

# **EFFECTIVENESS OF CONDUCTING FACULTY DEVELOPMENT PROGRAM THROUGH WEBINAR**

Submitted in partial fulfillment of the requirements for the award of  
**Master of Business Administration**

by

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**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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## **SCHOOL OF BUSINESS ADMINISTRATION**

### **BONAFIDE CERTIFICATE**

This is to certify that this Project Report is the bonafide work of SILVIYA JASY J 39410202 who have done the Project work entitled “**Effectiveness of conducting Faculty Development Program Through Webinar**” under my supervision from January 2021 to March 2021.

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## **DECLARATION**

I **SILVIYA JASY J 394101202** hereby declare that the Project Report entitled **EFFECTIVENESS OF CONDUCTING FACULTY DEVELOPMENT PROGRAM THROUGH WEBINAR** done by me under the guidance of **DR. J. RANI** at SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY, CHENNAI is submitted in partial fulfillment of the requirements for the award of Master of Business Administration degree.

**DATE:**

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**SILVIYA JASY J**

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**SILVIYA JASY J**

## **ABSTRACT**

COVID-19 pandemic force to shut down all the educational institutes across the country. But we cannot stop our learning and sharing our knowledge. Thus, the purpose of this paper is to study the effectiveness of webinars and online workshops during the COVID-19 pandemic. Online survey method was used to collect the data from 210 respondents across India and from different institutes. Purposive sampling technique was used. Researchers have used self-made questionnaire with both open ended and close ended questions. Researchers have divided the analysis section into sub-sections like, readiness and purpose of participants, organizational aspects, efficiency of resource persons, instructional design and delivery, learning outcomes/feedback and the respondents' reflection on online programs.

The study revealed that pre-requisite knowledge of ICT tools and applications (86%) and pre-requisite knowledge of themes are very important to understand online programs. Majority of the respondents said that they have attended the online program as per their specialization (76%). But long duration program creates boredom (68%). It is found that geographical location and internet connectivity are the major problems. The study revealed that organizers are working well in the ground of the online registration, selection of the theme, providing e-certificate on time and circulation of the power-point presentation and learning materials of the resource person to the participants and many more. But a loophole is the poor technical difficulties from organizers side (64%). The study has reported that 71% of the respondents said, resource persons must have both content and technological skills. 42% respondents have accepted that resource persons have content knowledge, but they do not have technological skills at per. The positive side is that resource persons give lectures with the help of power point presentations (74%).

The remarkable part of the study is that 81% of the respondents have agreed with the transform of the education system in the post pandemic era through this online program. Some other positive sides of online program are; budget friendly (56%), collaborative and discussion-based learning (67%), participants can use the learnt knowledge in the professional field (81%), preparing and submitting the tasks are easy (59%), practical and

skill-based subjects can learn effectively (53%). The paper also discussed about the title of the online program attended by the respondents, important points learned, new skills developed from the programs during the lock down period, important themes want to learn in future and some of the suggestions for future online program. The study ends with giving some suggestions to the participants, organizers, curriculum planners, government and the educational institutes for improvement and smooth running of the online program.

The on-demand ability to share and distribute recorded webinars via a portal or database, plays a vital role to the learner. It means that content is at the fingertips of trainees, and that unlimited playback is possible. A key feature of a good webinar is its interactive elements - the ability to give, receive and discuss information. An interactive function can be fulfilled by discussion boards and online chatrooms provided on the same website as the webinar. This either allows trainees to discuss the content as an online community or, in some cases of live discussion and panel shows, contribute to the presentation directly by asking questions or making statements which can be relayed directly to the panel. As the trainees are given an increased level of interactivity by allowing them to submit information to the discussion (be it text, graphic, audio or video) the experience will become more engaging for them and make for a better learning experience.

Web conferencing refers to a service that allows conferencing events to be shared with remote locations. The predecessor of a web-conference is the video- conference. Basically, video conferencing is the exchange of a live video feed between , or more participants to connect webinar members so that members at a distance cannot only be heard but seen as well.0 Before the availability of high bandwidth internet connections, signals were carried over point to point connections established via ISDN lines.

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# **CHAPTER-1**

## **INTRODUCTION**

### **1.1 INTRODUCTION**

The term webinar is short for Web-based Seminar, a presentation, lecture, workshop, or seminar that is transmitted over the Web, specifically a portmanteau of web & seminar, to describe a specific type of web conference (Wikipedia\*). The online Merriam-Webster dictionary gives a similar definition, though narrower in scope: a live online educational presentation during which participating viewers can submit questions and comments.

