptive research design

Descriptive research is a study designed to represent the participants in an accurate way. More simply Put, descriptive research is all about describing people who take part in the study?

3.2 SAMPLING TECHNIQUE

3.2.1 Convenience sampling method

A convenience sample is one of the main types of non-probability sampling methods. A convenience sample is made up of people who are easy to reach.

3.3 SOURCES OF DATA

Data collection is the term used to describe a process of preparing and collecting data.

Primary Data – Questionnaire given to 165 respondents

Secondary Data -Websites and online journals, Published reports & Review of literature from published articles

3.4 STRUCTURE OF QUESTIONNAIRE

Questionnaire was divided into two parts First part was designed to know the general information about customers and the second part contained the respondent's opinions about customer 's experience

3.5 SAMPLE SIZE

The sample of the study is 165 responses.

3.6 PERIOD OF STUDY

The duration of study is from January 2022 to March 2022 which is three months of study.

CHAPTER 4

Data Analysis

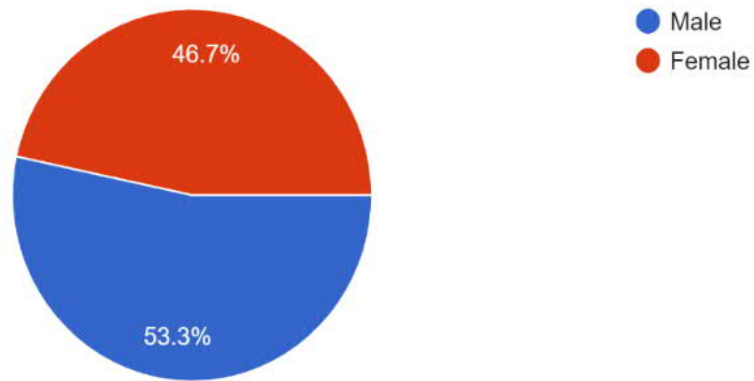
4.1 Percentage Analysis

Table 4.1.1 Age of the Respondents

S.No	Gender	No Of Respondents	Percentage
1	Males	88	53.3
2	Females	77	46.7
Total		165	100

Source: Primary Data

gender
165 responses



Interpretation:

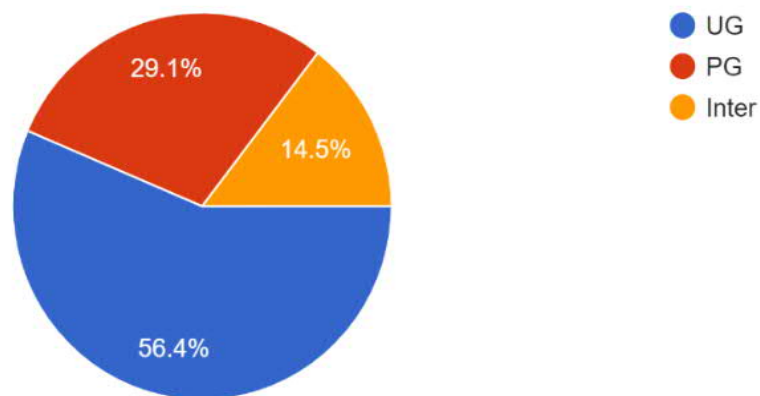
From the table, it is clearly defined that 53.3% of the respondents are male and 46.7% of the respondents are female.

4.1.2 Qualification of Respondents

S.No	Qualification	No Of Respondents	Percentage
1	Under Graduate	84	56.40%
2	Post Graduate	48	29.10%
3	Intermediate	33	14.50%
Total		165	100.00%

What you are currently pursuing?

165 responses



Interpretation:

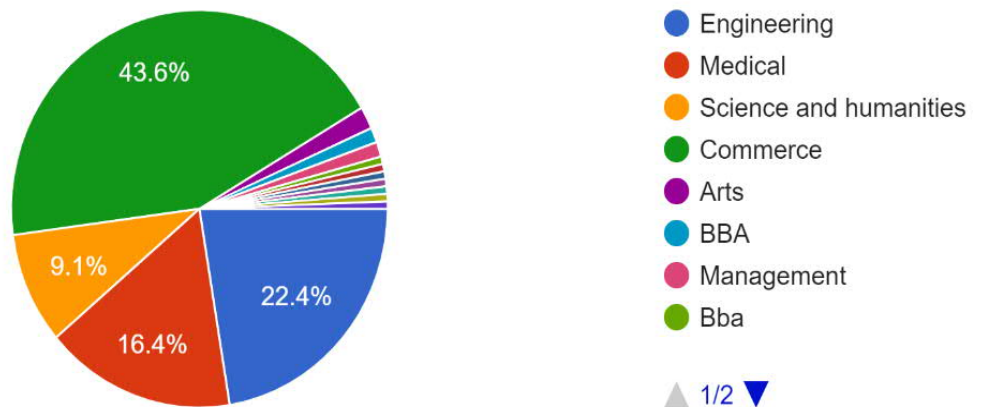
It is clear from the graph that people pursuing Under Graduates are the ones who are the majority of the respondents followed by the Postgraduates and Intermediate students.

4.1.3 Which Department are you from Respondents

S.No	Department	No Of Respondents	Percentage
1	Commerce	72	43.60%
2	Medical	27	16.40%
3	Science & Humanities	15	9.10%
4	Engineering	35	21.40%
5	Others	16	9.50%
Total		165	100.00%

Which department are you from?

165 responses



Interpretation:

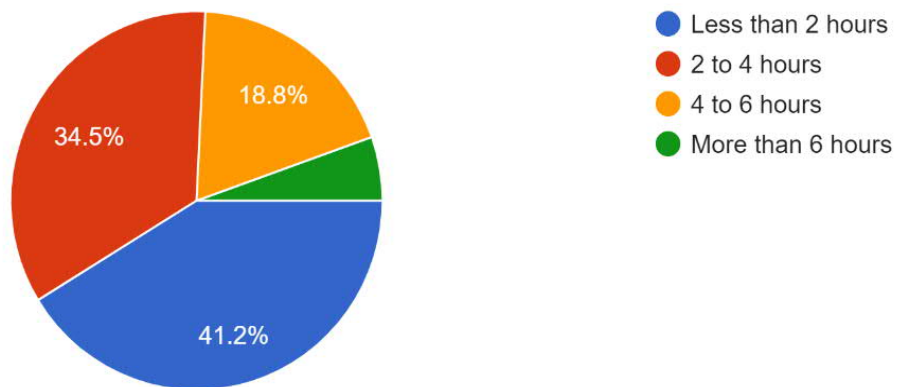
It is clear from the graph that the majority of the respondents are from the Commerce stream followed by Engineering, Medical and then Science & Humanities.

