

A STUDY ON ONLINE CLASSES FOR SCHOOL DEAF STUDENTS DURING COVID 19: A SPECIAL REFERENCE TO LITTLE FLOWER CONVENT SCHOOL CHENNAI

Submitted in partial fulfillment of the requirement for the award of

Bachelor of Business Administration
by

MANIMALA J
(38280006)



SCHOOL OF BUSINESS ADMINISTRATION

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 - 600 119**

APRIL 2021



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BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **MANIMALA.J (38280006)** who have done the project entitled "**A STUDY ON ONLINE CLASSES FOR SCHOOL DEAF STUDENTS DURING COVID 19**" under our supervision from 6th January 2020 to March 6th 2020.

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Submitted for Viva voce Examination held on _____

Internal Examiner

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DECLARATION

I MANIMALA.J (38280006) hereby declare that the Project Report entitled “A STUDY ON ONLINE CLASSES FOR SCHOOL DEAF STUDENTS DURING COVID 19 (Little Flower School, Teynampet -Chennai) done by me under the guidance of Dr. Thineshkumar M.Com., M.B.A., M.Phil., Ph.D Internal is submitted in partial fulfillment of the award of Bachelor of Business Administration degree.

DATE:

PLACE: CHENNAI

J. MANIMALA

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. BHUVANESHWARI G.**, Dean – School of Business Administration and **Dr. PALANI A.**, 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 **Dr. THINESHKUMAR M.Com., M.B.A., M.Phil., Ph.D** 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 Non-teaching staff members of the School of Business Administration who were helpful in many ways for the completion of the project.

ABSTRACT

This qualitative study investigated the effects of online learning for deaf School students as opposed to the mainstream classroom setting. This study specifically analyzed the writing and reading skills of deaf students in general and the development of Education of prelingually deaf students and those from non-English speaking countries. Participants of this research were children deaf online school students who use Sign Language as their native tongue and currently attend an online class in one of the three In Little flower school Chennai. Results of this qualitative study were obtained directly from the deaf student participants. Their direct statements highlighted several areas in which they felt their interactions with computer and internet technology could be improved. Namely, there was a consensus among the deaf student participants. They related there was a “technology gap” to overcome before they could optimally pursue learning online. Also, participants noted that teachers in service to the deaf students attempting to access online learning software were themselves lacking in the know-how necessary to achieve optimal learning. This study can provide prospective students and educators within the higher education sector a better understanding of the experiences of deaf students in a distance-learning program. Moreover, the findings of the current study provide an opportunity for potential distant learning students to understand the implications of online learning before their actual participation.

Keywords: Deafness, Online Learning, Higher Education

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CHAPTER-1

1.1 INTRODUCTION:

Active Learning Strategies in Online Learning:

Multiple strategies can be used in an online course to support the active role of the students. Among these different strategies the role of instructor, Practicing the Knowledge, collaborative learning, and feedback are discussed below. The role of instructor should be that of mentor or supporter.

In online courses, instructors should not be talking heads like they used to be in traditional courses. In this sense, presenting video clips of a lecturing instructor in an online course as the only source of information is a bad practice. This leaves the learner in a passive state. Such video clip resources can be utilized in a more active way. For example, learners and instructors can participate in online chat discussions after watching these video clip resources. In addition to facilitating online discussions, the instructors might focus on students' learning. For example, they can send supporting e- mail messages to encourage learner participation in course activities. The online learning environments afford the opportunity to shift the role of instructors from “delivering” to “listening and supporting” (Doubler, Grisham, & Paget, 2003). Learners should practice what they learn can participate in online chat discussions after watching these video clip resources. In addition to facilitating online discussions, the instructors might focus on students' learning. For example, they can send supporting e-mail messages to encourage learner participation in course activities. The online learning environments afford the opportunity to shift the role of instructors from “delivering” to “listening and supporting” (Doubler, Grisham, & Paget, 2003). Learners should practice what they learn

Online education is construed in a variety of contexts, such as E-learning, distance learning and networked learning (Wilson, 2001). According to Marianne (2012), online education refers to instructional environment supported by the internet and it is can be fully online or blended with face-to-face interaction. Educause Center for Analysis and Research by Jacqueline (2013) in Louisville defined E-learning as learning that involves a web-based component, enabling collaboration and access to content

that extends beyond the classroom. Online education also can be defined as an approach to teaching and learning that utilizes internet technologies to communicate and collaborate in an educational context

The theory and practice of distance education appears to continue to hold to the assumptions and challenges that defined the field in the 20th century; that is, independent study to cope with the structural constraints that restricted access to education (Garrison, 2009).

Based on Marianne (2012) research online learning has become popular because of its perceived potential to provide more flexible access to content and instruction by (i) increasing the availability of learning experiences for those who cannot or choose not to attend traditional classroom teaching and (ii) assembling and disseminating instructional content more efficiently. Besides that, Bowen 2012 claimed that most observers as the best hope for cost-saving innovations in higher education, with the primary channel being reduced labour cost through larger class size and less face-to-face interaction.

Thomas (2008) mentioned that there are two benefits from online education which mainly contradict from the traditional educational model: firstly, lack of physical setting and time schedule. Apart from the benefits, he also claimed that there are disadvantages from online education. One of the drawbacks is the materials they'll use such like textbooks and other where the instructor facing the challenges to make sure that material being used in the online courses are equals in quality the traditional one that it has been adapted to the online course Dewey (1916) points to the importance of trial and error in experiences; learners simply do something and when they fail, they do something else until it works. In traditional learning environments, like schools, this phenomenon is not recognized, and learners are expected to perform above a standard in their first trial. Then their performances are graded, and that experience is considered to be concluded. On the contrary, an experience that is improved over time encourages learners to come back to the learning context. The projects or papers undertaken by students in online courses might be broken down into several steps to facilitate this "layered" feedback mechanism.

Research Michael S. McPherson and Lawrence S. Bacow in Deming, Golden,

Katz, and Yuchman (2015) showed that use of online instruction is particularly prevalent in for-profit colleges that operate as chains, in contrast to stand-alone or mom-and-pop.

Institutions suggesting that economies of scale are important to the economics of online learning. In addition to this, broadening geographic distribution, flexible learning environments and variety of educational models that are offered by distance learning facilitate improved education, and if universities do not embrace this technology they will be left behind in the pursuit for globalization and technological development (Gurmak, John & Harvey, 2005). In Malaysia, higher education formulated through public and private institutions and dramatic development and drastic changes in the number of colleges and universities have transformed

There are many advantages through online education for undergraduates' students in private education institution. One of the advantages of online education is giving convenience and flexibility for private higher education students particularly for undergraduates. Meantime, with online education chance for interaction among students' increases, instructor can be more approachable and online education also becomes cost-effective choices for students where they can save money by not having to physically attend classes and no more expensive textbooks (<http://www.worldwidelearn.com>)

The literature suggests that one of the biggest advantages of Web-based courses is that they provide anytime and anywhere learning. It was argued in this paper that the pedagogy of online courses should be driven by active learning strategies.

Implementing these strategies might not fit into the "anytime" and "anywhere" features of the Web-based courses. For example, real-time collaboration of learners requires their arranging a time and meeting in the online (or offline) space. Therefore, it is important to consider other contextual factors of the online course along with the methodology of the course.