On 11 March 2020, WHO declared Diseases a pandemic and reported all the countries to treat, detect and reduce the transmission for the save of people's lives. This force the people as well as whole world to remain lockdown and maintain social distancing and India is not an exception. It creates a great impact on the global economy. Even educational institutes like schools, colleges and universities remain closed temporarily. Due to the Pandemic different academic program have been disrupted. The University Grant Commission on 5th March 2020 provide a letter to the universities and colleges with some advices to prevent the transmission of virus.

The authorities have given advised to all the universities and colleges to avoid large gatherings in the campus. All the concerned government had given order for stopping face to face workshops, seminars, conferences etc. to reduce the spread of Corona virus. But we cannot stop our learning as well as researchers cannot stop sharing their work. The question arises in the mind that will it be the year without conferences, workshops, seminar etc.? The answer became no within few days. Maximum educational institutes or organizations have found the alternative ways and taking the help of technology for conducting their programs and provided an uninterrupted learning situation.

Slowly students, teachers, academicians, administrators have been adapted with the online learning. Online learning is not new. But this pandemic situation makes it substitute of the face to face learning. Thus, we can say that in present situation online programs in

the education sector is not an option but is necessary. The SWOT (Strength, Weakness, Opportunity and Threat) analysis of the online program includes: Strength of the online program are- time flexibility, location flexibility, large number of audience, large number of contents, immediate feedback, Weaknesses of the online program are- technical difficulties, lack of personal/ physical attention, learners' capability and confidence level, resource persons' technological knowledge, Opportunity of the online program are; scope for innovation and digital development, designing flexible program, an innovative pedagogical approach, and the threats of the online program are; digital divide, digital illiteracy and unequal distribution of ICT infrastructure. Thus, in the present context it is very important to see the effectiveness of webinars and online workshops during the COVID-19 pandemic situation.

Web-based seminar with transmission of video and audio content online (over the internet) from one source to a limited audience with the purpose of training” A webinar can be delivered either live, or recorded and delivered “on demand” giving the flexibility to the viewer to watch the webinar whenever they wish. However rather than requiring a download like a video podcast, a webinar uses a progressive video stream onto the user's computer so there is no need for hard drive space nor managing le/over media files. The on-demand ability to share and distribute recorded webinars via a portal or database, plays a vital role to the learner. It means that content is at the fingertips no trainees, and that unlimited playback is possible. A key feature of a good webinar is its interactive elements - the ability to give, receive and discuss information. An interactive function can be fulfilled by discussion boards and online chatrooms provided on the same website as the webinar. This either allows trainees to discuss the content as an online community or, in some cases of live discussion and panel shows, contribute to the presentation directly by asking questions or making statements which can be relayed directly to the panel. As the trainees are given an increased level of interactivity by allowing them to submit information to the discussion (be it text, graphic, audio or video) the experience will become more engaging for them and make for a better learning experience.

### **1.1.1 Webinars in a Training**

Use of this technology for learning is still considered to be in its infancy, however as with news and entertainment, growth of its use within teaching practice is expanding rapidly alongside the capacity of trainers and learners to support the technology. The potential which webinars hold within training, particularly for adult education and continuing professional development within small and medium businesses, opens up a huge market for in-house upskilling of sta. where traditionally sta. would have to be sent on training days, at great cost to the company. Also, the option for webinars to either be live and interactive, allowing a simulated classroom experience, or on-demand for trainees to watch when and as they want, makes training of this type very flexible and therefore particularly for small businesses. As the use of technology in non-compulsory education has become more widespread, educators have begun to use these technologies as an additional core skill in more traditional areas of learning, as well as in subjects such as IT which this technology lends itself to. This has led to a culture in education with more acceptance of what is called blended learning which refers to educators using new and innovative technologies in conjunction with more traditional teaching methods practiced in the conference room to deliver their training. The majority of webinars tend toward the broadcast-style described above, with a lecturer (or other person) delivering content to a group, while an e-learning webinar with a small number of participants (less than ten trainees) may have a high level of interactivity and reflects a blended learning structure, as participants are granted additional control. The amount of interactivity permitted in a webinar should be inversely proportional to the number of participants. As a result large groups will lead to webinars similar to a traditional broadcast format. Although these new technologies support learning, many still use them with the traditional teaching styles they have adopted for the training. While many underlying methodologies common to all teaching practice are allowed to function using new technologies such as webinars, the elect of these technologies can be maximized by developing new processes and teaching styles specific to the new technologies and this document sets out to address how you can deliver the most elective teaching and learning through webinars.