4.1.4 Duration of Time spent on computer

S.No	Duration of Time spent on computer	No Of Respondents	Percentage
1	Less than 1 hour	42	25.50%
2	1 hours to 5 hours	73	44.20%
3	6 hours to 10 hours	20	12.10%
4	More than 10 hours	30	18.20%
Total		165	100.00%

How many hours you can spend effectively on online classes ?

165 responses



Interpretation:

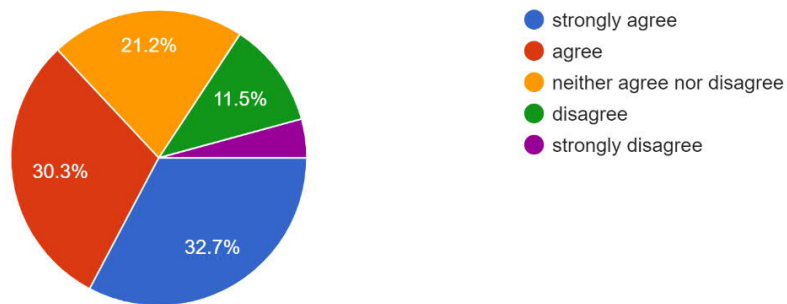
Still, we have a good respondent class that spend an effective lesser than 2 hours of time in online classes.

4.1.6. Iam Comfortable to attending Online Classes do you agree?

S.No	Comfortable to attending Online Classes	Respondents	% Respondents.
1	Strongly agree	60	32.7%
2	Agree	55	30.3%
3	Neither Agree nor Disagree	30	21.2%
4	Disagree	15	11.5%
5	Strongly Disagree	5	4.3%
Total		165	100.00%

I am. comfortable to attending online classes do you agree?

165 responses



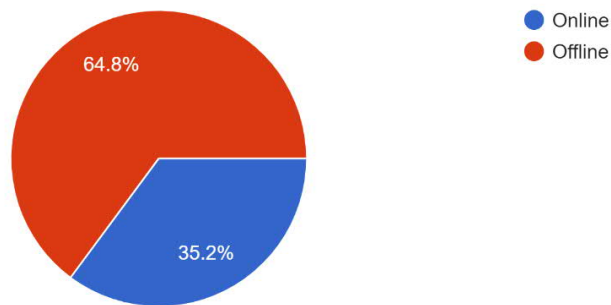
Interpretation:

The clear indication of the color showing 32.7% do agree to be Comfortable to attend Online classes

4.1.6. Which Mode is Best Online or Offline

S.No	Which Mode of learning is best	Respondents	% Respondents.
1	Online	58	35.2%
2	Offline	107	64.8%
Total		165	100.00%

Which mode of learning do you think is best in terms of experience?
165 responses



Interpretation:

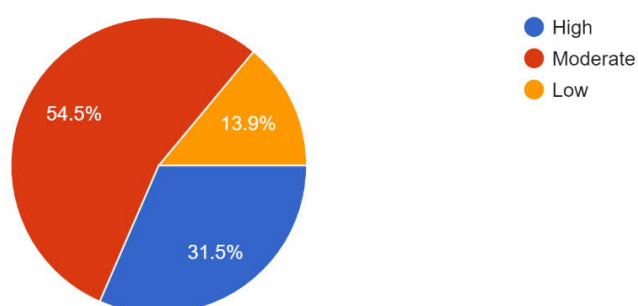
The clear indication of the color showing 64.8% do agree to be Comfortable to offline mode.

4.1.6. Do you have sufficient internet Connection Speed

S.No	Do you have sufficient internet Connection Speed	Respondents	% Respondents.
1	High	52	31.5%
2	Moderate	90	54.5%
3	Low	23	13.9%
Total		165	100.00%

Do you have sufficient internet connection speed?

165 responses



Interpretation:

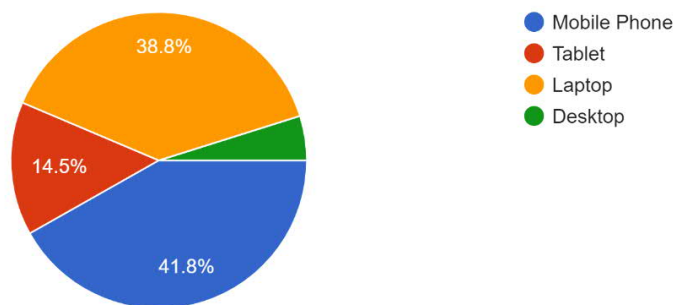
The clear indication of the color showing 54.5.8% do agree to be Moderate Internet Speed.

4.1.6. Which device do you think is more Comfortable to attended on line classes?

S.No	Which device do you think is more Comfortable	Respondents	% Respondents.
1	Mobile	69	41.8%
2	Tablet	24	14.5%
3	Laptop	64	38.8%
4	Desktop	8	4.900%
Total		165	100.00%

Which device do you think is more comfortable to attend online classes ?

165 responses



Interpretation:

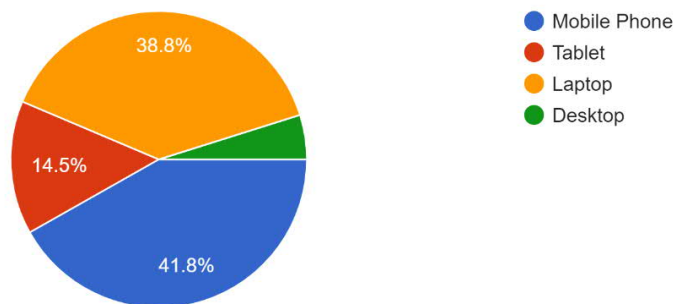
The clear indication of the color showing 41.8% of students are more comfortable to attend online classes through Mobile Phone

4.1.6. Which Application do you Choose to attended online Classes

S.No	Which Application do you Choose	Respondents	% Respondents.
1	Zoom	69	52.7%
2	Microsoft Teams	24	17.6%
3	Google Meet	64	23%
4	Skype Cloud	9	03.4%
5	Others	7	03.3%
Total		165	100.00%

Which device do you think is more comfortable to attend online classes ?