Enhance the quality of learning and teaching. Meet the learning style or needs of students. Improve the efficiency and effectiveness. Improve user-accessibility and time flexibility to engage learners in the learning process

The physical classroom learning nowadays is no longer applicable for the current younger generations (Gen Y). Internet and distance learning which is generally known as online education plays a vital role in country's education system. Government also spending a lot of money in communication technology particularly in higher education and this Phenomenon has created the potential for online education among higher private education institution. Many private education institutions encouraging their academic staff to use utilize communication technology in teaching and learning activities. This is become trend in PRIVATE education institutions whereby many of the teaching activities are given through online application web such as Edmodo, Moodle's, and other applications which available. Moreover, students are also welcoming this teaching methodology where they do not need to be in the traditional classroom to attend their daily lecture, yet they still can relate to their lecturer for the class lecture, tutorial, quiz and other learning activities. In addition to this, all submission also can be done through online. Recent development in communication technology enabled new forms of flexible education. This study attempts to identify the negative implications of the online education towards undergraduate students at private higher learning institution and to the Malaysian education system from educator's perspective. In addition, this studies also trying to suggest some measures to overcome the major issues in order to private education institution provide online education more effectively and efficiently to undergraduate's student.

Educause Center for Analysis and Research by Jacqueline (2013) in Louisville research found that more than two third of academic leaders believe that online learning is critical to the long-term strategic mission of their institution. Besides that, online learning can support a range of educational practices that utilizes the web and communications technology to support individual and group communication One of the primary reason's campus-based higher education institutions are adopting online learning is because of the pedagogical advantages it offers in terms of addressing the limitations of conventional classroom instruction such as lecture (Twigg, 2003).

1.2 INDUSTRY PROFILE:

HOW EDUCATION IS IMPORTANT FOR STUDENTS:

Education is one of the most important parts of our life. Education is important to live with happiness and prosperity. Education empowers minds that will be able to conceive good thoughts and ideas. Education enables students to do the analysis while making life decisions. Life gives various survival challenges for humans. But education guide human to fight with failure and get success in life.

Education is only one thing that can remove corruption, unemployment, and environmental problems. Education is not about doing a degree it is about how you can live with your own feet.

Creativity and little different approach to education is the only thing that can remove corruption, unemployment, and environmental problems. Education is not about doing a degree it is about how you can live with your own feet and solve daily life challenges.

Education is the most powerful weapon which you can use to change the world-Nelson Mandela

Education helps to become good students, parents, entrepreneurs, doctors, siblings, and honest citizens. Being in contact with an educated person and having an intelligent conversation with him expands knowledge and introduces a certain creativity and joy in the mind.

Education makes the national development process fast. Education develops a good political ideology. The standard of living of its citizens is largely dependent on the level of education the citizens are able to acquire.

Everyone deserves to be educated. Education is the first early investment for child development. Similarly, for governments and nations, to make their country developed, their first budget allocation has to be on the education infrastructure in

schools and colleges.

Education grows as values. If you have the skills but don't have the values, then an educated person becomes useless. For example, many people are educated, skilled in many trades, but then they use their skills and education to cheat, disturb with creative fouls for society. That's why it's important for teachers, boards, syllabus creators to regulate topics to certain value (useful) goals. So that students connect and focus on the good values and usefulness of their education for the development of society and country.

Little Flower School Profile:

We welcome hearing impaired children for their better tomorrow

The early you join the child to our school, the quicker they adopt to the learning techniques and grow with higher confidence. We encourage you to join your kid as early as from the age of one and half years old. We have specially trained teachers to take of your kid's every needs.

Early Identification and Early Intervention (EIEI)

- We admit students from the age of 1 and half years old.
- Acceptance and awareness are given to the parents.
- Accurate identification of the Hearing Loss is found out through our advanced audio metric equipment and proper guidance & training is provided to the child and family.
- Language is imparted through play way method.

Academics for Lower Classes Beyond Syllabus

1. Conversation

- The Maternal reflective method is an approach to language teaching pioneered by an educational psychologist Father Van Uden from Netherlands.
- Our former principal Sr. Rita Mary and few teachers attended the program in Netherlands and so we follow this innovative method in our institution in the lower classes and tries to seize the different situation in the class and gives language training.

- These children start to speak gradually.

2. Individual Speech

- We give special and individual concentration for the better speech of our students. We correct them by using speech trainer, voice light and mirror.
- Mouth position, flash cards of each letter and its sound along with the real object are used for the speech correction.

3. Group Speech

- Group Speech is an imperative part of our Syllabus in the Primary Section for the development of Speech.
- The students are taught to pronounce each and every letter, word and then sentence with correct rhythm and intonation.

4. Rhymes

- Rhymes are taught for language acquisition and speech development of students.
- They also help children develop auditory skills such as discriminating between sounds and rhythm

5. Story Telling

- Education for Hearing Impaired Children has always been a challenge, due to communication deprivation.
- Interactive story telling helps to overcome this impediment.
- It also enhances the listening and communication skills of children. Reading and sharing stories develop child's imagination, creativity and stimulates curiosity.

6. Auditory Training

- We improve the students residual hearing by using various hearing aid equipment and by giving different exercises in classroom situation by introducing different sounds.

7. Reading

- Reading is a language skill. We stimulate to express student's hidden talents and thereby develop their vocabulary.
- Reading is a part of the syllabus, and so we train the students to read various exercises.

8. Various engagement activities for our students



School Band

- We proudly own our Band Team named LFC Beethoven.
- Our students perform the band for the school functions and events.
- The National Anthem played by our School Band is one of the finest and is appreciated all around.
- Professionally trained master trains our students on a regular basis

House Visit

- Our teachers selflessly visit our student respective houses regularly after the school hours to promote student life skill.
- The student development is discussed with the family members and we provide their needs and guide them.



Green Club

- Green Club in Little Flower Convent Hr. Sec.School for the deaf empowers students to participate and take up meaningful environmental activities.
- It provides a valuable platform and knowledge and creates awareness about surrounding environment.
- The Green Club maintains the herbal garden very well in the school.

Student Parliament

- We have 3 student parliaments namely: Edison, Hellen Keller and Kamarajar.
- The students of Std.VI, VII, VIII & IX conduct awareness programme for topics like: Child Abuse, Global Warming etc...
- We are proud to proclaim that our student parliament visited and shared provisional things like food, dresses and money to the people who were affected by Thane & Gaja Cyclone.



P.T.A

- We have a well-connected Parents Teachers Association, Headed by School Head Mistress, 6 Teachers and 8 Parents.
- This association whole heartedly participates in the overall progressive activities of the school, by meeting 4th Saturday of every month.
- The association stands tall as the pillars of our school.

Street Play

- Street Play gives importance to the individual. Children are more active and interested. They are motivated to speak better. They are free from fear. It develops reading skills and is a simple and low-cost way of teaching. It is being conducted twice in a week.



Sports and Games

- We encourage our students to actively participate in various sports. Our children participated in various tournaments and won lot of credentials



1.3 NEED FOR THE STUDY:

Based on the work I have done in this area in Chennai, some ways that lecturers can improve online learning for students with a hearing impairment have been identified.

1.4 OBJECTIVES OF THE STUDY:

- 1.4.1 To Study the problem faced by the deaf students during the online class during covid-19.
- 1.4.2 To identify the factors which influence on online classes for deaf students during covid-19
- 1.4.3 To analysis the factors which influence on online classes for deaf students during covid-19.

CHAPTER-2

REVIEW OF LITERATURE

- ❖ Online Education and the Theory of Modernity
 - ❖ Online Education under Postmodern Roots of Constructivism.
 - ❖ Comparison of Face-to-Face and Online Education
 - ❖ Studies of Effective Online Teaching and Learning Methods
 - ❖ Students' and Teachers' Perceptions of Online Courses
 - ❖ Standards of Evaluating Online Education
 - ❖ Deaf Students through Online Education
 - ❖ Reading Skills of Deaf Students
 - ❖ Writing Skills of Deaf Students
 - ❖ The Use of Sign Language for College Education for Deaf Students
 - ❖ Sense of Efficacy of Teachers of Deaf Students.
 - ❖ Deaf Students and Distance Education
 - ❖ Shift from Mainstream Classroom Setting to Online Learning
-
- **Chang, Angela Ya-ping (2017)** studied the Effects of Sales Promotion on Consumer Involvement and purchase Intention in Tourism Industry. The study results present the signification correlations between Sales Promotion and Consumer Involvement. Consumer Involvement and Purchase Intention, and Sales Promotion Intention.