165 responses



Interpretation:

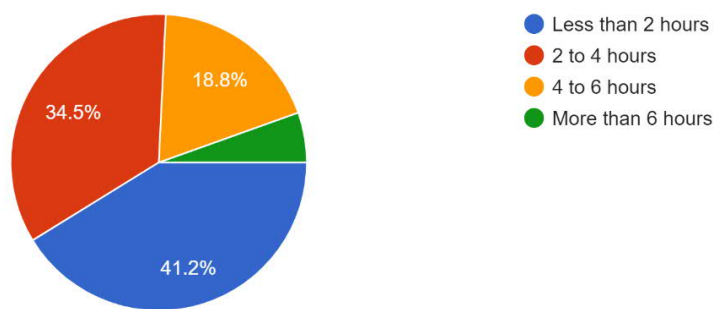
The clear indication of the color showing 41.8% of students are more comfortable to attend online classes through Mobile Phone

4.1.4. How many hours you can Spend Effectively on Classes?

S.No	How many hours you can Spend Effectively on Classes	No Of Respondents	Percentage
1	Less than 2 hour		41.2%
2	2 hours to 4 hours		34.5%
3	4 hours to 6 hours		18.8%
4	More than 10 hours		
Total		165	100.00%

How many hours you can spend effectively on online classes ?

165 responses



Interpretation:

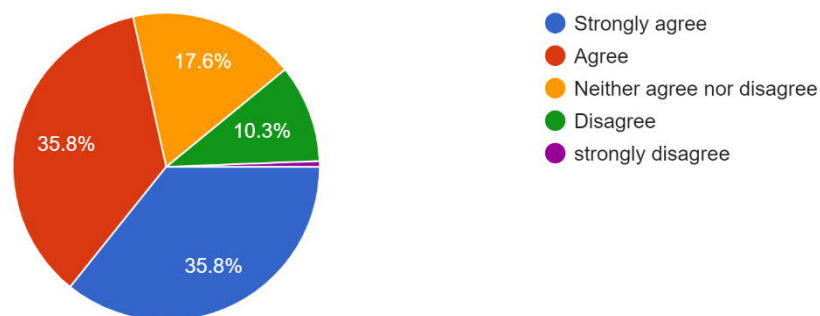
The clear indication of the color showing 41.2% of students spend less than 2 hours on online classes.

4.1.4. Always Punctual while on Online Learning Classes

S.No	Always Punctual while on Online Learning Classes	Respondents	% Respondents.
1	Strongly Agree	59	35.80%
2	Agree	59	35.80%
3	Neither Agree or Dis agree	17	10.30%
4	Disagree	29	17.10%
5	Strongly Disagree	1	1.00%
Total		165	100.00%

lamb always punctual while attending online classes” do you agree?

165 responses



Interpretation:

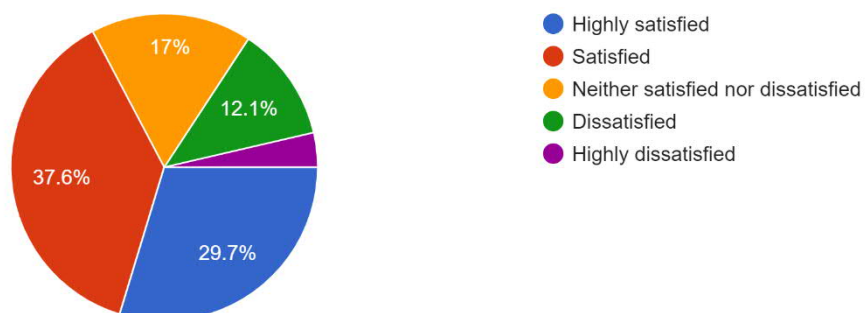
The clear indication of the color showing 35.8% do agree to be punctual while attending online classes.

4.1.5. How much Satisfied Online Class

S.No	Satisfied Online Classes	Respondents	% Respondents
1	Highly Satisfied	44	29.70%
2	Satisfied	59	37.60%
3	Neither Satisfied nor Dissatisfied	26	17.00%
4	Dissatisfied	23	12.10%
5	Highly Dissatisfied	13	3.60%
Total		165	100.00%

How much satisfied are you with Online classes?

165 responses



Interpretation:

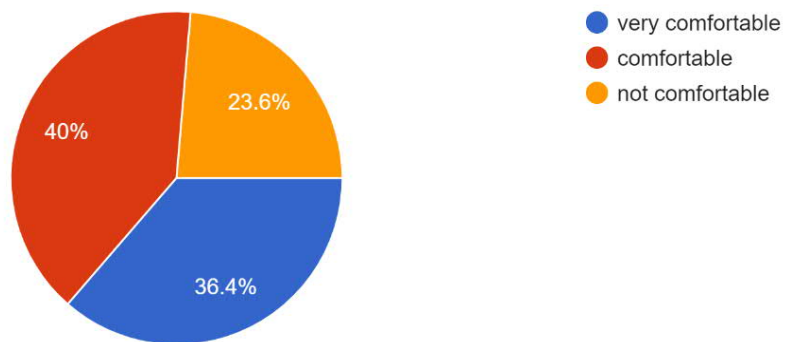
The clear indication of the color showing 37.6% do agree to be Satisfied while attending online classes.

4.1.6. Comfortable to Attending Online Exams

S.No	Comfortable to Attending Online Exams	Respondents	% Respondents.
1	Very Comfortable	50	36.40%
2	Comfortable	85	40.00%
3	Not Comfortable	30	23.60%
Total		165	100.00%

I am. comfortable to attending online exams?