 - **Gopisetti, Rambabu (2017)** attempted to study the factors affecting the consumer Buying Behavior towards selected Personal Care Products. The researcher collected from 200 respondents of Nizamabad District with structured questionnaires. In this regards Television, Quality and Brand loyalty are the powerful factors to influence the consumer buying behavior Television is the powerful tool for spreading the information of brands to the final consumers.

 - **Asha. K (2016)** Focused the impact of advertisement on buying behavior of rural consumer towards FMCG in Kanyakamari District. The marketers have realized the prospective in the rural market, which has become serious for them, be it for a branded

shampoo or an automobile. Today, television has made the customer in a rural area quite literate about countless product that are on offer in the market place. Media plays a pivotal role in the penetration of goods like cosmetics, mobile phones, and other FMCG products etc. in the rural areas.

- **Awan, Abdul Ghafoor (2016)** attempted to find out how much advertisement bring effect on the consumer's buying behavior with reference to FMCGs with the help of Kirkpatrick model that contain one dependent and five independent variable a conceptual framework was developed the study indicated that robust become the evidence shows that advertisements have significant impaction consumer's buying behavior and their choices.
- **Nabi. Kamalun (2016)** studied the advertisement effectiveness on the behavior of the consumers towards fast moving consumer goods in Bhadrak district and aimed to generate the perception and awareness of people about the (FMCG) detergent brands.

Carol M. Shepherd (2015) Knowledge is power. Technological devices provide the new pathway to online learning and student retention. This is especially true for deaf learners, who have difficulty learning with the traditional pedagogies used in teaching. Results of studies have indicated that students using the suggested new technologies become more interested and actively engaged in their classes, and have a higher level of retention than students in traditional online and onsite classes. Diverse modalities used in acquiring information have the potential to expand visual creativity and visual intelligence (Smith, 2006). It is important to empower students to become active, involved learners, and provide them with the tools and incentives to achieve academic success.

Joong-O Yoon(2010) This study aims to examine the effects of captions for the deaf in online learning materials in terms of contents comprehension, cognitive load, and motivation. The subjects of this study are 62 deaf adult students who have similar literacy skills and use sign language as a first language. In this research, the independent variable is the existence/nonexistence of captions, and the dependent variables are level of contents comprehension, cognitive load, and motivation. This study applied posttest-only control group design. Based on the results, recommendations were made along with discussion in the aspect of instructional technology.

Gary L. Long (2007) to better understand student perceptions of communication in blended (online and traditional) learning courses, a 22 item questionnaire was developed and sent to all students registered for these courses at a large technology-focused college during three quarters of instruction. The respondents were divided into four groups: 1) hearing, 2) deaf, 3) hard-of-hearing (D/HH), and 3) English as a second language (ESL). Their perceptions of communication and the blended learning experience were examined. While the hearing and ESL students were positive about blended learning, the findings indicated that deaf and hard-of-hearing students reported that both the quality and quantity of their interactions with the professor and other students was greatly improved by the

inclusion of an online component. ESL and hearing students were also positive about the blended experience; but the greatest benefit to communication access was observed by students with a hearing loss.

Derek C. Braun (2017) deaf individuals still face challenges in university science education. Most deaf students in science, technology, engineering, and mathematics (STEM) disciplines interact with faculty who have little to no experience working with deaf individuals and who often have preconceptions or simply a lack of knowledge about deaf individuals. In addition to a lack of communication access, deaf students may also feel unwelcome in STEM, as do other underrepresented groups. In this essay, we review evidence from the literature and, where data are lacking, contribute the expert opinions of the authors, most of whom are deaf scientists themselves, to identify strategies to best support deaf students in university STEM education. We describe the journey of a hypothetical deaf student and methods for faculty to create a welcoming environment. We describe and provide recommendations for classroom seating and layout, accommodations, teaching strategies, and research mentoring. We also discuss the importance of including deaf scientists in research about deaf individuals.

CHAPTER-3

REASEARCH METHODOLOGY:

3.1 RESEARCH DESIGN:

Types and Sources of data

There are basically two types of data i.e., primary data and secondary data. This study primary was taken into consider getting relevant data needed. Primary data was collected through online.

Population and sampling

Due to limited time, energy, budget, samples taken around convenience sampling technique has been used for the study for data collection. The sample size of the study is 150

Instrumentation

In order to examine the date, the researcher has used percentage analysis, graphs and charts to analyze collected data.

CHAPTER-4

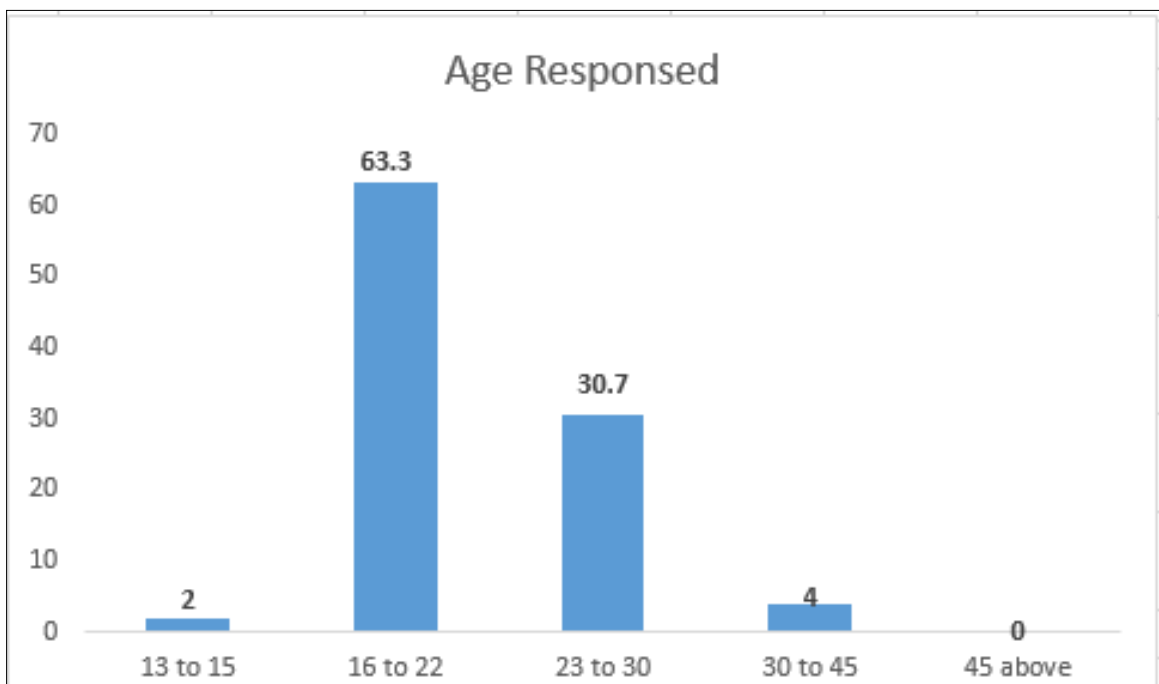
DATA ANALYSIS:

4.1 PERCENTAGE ANALYSIS:

TABLE 4.1- AGE OF THE RESPONDENTS

S NO	Particulars	No. of Respondent s	Percentage %
1	13 to 15	3	2
2	16 to 22	95	63.3
3	23 to 30	46	30.7
4	30 to 45	6	4
5	45 above	0	0
TOTAL		150	100

Source: Primary Data: CHART 4.1- AGE OF THE RESPONDENTS



Interpretation:

From the above table it is interpreted that the number of respondents between 13 to 15 age of respondents are 2%, between 16 to 22 ages of respondents are 63.3%, Between 23 to 30 age of respondents are 30.7%, 45 above age of respondents are 0%.

Inference:

Majority (63.3%) of the respondents are age between 16 to 22 years.

TABLE 4.2 -RESPONSES FOR ONLINE CLASSES IMPROVE SELF- MOTIVATION AND ABLE TO WORK INDEPENDENTLY

S No	Particulars	No. of Respondent s	Percentage %
1	YES	132	92
2	NO	12	8
TOTAL		150	100

Source: Primary Data

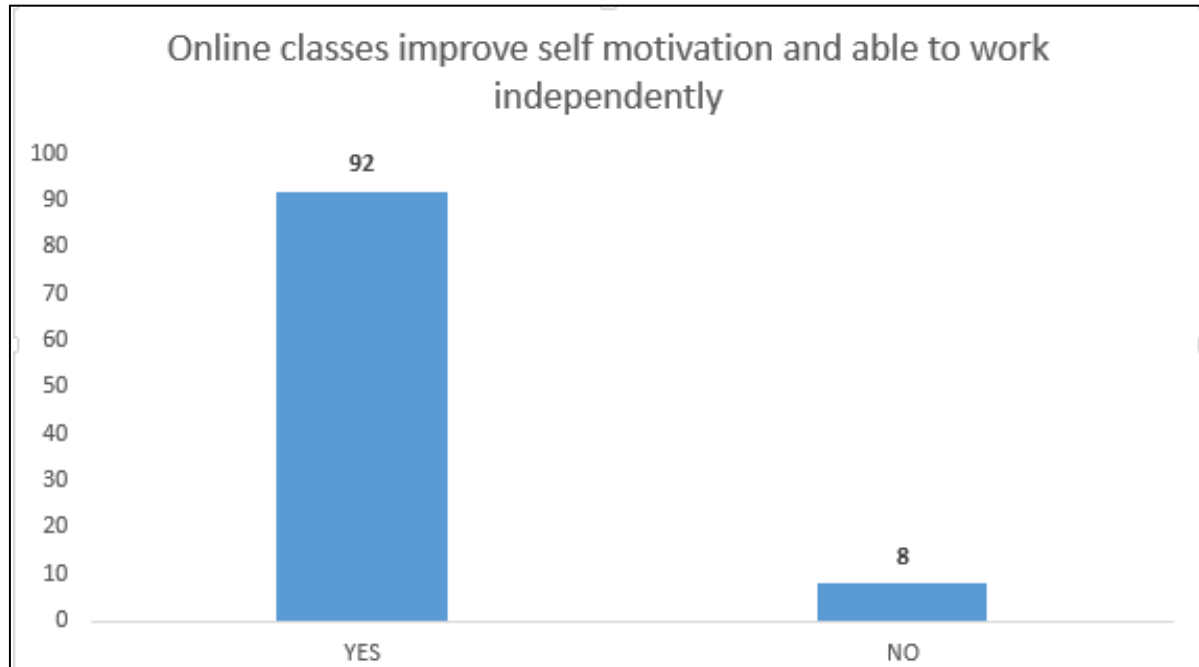


CHART 4.2 - RESPONSES FOR ONLINE CLASSES IMPROVE SELF- MOTIVATION AND ABLE TO WORK INDEPENDENTLY

From the above table it is interpreted that the number of YES respondent is 92% and NO respondent is 8%.

Inference:

Majority (92%) of the respondents in responses for Online classes improve self-motivation and able to work independently

TABLE 4.3 – RESPONSES FOR I AM COMFORTABLE WITH SPENDING SEVERAL HOURS OF TIME ON COMPUTER FOR ONLINE CLASSES

S No	Particulars	No. of Respondents	Percentage%
1	YES	65	43.3
2	NO	85	56.7
TOTAL		150	100

Source: Primary Data

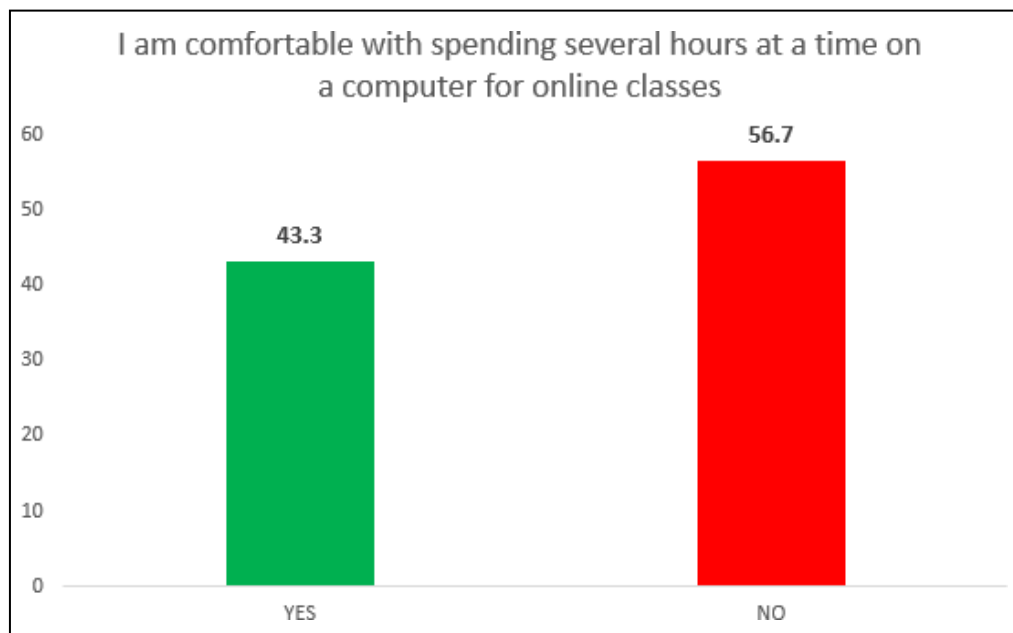


CHART 4.3 - RESPONSES FOR I AM COMFORTABLE WITH SPENDING SEVERAL HOURS OF TIME ON COMPUTER FOR ONLINE CLASSES

From the above table it is interpreted that the number of YES respondent is 43.3% and NO respondent is 56.7%.

Inference:

Majority No (56.7%) of the respondents Responses for I am comfortable with spending several hours at a time on a computer for online classes.

TABLE 4.4- RESPONSES FOR ONLINE CLASSES DURING CORONA SPEEDING IS REDECIDED

S No	Particular s	No. of Respondent s	Percentage %
1	YES	126	84
2	NO	16	26
TOTAL		150	100