165 responses



Interpretation:

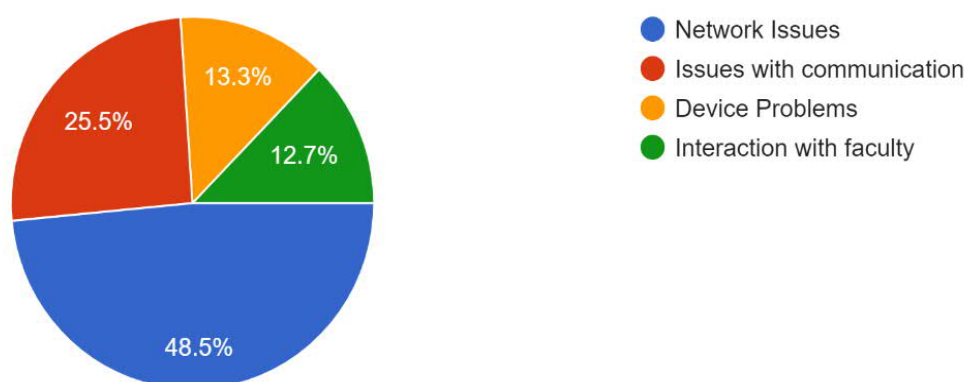
The clear indication of the color showing 40% do agree to be Comfortable to attending online exams.

4.1.7 Issue while attending online Classes

S.No	Issue while attending online Classes	Respondents	% Respondents.
1	Network Issues	80	48.50%
2	Issues With Communication	46	25.50%
3	Device Problems	20	13.30%
4	Interaction with faculty	19	12.70%
Total		165	100.00%

: Which is the frequent issue you face while attending the online classes?

165 responses



Interpretation:

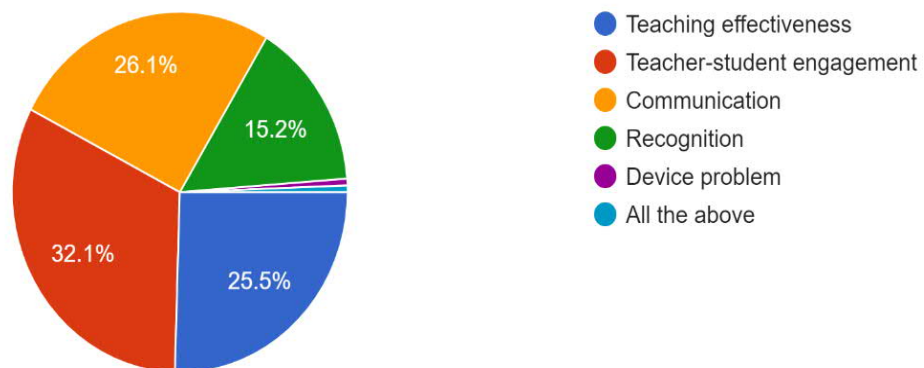
The clear indication of the color showing 48.5% do agree to be Issue while attending online Classes.

4.1.8 Challenges While attending Online Classes

S.No	Challenges While attending Online Classes	Respondents	% Respondents.
1	Teaching effectiveness	43	25.50%
2	Teacher - Students engagement	60	32.10%
3	Communication	35	26.10%
4	Recognition	25	15.70%
5	Device Problems	1	0.30%
6	All the Above	1	0.30%
Total		165	100.00%

: What are the challenges you face while attending online classes ?

165 responses



Interpretation:

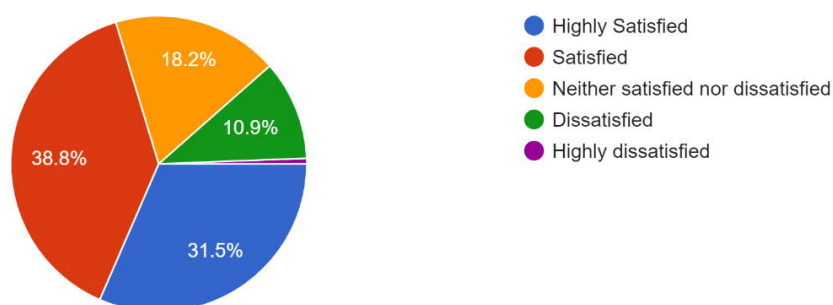
The clear indication of the color showing 32.10% do agree to be Teacher - Students engagement.

4.1.5. How Satisfied you are with the teaching method and content of the Online Class

S.No	Satisfied Online Classes	Respondents	% Respondents
1	Highly Satisfied	44	29.70%
2	Satisfied	59	37.60%
3	Neither Satisfied nor Dissatisfied	26	17.00%
4	Dissatisfied	23	12.10%
5	Highly Dissatisfied	13	3.60%
Total		165	100.00%

How satisfied you are with the teaching method and content of the online course?

165 responses



Interpretation:

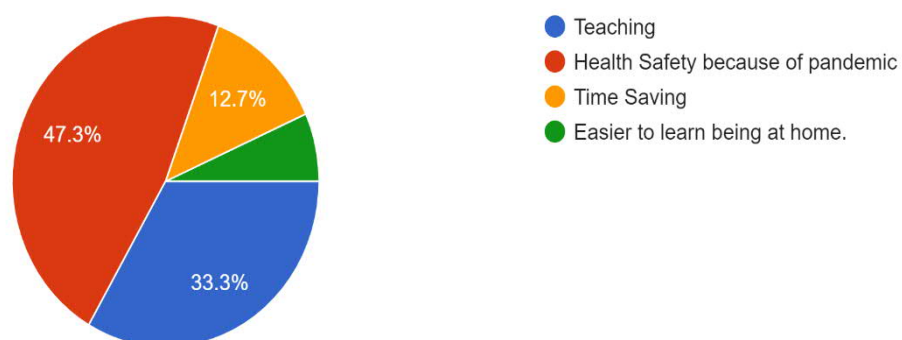
The clear indication of the color showing 37.6% do agree to be Satisfied while attending online classes.

4.1.9 What do you like the Best Online Classes

S.No	Best Online Classes	Respondents	% Respondents.
1	Teaching	46	33.30%
2	Health Safety because of pandemic	60	47.30%
3	Time Saving	35	12.70%
4	Easier to learn at home	24	6.70%
Total		165	100.00%

What do you like the best about Online Classes ?

165 responses



Interpretation:

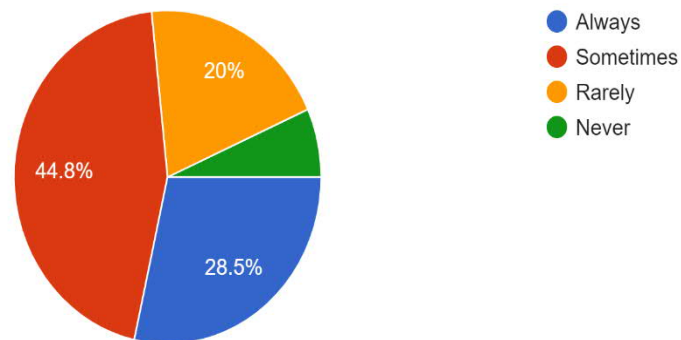
The clear indication of the color showing 47.30% do agree to be Health Safety because of pandemic.

4.2.0 Do you want Suggest Online Classes

S.No	Suggest Online Classes	Respondents	% Respondents.
1	Always	46	25.50%
2	Sometimes	60	44.80%
3	Rarely	35	20.00%
4	Never	24	9.70%
Total		165	100.00%

Do you want to suggest Online Classes to others?

165 responses



Interpretation:

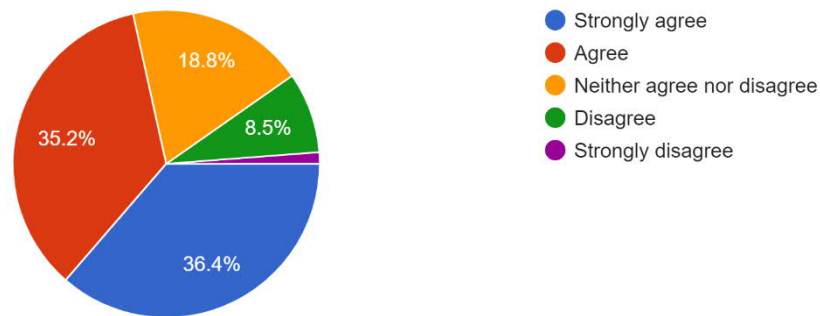
The clear indication of the color showing 44.8% do agree to be Sometimes.

4.2.1 During COVID-19 Forced Online Classes

S.No	During COVID-19 Forced Online Classes	Respondents	% Respondents.
1	Strongly Agree	54	36.40%
2	Agree	52	35.20%
3	Neither agree nor disagree	30	18.80%
4	Disagree	20	8.50%
5	Strongly disagree	9	1.10%
Total		165	100.00%

teacher during COVID 19 forced online classes? do you agree?

165 responses



Interpretation:

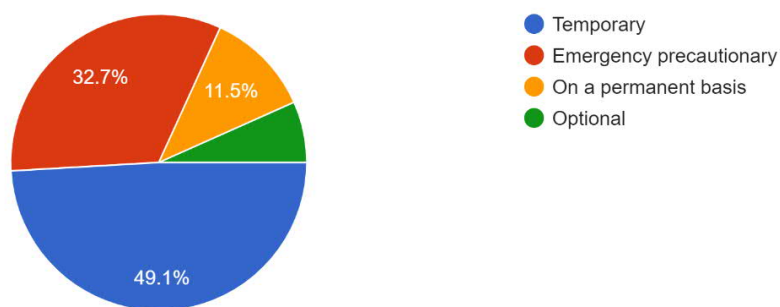
The clear indication of the color showing 36.40% do agree to be During COVID-19 Forced Online Classes.

4.2.1 How long do you think will these Online Classes be continued?

S.No	How long do you think will these Online Classes be continued	Respondents	% Respondents.
1	Temporary	65	49.1%
2	Emergency Precautionary	50	32.7%
3	On a Permanent basis	35	11.5%
4	Optional	15	6.7%
Total		165	100.00%

How long do you think will these Online Classes be continued?

165 responses



Interpretation:

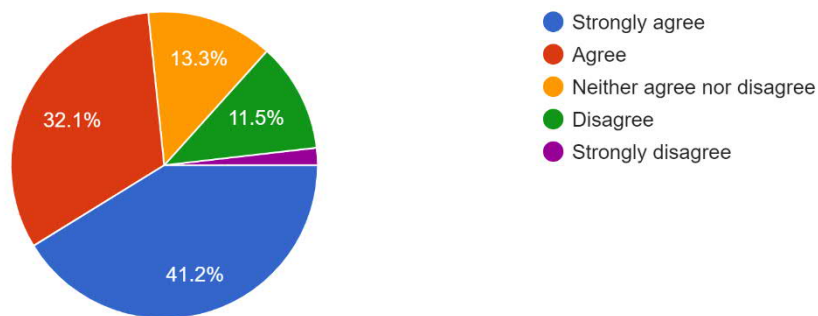
The clear indication of the color showing 49.1% do agree Temporary purpose only

4.2.2 Impact on Physical Health of Students

S.No	Impact On Physical Health of Students	Respondents	% Respondents.
1	Strongly Agree	72	41.20%
2	Agree	35	32.10%
3	Neither agree nor disagree	25	13.30%
4	Disagree	20	11.50%
5	Strongly disagree	13	1.90%
Total		165	100.00%

Do you think Online Classes will have a negative impact on Physical health of Students?

165 responses



Interpretation:

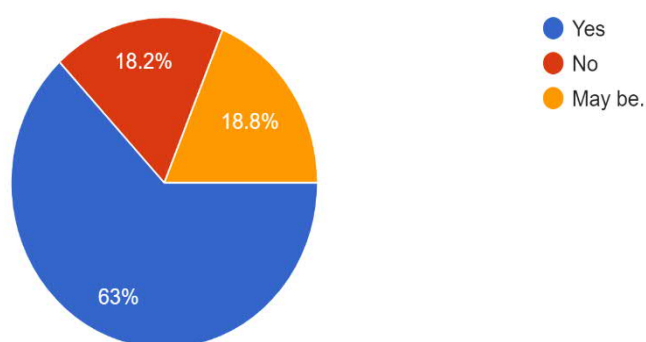
The clear indication of the color showing 36.40% do agree to be Impact On Physical Health of Students.