Source: Primary Data

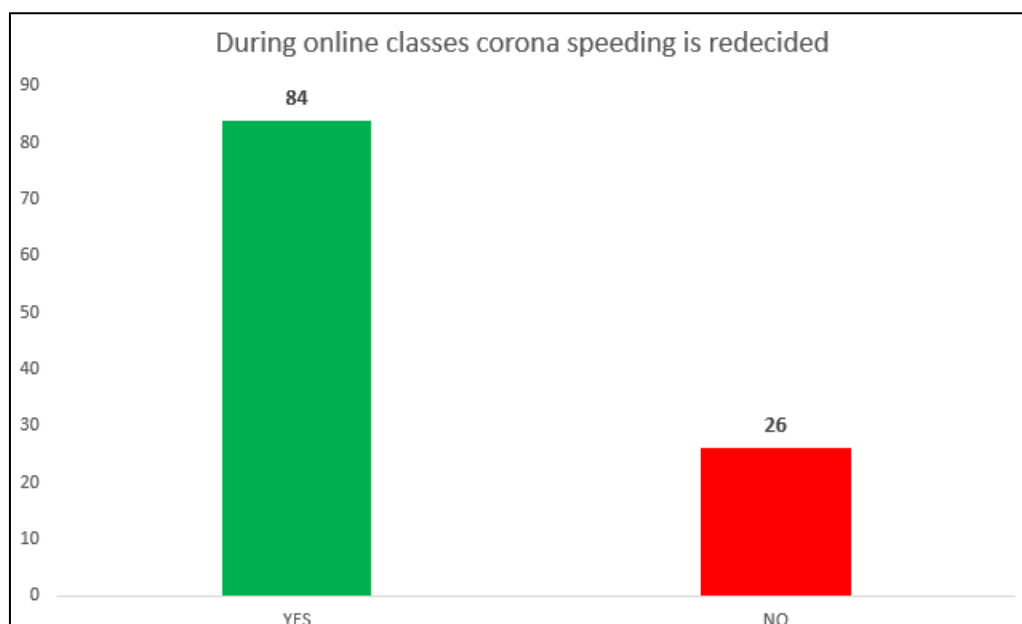


CHART 4.4- RESPONSES FOR ONLINE CLASSES DURING CORONA SPEEDING IS REDECIDED

Interpretation:

From the above table it is interpreted that the number of YES respondent is 84 % and NO respondent is 26 %.

Inference:

Majority YES (84 %) of the respondents' responses for during online classes corona speeding is re-decided

TABLE 4.5-RESPONSES FOR IS THE TIME CONVENIENT FO STUDENTS IN ONLINE CLASSES

S No	Particulars	No. of Respondents	Percentage%
1	YES	133	88.7
2	NO	17	11.3
TOTAL		150	100

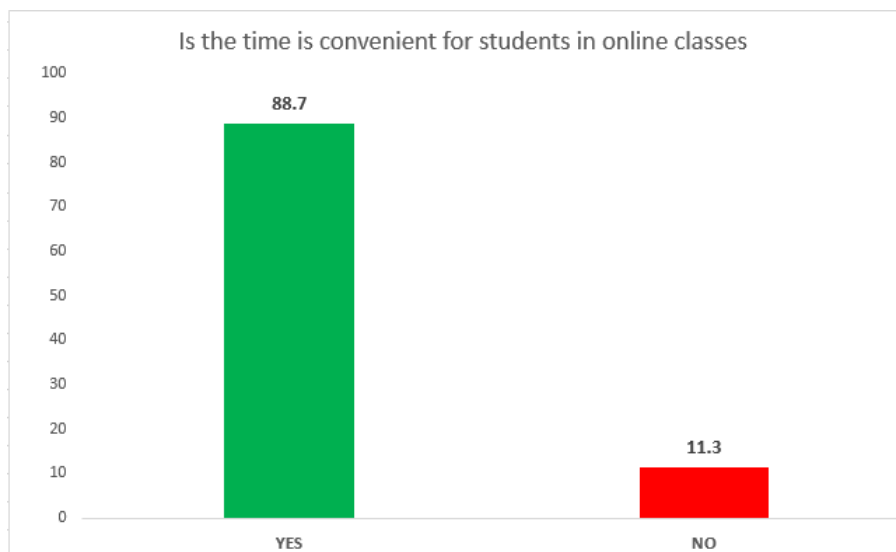
Source: Primary Data

CHART 4.5 -RESPONSES FOR IS THE TIME CONVENIENT FO STUDENTS IN ONLINE CLASSES

Interpretation:

From the above table it is interpreted that the number of YES respondent is 88.7 % and NO respondent is 11.3 %.

Inference:

Majority YES (88.7 %) of the respondents Responses for is the time is convenient for students in online classes

TABLE 4.6 – RESPONSES FOR ADVANTAGES OF ONLINE CLASSES

S No	Particulars	No. of Respondents	Percentage%
1	Scheduling Flexibility	16	10.7
2	More Comfortable Learning Environment	42	28
3	Geographic Flexibility	1	0.7
4	Improve Your Technical Skills	7	4.7
5	All of the above	84	56
TOTAL		150	100

Source: Primary Data

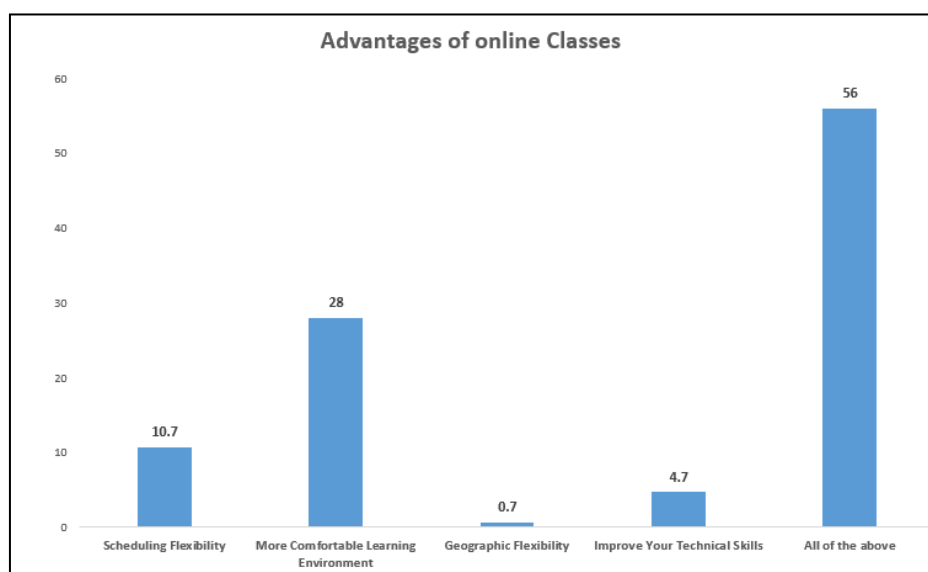


CHART 4.6- RESPONSES FOR ADVANTAGES OF ONLINE CLASSES

Interpretation:

From the above table it is interpreted that the number of respondents Scheduling Flexibility is **10.7%**, More Comfortable Learning Environment of respondents are **28%**, Geographic Flexibility of respondents are **0.7%**, Improve Your Technical Skills Of respondents are **4.7%**, All the above of respondents are **56%**.

Inference:

Majority All of the above (56 %) of the respondents' responses for advantages of online Classes

TABLE 4.7- RESPONSES FOR HOW DO YOU FEEL OVERALL ABOUT DISTANCE EDUCATION

S No	Particulars	No. of Respondent s	Percentage %
1	Poor	6	4
2	Average	14	9.4
3	Below Average	14	9.4
4	Good	110	73.8
5	Excellent	5	3.4
TOTAL		150	100

Source: Primary Data

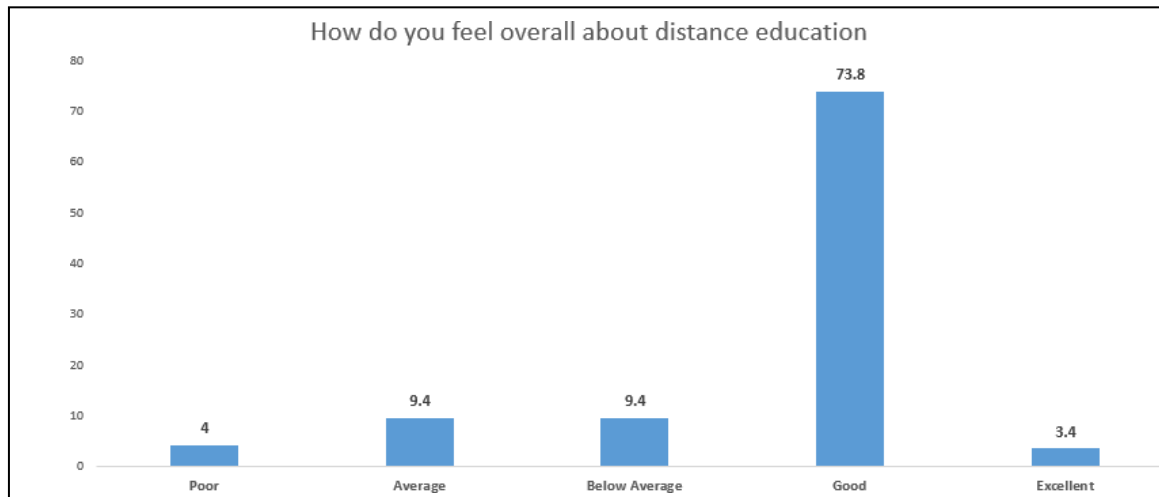


CHART 4.7 - RESPONSES FOR HOW DO YOU FEEL OVERALL ABOUT DISTANCE EDUCATION

Interpretation

From the above table it is interpreted that the number of respondent's poor is **4%**, Average of respondents are **9.4%**, below average of respondents are **9.4 %** Good Of respondents are **73.8%**, Excellent of respondents are **3.4%**.

Inference:

Majority is Good (73.8 %) of the respondents' responses for how you feel overall about distance education

TABLE 4.8- RESPONSES WHAT DEVICE CAN BE USED FOR DISTANCE LEARNING

S No	Particulars	No. of Respondent s	Percentage %
1	Smart phone	28	18.8
2	Laptops	38	25.5
3	Desktop	5	3.4
4	Tablets	3	2
5	All the above	75	50.3
TOTAL		150	100

Source: Primary Data

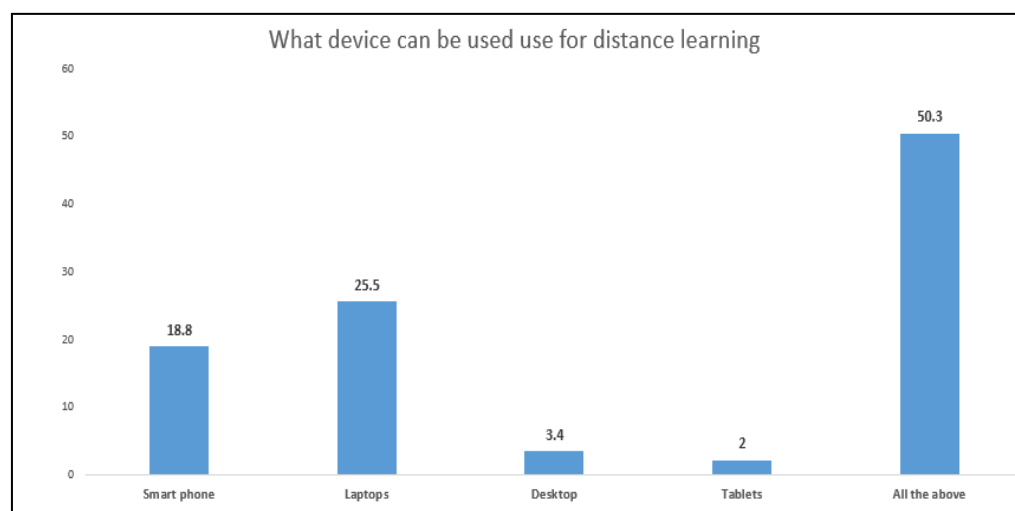


CHART 5.8- RESPONSES WHAT DEVICE CAN BE USED FOR DISTANCE LEARNING

Interpretation:

From the above table it is interpreted that the number of respondent's smart phone user is **18.8%**, Laptops of respondents are **25.5 %**, and Desktop of respondents are **3.4 %** Tablets

Of respondents are **2%**, All the above of respondents are **50.3%**.

Inference:

Majority is All the above (50.3%) of the respondents' responses what device can be used use for distance learning

TABLE 4.9-RESPONSES FOR HOW MUCH TIME CAN BE SPEN EACH DAY ON AN AVERAGE ON DISTANCE EARNING

S No	Particulars	No. of Responden ts	Percentage %
1	1 to 3	19	12.8
2	3 to 5	55	36.9
3	5 to 7	7	4.7
4	7 to10	2	1.3
5	Any of the above based on course	66	44.3
TOTAL		150	100

Source: Primary Data

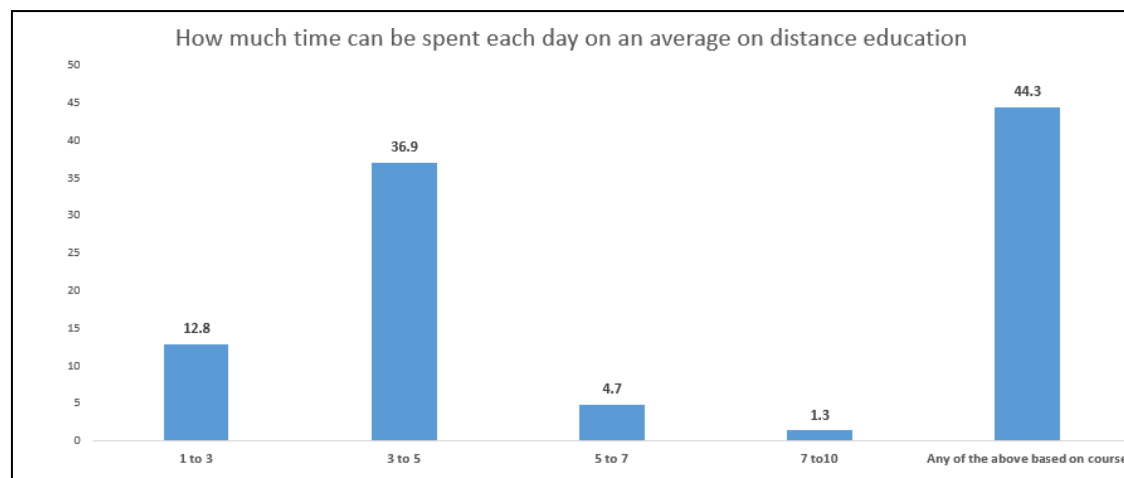


CHART 5.9-RESPONSES FOR HOW MUCH TIME CAN BE SPEN EACH DAY ON AN AVERAGE ON DISTANCE LEARNING

Interpretation:

From the above table it is interpreted that the number of respondents 1-to-3-hour user is **12.8%**, 3 to 5 of respondents are **36.9 %**, and 5 to 7 hours of respondents are **4.7 %**, 7 to 10 hours of respondents are **1.3%**, Any of the above based on course of respondents are **44.3%**.