4.1.3 Devices will affect the visuality of Students

S.No	Devices will affect the visuality of Students	Respondents	% Respondents.
1	Yes	96	63.00%
2	No	34	18.20%
3	May Be	35	18.80%
Total		165	100.00%

Do you think exposure to IR rays from the monitors of the devices will affect the visuality of students?

165 responses



Interpretation:

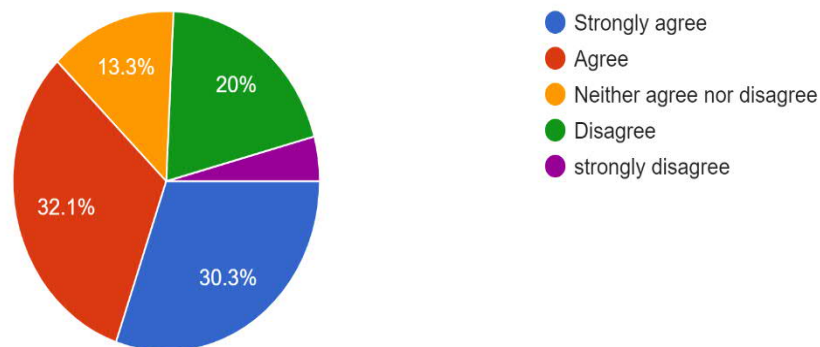
The clear indication of the color showing 63.00% do agree to be Devices will affect the visualityof Students.

4.1.4 Online Classes is same as Class Room

S.No	Online Classes is same as Class Room	Respondents	% Respondents.
1	Strongly Agree	48	30.30%
2	Agree	50	32.10%
3	Neither agree nor disagree	24	13.30%
4	Disagree	35	20.00%
5	Strongly disagree	8	4.30%
Total		165	100.00%

My learning from online classes is same as what I do from face to face class room” Do you agree?

165 responses



Interpretation:

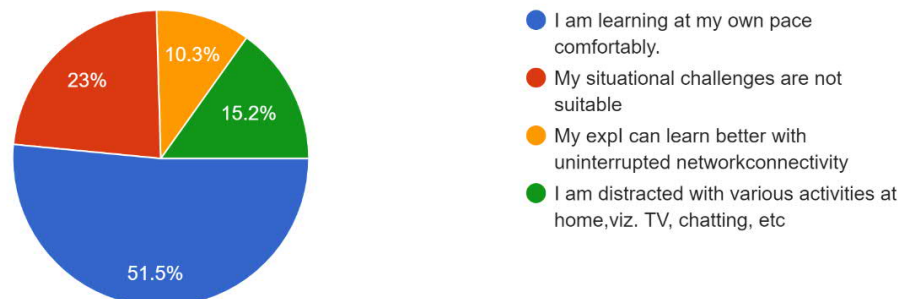
The clear indication of the color showing 32.10% do agree to be Online Classes is same as Class Room.

4.1.5 My Experience with Online Learning From home Digitally

S.No	Experience with Online Learning From home Digitally	Respondents	% Respondents.
1	I'm Learning at my own Space Comfortably	80	51.5%
2	My Situational Challenges are not Suitable	35	23%
3	My Experience can learn better with uninterrupted network connectivity	15	10.3%
4	I'm distracted with various activities at home , viz TV Chatting etc.	25	15.2%
Total		165	100.00%

My experience with online learning from home digitally

165 responses



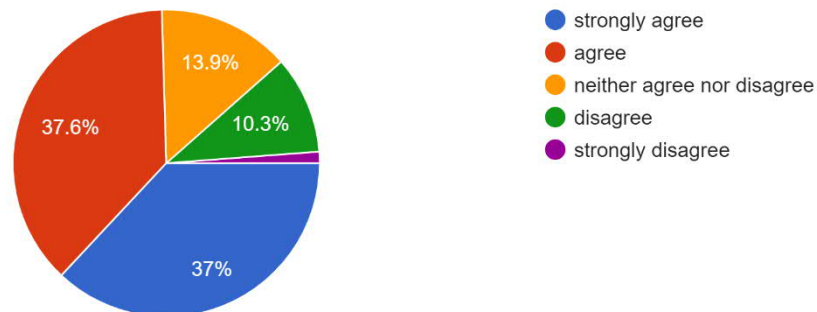
Interpretation:

The clear indication of the color showing 51.5% do agree I'm Learning at my own Space Comfortably

4.2.5 Time and Easily complete Assignments on time

S.No	Time and Easily complete Assignments on time	Respondents	% Respondents.
1	Strongly Agree	48	37.00%
2	Agree	50	37.60%
3	Neither agree nor disagree	35	13.90%
4	Disagree	24	10.30%
5	Strongly disagree	8	1.20%
Total		165	100.00%

I am able to manage my study time effectively and easily complete assignments on time
165 responses



Interpretation:

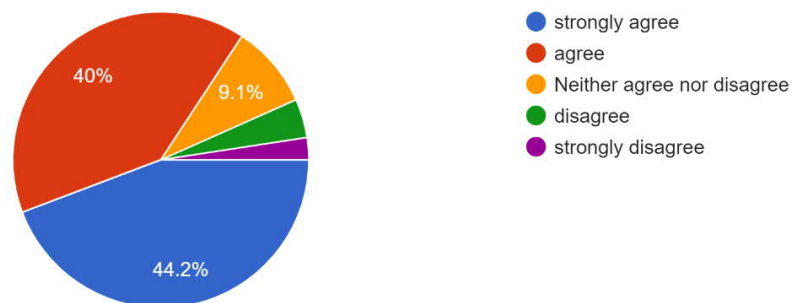
The clear indication of the color showing 37.6% do agree to be Agree to Time and Easily complete Assignments on time.

4.2.6 I feel that face to face contact with my instructor is necessary to learn

S.No	face to face contact with my instructor is necessary to learn	Respondents	% Respondents.
1	Strongly Agree	56	44.2%
2	Agree	50	40%
3	Neither agree nor disagree	35	9.1%
4	Disagree	15	3.7%
5	Strongly disagree	9	3%
Total		165	100.00%

I feel that face-to-face contact with my instructor is necessary to learn.