Inference:

Majority is Any of the above based on course (44.3%) of the respondents' responses for How much time can be spent each day on an average on distance education

TABLE 4.10- RESPONSES FOR WHAT TECHNOLOGY-BASED APPLICATIONS CAN BE USED FOR ONLINE LEARNING

S No	Particulars	No. of Respondent s	Percentage %
1	WebEx meetings	77	51.7
2	Google for education	122	81.9
3	Zoom	120	80.5
4	Teams	56	37.6
5	Social Media	19	12.8
6	Others	6	4
TOTAL		150	100

Source: Primary Data

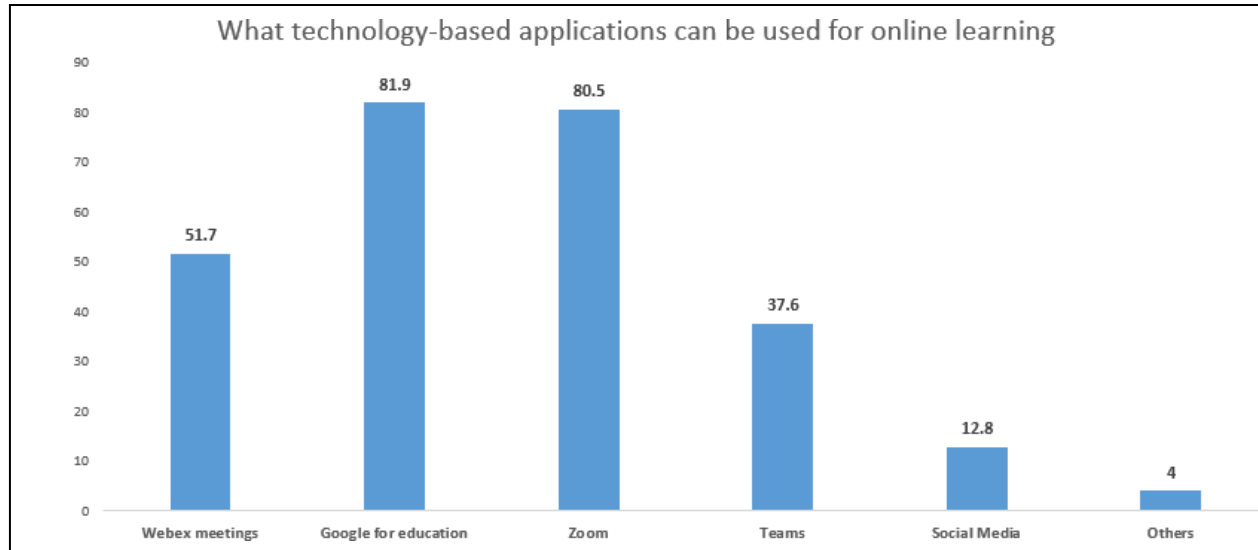


CHART 4.10- RESPONSES FOR WHAT TECHNOLOGY-BASED APPLICATIONS CAN BE USED FOR ONLINE LEARNING

Interpretation:

From the above table it is interpreted that the number of respondents Webex meeting is **51.7%**, Google for education of respondents is **81.9 %**, and Zoom of respondents are **80.5 %**, Teams of respondents are **37.6%**, Social Media of respondents are **12.8%** and Other respondents is **4%**.

Inference:

Majority is Google for education (81.9%) of the respondents' responses for what technology-based applications can be used for online learning

TABLE 4.11- RESPONSES FOR HOW CAN YOU COMMUNICATE WITH YOUR TEACHER DURING THE CLOSING OF SCHOOL BUILDINGS

S No	Particulars	No. of Respondent s	Percentage%
1	Classroom web-based platform	117	79.5
2	Website	67	45
3	Email	94	63.1
4	Social Media	14	9.4
5	Phone	84	56.4
6	Home visit	7	4.7
7	others	2	1.3
TOTAL		150	100

Source: Primary Data

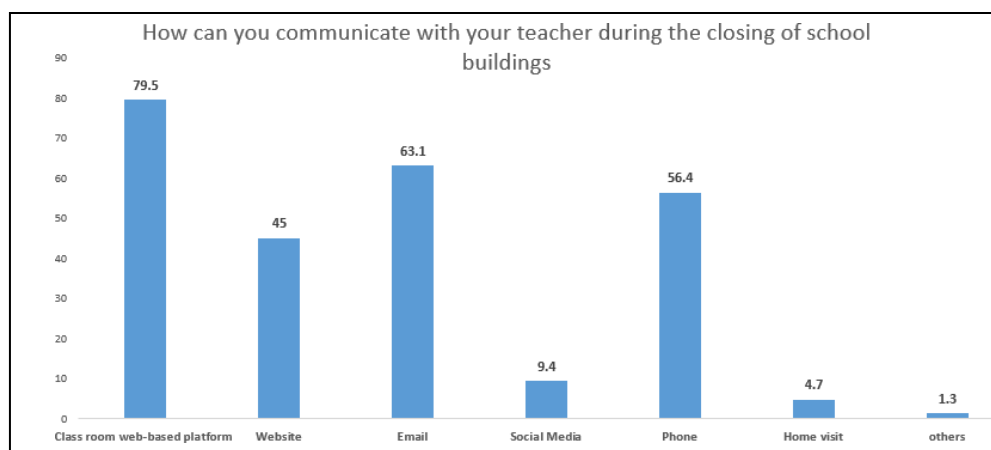


CHART 4.11- RESPONSES FOR HOW CAN YOU COMMUNICATE WITH YOUR TEACHER DURING THE CLOSING OF SCHOOL BUILDINGS

Interpretation:

From the above table it is interpreted that the number of respondents Classroom web-based platform is **79.5%**, Website of respondents are **45 %**, and Email of respondents are **63.1 %**, phone of respondents is **56.4%**, Social Media of respondents are **9.4%** and home visit respondents is **4.7 %**. & others respondent is **1.3%**

Inference:

Majority is Classroom web-based platform (79.5 %) of the respondents' responses for how you can communicate with your teacher during the closing of school buildings.

TABLE 4.12- RESPONSES FOR IN YOUR OPINION , DUE TO THE CURRENT CIRCUMSTANCES CREATED BY THE COVID-19 VIRUS, WHEN SCHOOLS FULLY REOPEN, WILL ONLINE/DISTANCE TEACHING REMAIN PART OF SCHOOL PRACTICE

S No	Particulars	No. of Respondent s	Percentage %
1	School will be a little different, with more online learning than before	12	8.1
2	online teaching will become integral to school practices	111	74.5
3	Very little will change	14	9.4
4	School will return to its original practice with minor changes	12	8.1
TOTAL		150	100

Source: Primary Data

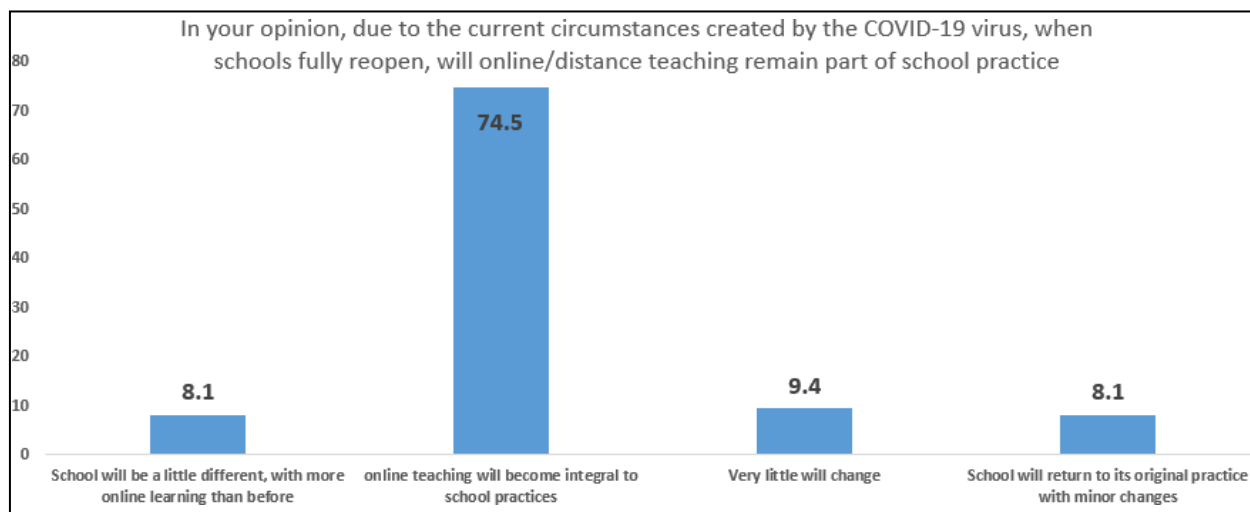


CHART 4.12- RESPONSES FOR IN YOUR OPINION , DUE TO THE CURRENT CIRCUMSTANCES CREATED BY THE COVID-19 VIRUS, WHEN SCHOOLS FULLY REOPEN, WILL ONLINE/DISTANCE TEACHING REMAIN PART OF SCHOOL PRACTICE