165 responses



Interpretation:

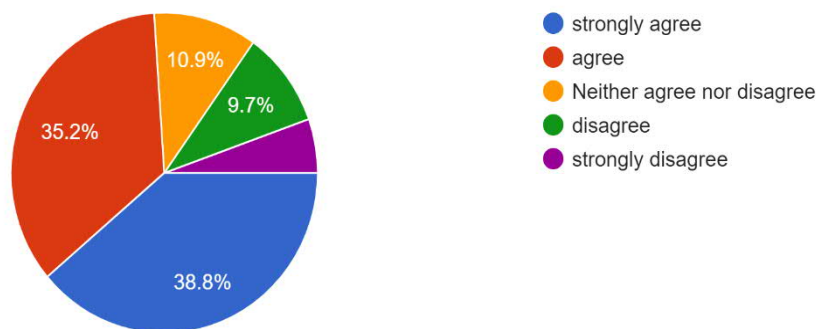
The clear indication of the color showing 44.2% do Strongly agree to **face to face contact with my instructor is necessary to learn**

4.2.7 Collaborate with Other Students for activities in class

S.No	Collaborate with Other Students for activities in class	Respondents	% Respondents.
1	Strongly Agree	53	38.80%
2	Agree	45	35.20%
3	Neither agree nor disagree	35	10.90%
4	Disagree	24	9.70%
5	Strongly disagree	8	5.40%
Total		165	100.00%

I can collaborate with other students for doing group activities in class

165 responses



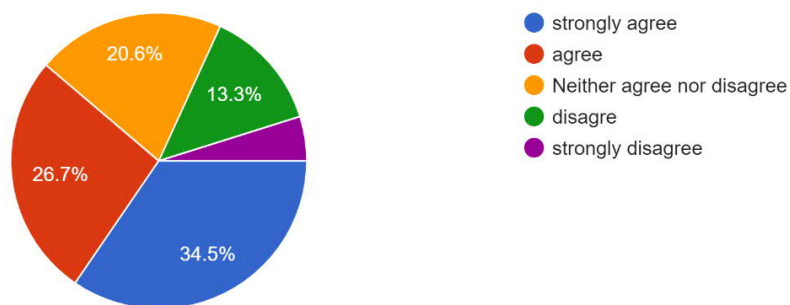
Interpretation:

The clear indication of the color showing 37.6% do agree to be Strongly Agree to Collaborate with Other Students for activities in class.

4.2.8 I'm comfortable Communicating Electrically

S.No	comfortable Communicating Electrically	Respondents	% Respondents.
1	Strongly Agree	55	34.5%
2	Agree	45	26.7%
3	Neither Agree not disagree	30	20.6%
4	Disagree	25	13.3%
5	Strongly Disagree	10	4.9%
Total		165	100.00%

I am comfortable communicating electronically.
165 responses



Interpretation:

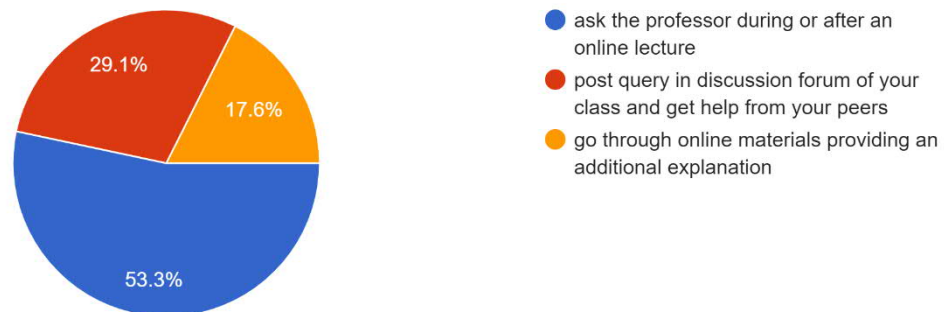
The clear indication of the color showing 34.5% do agree to be Strongly Agree to **comfortable Communicating Electrically**

4.2.9 .what is your most preferred method for clearing doubts in online learning

S.No	Clearing Doubts In online learning	Respondents	% Respondents.
1	Ask the professor during or after an online lecture	80	53.30%
2	Post query in discussion forum of you class and get help from your peers	50	29.10%
3	Go through online materials providing an additional explanation	35	17.60%
Total		165	100.00%

what is your most preferred method for clearing doubts in online learning

165 responses



Interpretation:

The clear indication of the color showing 53.30% do agree to be Ask the professor during or after an online lecture to Clearing Doubts In online learning.

CHAPTER 5

5.1 Findings

- **Collected 165 Respondents regarding Male 88 and Female 77**
- **Majority 56.40% of Students respondents are Under Graduates**
- **Majority 43.60% of respondents are Commerce Stream. It is clear that the majority of the respondents are from the Commerce stream followed by Engineering, Medical and then Science & Humanities.**
- **Majority 44.20% spent on computer. Still, we have a good respondent class that spend an effective lesser than 2 hours of time in online classes.**
- **Only 35.8% do agree to be punctual while attending online classes.**
- **37.6% do agree to be satisfied while attending online classes.**
- **This is clear that 40% do agree attending Online Exams.**
- **48.5% of Students facing Network Issues while attending online Classes.**
- **32.10% do agree to be Teacher Students engagement**
- **Majority 47.30% do agree to be Health Safety because of pandemic.**
- **Majority 44.8% Suggest Online Classes do agree to be Sometime only.**
- **Majority 36.40% do agree Forced Online Classes during COVID Online Classes.**
- **Majority 36.40% do agree to be Impact On Physical Health of Students.**
- **Majority 63.00% do agree to be Devices will affect thevisualityof Students.**
- **Majority 32.10% do agree to be Online Classes is same as Offline classes**
- **Majority 37.6% do agree to be Agree to Time and Easily complete Assignments on time.**
- **Majority 37.6% do agree to be Strongly Agree to Collaborate with Other Students for activities in class**
- **Majority 53.30% do agree to be Ask the professor during or after an online lecture to Clearing Doubts In online learning.**

5.2 SUGGESTIONS

- **We have take Online classes system to Rural and remote areas also**
- **We have involve all stream students with effective classes**
- **With effective classes we can easily improve punctuality of students**
- **With Audio Video Visuals it is easy to enhance quality of online classes**
- **Teachers should always available to students clarify their doubts.**
- **Network Issues to be solve while attending online Classes.**
- **Mobiles , Tabs & laptops prices should less to students**
- **Interaction with other country students make learning more effective**
- **Communication Software Applications Like Zoom , Google meet free versions**
- **Eye protection system to be introduce in all devices**
- **Contents in classes should be in simple Language**
- **Online class timing alert Notification should send all students.**

CONCLUSION

The overall experience index from the study reveals that Majority of the students Strongly agree that online classes could not impact as much as better than traditional offline classes. Online classes are very useful in pandemic situation than normal days. Some of the students facing network issue problems while attending online classes. New technologies must introduce in online classes. Collaboration with top other counties university make online classes more effective.

REFERENCES:

These are referred by following websites.

<https://timesofindia.indiatimes.com/readersblog/expressions4b/the-impact-of-online-classes-on-students-39348/>

<https://www.educationworld.in/impact-of-online-learning-on-school-education/>

<https://www.blalbiotech.com/blog/impact-of-online-education/>

<https://www.uis.edu/ion/resources/tutorials/online-education-overview/strengths-and-weaknesses/>

<https://youtu.be/Z7wklzqAj4U>

<https://youtu.be/dQiiRKBvlaU>

APPENDIX(questionnaire)

1.Name of the student

Your answer

2.Gender

- a) Male
- b) Female

3.Name of the Institution:

Your answer

4.What you are currently pursuing?

- a) UG
- b) PG
- c) Inter

5.Which department are you from? *

- a) Engineering
- b) Medical

- c) Science and humanities
- d) Commerce
- e) Other:

6.Estimated no. of hours I spent per week using a computer for educational purposes? *

- a) less than 1. hour
- b) 1 hour to 5 hours
- c) 6 hours to 10 hours
- d) more than ten hours
- e) Other:

7.I am. comfortable to attending online classes do you agree? *

- a) strongly agree
- b) agree
- c) neither agree nor disagree
- d) disagree
- e) strongly disagree

8.Which mode of learning do you think is best in terms of experience? *

- a) Online
- b) Offline

9.Do you have sufficient internet connection speed? *

- a) High
- b) Moderate
- c) Low

10.Which device do you think is more comfortable to attend online classes ? *

- a) Mobile Phone
- b) Tablet
- c) Laptop
- d) Desktop

11.Which Software do you choose to attend online classes? *

- a) Zoom
- b) Microsoft Teams

- c) Google Meet
- d) Skype cloud
- e) Other

12.How many hours you can spend effectively on online classes ? *

- a) Less than 2 hours
- b) 2 to 4 hours
- c) 4 to 6 hours
- d) More than 6 hours
- e) Other:

13.I am always punctual while attending online classes” do you agree? *

- a) Strongly agree
- b) Agree
- c) Neither agree nor disagree
- d) Disagree
- e) strongly disagree

14.How much satisfied are you with Online classes? *

- a) Highly satisfied
- b) Satisfied
- c) Neither satisfied nor dissatisfied
- d) Dissatisfied
- e) Highly dissatisfied

15.I am comfortable to attending online exams? *

- a) very comfortable
- b) comfortable
- c) not comfortable

16.Which is the frequent issue you face while attending the online classes? *

- a) Network Issues
- b) Issues with communication
- c) Device Problems
- d) Interaction with faculty

17. What are the challenges you face while attending online classes ? *

- a) Teaching effectiveness

- b) Teacher-student engagement
- c) Communication
- d) Recognition
- e) Other:

18.How satisfied you are with the teaching method and content of the online course

- a) Highly Satisfied
- b) Neither satisfied nor dissatisfied
- c) Dissatisfied
- d) Highly dissatisfied

19.What do you like the best about Online Classes ? *

- a) Teaching
- b) Health Safety because of pandemic
- c) Time Saving
- d) Easier to learn being at home.

20.Do you want to suggest Online Classes to others? *

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

21.Teacher during COVID 19 forced online classes? do you agree? *

- a) Strongly agree
- b) Agree
- c) Neither agree nor disagree
- d) Disagree
- e) Strongly disagree

22.How long do you think will these Online Classes be continued? *

- a) Temporary
- b) Emergency precautionary
- c) On a permanent basis
- d) Optional

23.Do you think Online Classes will have a negative impact on Physical health of

Students? *

- a) Strongly agree
- b) Agree
- c) Neither agree nor disagree
- d) Disagree
- e) Strongly disagree

**24.Do you think exposure to IR rays from the monitors of the devices will affect the
visuality of students? ***

- a) Yes
- b) No
- c) May be.

25.My learning from online classes is same as what I do from face to face class room”

Do you agree? *

- a) Strongly agree
- b) Agree
- c) Neither agree nor disagree
- d) Disagree
- e) strongly disagree

**26.Do you think exposure to IR rays from the monitors of the devices will affect the
visuality of students? ***

- a) Yes
- b) No
- c) May be.

27.My learning from online classes is same as what I do from face to face class room”

Do you agree? *

- a) Strongly agree
- b) Agree
- c) Neither agree nor disagree
- d) Disagree
- e) strongly disagree

28.My experience with online learning from home digitally *

- a) I am learning at my own pace comfortably.
- b) My situational challenges are not suitable

- c) My expl can learn better with uninterrupted networkconnectivity
- d) I am distracted with various activities at home,viz. TV, chatting, etc

29.I am able to manage my study time effectively and easily complete assignments on time *

- a) strongly agree
- b) agree
- c) neither agree nor disagree
- d) disagree
- e) strongly disagree

30.I feel that face-to-face contact with my instructor is necessary to learn. *

- a) strongly agree
- b) agree
- c) Neither agree nor disagree
- d) disagree
- e) strongly disagree

31.I can collaborate with other students for doing group activities in class *

- a) strongly agree
- b) agree
- c) Neither agree nor disagree
- d) disagree
- e) strongly disagree

32.I'm comfortable communicating electronically. *

- a) strongly agree
- b) agree
- c) Neither agree nor disagree
- d) disagree
- e) strongly disagree

33.what is your most preferred method for clearing doubts in online learning *

- a) ask the professor during or after an online lecture
- b) post query in discussion forum of your class and get help from your peers

c) go through online materials providing an additional explanation