Interpretation:

From the above table it is interpreted that the number of respondents School will be a little different, with more online learning than before is **8.1%**, online teaching will become integral to school practices of respondents are **74.5 %**, and Very little will change of respondents are **9.41 %**, School will return to its original practice with minor changes of respondents are **8.1%**,

Inference:

Majority is online teaching will become integral to school practices (74.5 %) of the respondents' responses for in your opinion, due to the current circumstances created by the COVID-19 virus, when schools fully reopen, will online/distance teaching remain part of school practice

TABLE 4.13- RESPONSES FOR WHAT ARE THE FREEDOM DOES ONLINE EDUCATION CAN GIVE

S No	Particulars	No. of Respondent s	Percentage %
1	Budget friendly	16	11
2	Staffing issues will not be there as lot of videos will be there to learn	18	12.3
3	Interest of students can be pursued even when the interest among the class wanes	29	19.9
4	Distant learning helps students cross boundaries	83	56.8
TOTAL		150	100

Source: Primary Data

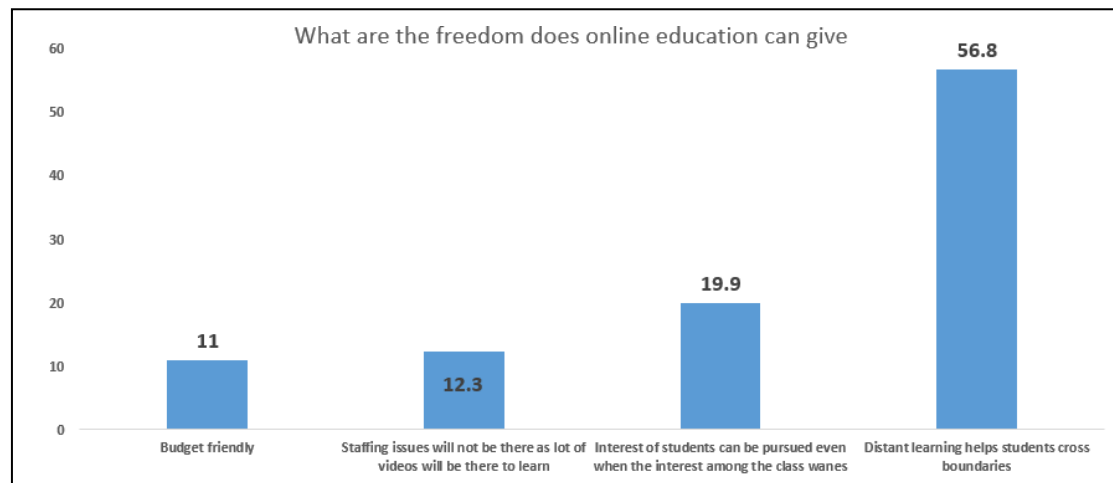


CHART 4.13- RESPONSES FOR WHAT ARE THE FREEDOM DOES ONLINE EDUCATION CAN GIVE

Interpretation:

From the above table it is interpreted that the number of respondents Budget friendly is **11%**, Staffing issues will not be there as lot of videos will be there to learn of respondents are **12.3 %**, and Interest of students can be pursued even when the interest among the class wanes is **19.9 %**, Distant learning helps students' cross boundaries of respondents are **56.8%**,

Inference:

Majority is Distant learning helps students' cross boundaries (56.8 %) of the respondents Responses for what are the freedom does online education can give.

CHAPTER-5

5.1 FINDINGS:

1. Majority (63.3%) of the respondents are age between 16 to 22 years.
2. Majority (92%) of the respondents in responses for Online classes improve self-motivation and able to work independently.
3. Majority No (56.7%) of the respondents Responses for I am comfortable with spending several hours at a time on a computer for online classes.
4. Majority YES (88.7 %) of the respondents Responses for is the time is convenient for students in online classes
5. Majority All of the above (56 %) of the respondents' responses for advantages of online Classes
6. Majority is Good (73.8 %) of the respondents' responses for how you feel overall about distance education
7. Majority is All the above (50.3%) of the respondents' responses what device can be used use for distance learning
8. Majority is Any of the above based on course (44.3%) of the respondents' responses for How much time can be spent each day on an average on distance education
9. Majority is Google for education (81.9%) of the respondents' responses for what technology-based applications can be used for online learning
10. Majority is Classroom web-based platform (79.5 %) of the respondent responses for how you can communicate with your teacher during the closing of school buildings.
11. Majority is online teaching will become integral to school practices (74.5%).
12. Majority of the respondents' responses for in your opinion, due to the current circumstances created by the COVID-19 virus, when schools fully reopen, will online/distance teaching remain part of school practice.

13. Majority is Distant learning helps students' cross boundaries (56.8%) of the respondents Responses for what are the freedom does online education can give.

SUGGESTION:

- Treat an online course like a “real” course.
- Hold yourself accountable.
- Practice time management. Create a regular study space and stay organized.
- Eliminate distractions.
- Figure Out How You Learn Best.
- Actively participate.
- Leverage your network.

5.2 CONCLUSION:

Online learning is a growing and exciting new way to learn about almost anything. However, learning online is different from learning in a face-to-face setting, and it is important to think about your goals, your needs and your interests before committing yourself to something

The assessment of student achievement, or understanding what students know and can do, is fundamental to effective teaching and to students' learning. Unless teachers know students well and are knowledgeable about their achievements, they cannot be confident that they are meeting the learning needs of their students.

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APPENDIX

Personal Details:

Age (years)

- a) 13 to 15
- b) 16 to 22
- c) 23 to 30
- d) 30 to 45
- e) 45 above

Questions:

1. Why was E-Learning recommended in Covid Pandemic?
2. 2. Online classes improve self-motivation and able to work independently
 - a) Yes
 - b) No
3. I am comfortable with spending several hours at a time on a computer for online classes
 - a) Yes
 - b) No
4. During online classes corona speeding is redecided
 - a) Yes
 - b) No
5. How is corona Spreading reduced during online? classes
6. Explain your time management to do extra courses through in online?

7. Give some suggestions to improve Non-remote areas?
8. Is the time being convenient for students in online classes?
- a) Yes
 - b) No
9. Advantages of online Classes
- a) Scheduling Flexibility
 - b) More Comfortable Learning Environment
 - c) Geographic Flexibility
 - d) Improve Your Technical Skills
 - e) All the above
10. Why online classes compulsory in covid-19 situation? Give your feedbacks
11. How do you feel overall about distance education?
- a) Poor
 - b) Average
 - c) Below Average
 - d) Good
 - e) Excellent
12. What device can be used use for distance learning?
- a) Smart phone
 - b) Laptops
 - c) Desktop
 - d) Tablets
 - e) All the above

13. How much time can be spent each day on an average on distance education?

- (a) 1-3 hours
- (b) 3-5 hours
- (c) 5-7 hours
- (d) 7-10 hours
- (e) Any of the above based on course

14. What is the future of online education?

15. 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

16. How can you communicate with your teacher during the closing of school buildings? Select all that apply

- ☐ Classroom Web-based Platform (e.g., Google Classroom)
- ☐ Website
- ☐ Email
- ☐ Social Media
- ☐ Phone
- ☐ Home Visit
- ☐ Other

17. 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?

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

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

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

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

20. What are the essential gadgets you should to attend online education. Check all the boxes that apply

- ☐ Smart phone
- ☐ Laptop
- ☐ High speed internet
- ☐ Video camera
- ☐ Learning space with furniture