### **1.1.2 Key Features of Webinars**

The most typical features of a webinar can be summarized as follows,

- o On-line environment
- o Use of software:
  - Webinar providers require specific software
  - Participants must have internet access
- o Live event (scheduled at a precise time)
- o Participation by invitation only
- o Limited duration of, hours presenting content (using audio, video, sharing screen, ppt presentations, etc.)
- o Interaction with participants (audio, chat, quizzes, surveys, whiteboard, “hands up” button, etc.)
- o Partial anonymity of participants
- o Rights giving: the person running the webinar may give rights to the participants (e.g. make them presenters). It gives the participants more options (e.g. screen sharing, file sharing, etc.)

## **1.2 INDUSTRY PROFILE**

This section focuses on the impact of webinar and online workshops on instructional design and delivery. 81% of the respondents agreed that they can use in their professional field what they have learned from the online program. 73% of the respondents have reported that online program allows them to learn as per their convenience. 67% of the respondents have agreed that online program allow them to learn by collaborating and discussing with others. 45% of the respondents have reported that interaction with the speakers/ panel lists are easier during the online program than face to face. 59% of the respondents have mentioned that preparing and submitting the assignments / tasks given in the online program is easy. 70% of the respondents agreed that timely feedback has been received from the resource persons in an online program. 79% of the respondents have accepted that all these webinars and online workshops can improve the quality of

teaching learning. Lastly 44% of the respondents have reported that the online program must not be held throughout days as face to face program.

This section focuses on the learning outcomes and feedback related to webinar and online workshops. 88% of the respondents mentioned that objectives of the program are given to the participants at the beginning of the session. 73% of the respondents accepted that feedback form given at the end of the online program have been filled by the participants with sincerity. 53% of the respondents reported that practical/ skill-based subjects can be effectively learned through online mode. 77% of the respondents have accepted that online programs have improve the overall knowledge of the participants. 81% of the respondents have reported that online program would transform our education system in the post pandemic era. 73% of the respondents have mentioned that objectives of the program have been achieved by the participants. 57% of the respondents have mentioned that organizers are providing follow up activity after the end of the program. Lastly, 68% of the respondents have mentioned that feedback given by the participants are taken care by the organizer for next program.

### **1.1.3 Webinar Software**

Many pieces of webinar so/ware are web-based applications and do not require installation. Many pieces of webinar so/ware are built on the Adobe Flash platform which is both free and installed on of machines. A further benefit to this beyond the lack of installation, is that the so/ware will work across multiple platforms and operating systems. Some so/ware applications also feature mobile versions.

### **1.1.4 Functionalities**

Within this paper we have identified a number of functionalities that are beneficial to webinar software. Some of these functionalities are essential to delivering the webinar, while others simply enhance the learning experience. As with all software, the number of functionalities available to the user depends on the development of the

software and this is reflected in the cost. We have evaluated a variety of pieces of software ranging from freeware /shareware software available to paid options.

The following functionalities are generally found in most, if not all, webinar software suitable for education:

- Video transmission (allows trainer and participants to see each other)
- Chat (allows to communicate between participants by typing text. Therefore they do not interfere with person who speaks using microphone)
- Real time whiteboard (allows one to draw on a shared whiteboard)
- File sharing

## **1.2 NEED FOR THE STUDY**

### ***1.3.1 Cost- efficiency***

Rapid development of infrastructure and so/ware used for remote communication makes webinar technology itself cheaper and more available. As the costs of enhanced so/ware decrease each month, the trainee's satisfaction increases. Distance learning is becoming a far cheaper alternative to traditional training as fast internet connections are standard in every educational institution or enterprise.

Cost-savings (in terms of accommodation and travel) are one of the key advantages of webinars. Webinars help reduce costs in:

- Time commitment required by the trainees.
- Travel and accommodation.
- Training material.

### ***1.3.2 Convenience***

Webinars save time by trainees the capability to choose an hour that is most convenient to them. In addition, webinars eliminate the need for costly facilities, allowing trainees without such access to participate. Webinars are

accessible from any place, requiring only a computer and the internet, broadening accessibility to include participants throughout the world.

### ***1.3.3 Post-training availability of content***

Webinars allow the trainer to record teaching sessions easily for other trainees.

### ***1.3.4 Orientation function***

Webinar sessions provide those looking to raise their qualifications or retrain in a certain subject area a viable option to try various subjects if they are unsure of the specifics of what they want to study. Thanks to webinar technology trainees.

- Can attend deferent webinars to check themes and topics before choosing expensive traditional training formats or post-graduate studies.

### ***1.3.5 Increased openness and less personal communication barriers***

The partial anonymity of webinar participants benefits individuals fearing criticism and negative (non-constructive) feedback, allowing them to ask questions freely.

## **1.4 SCOPE AND SIGNIFICANCE OF STUDY**

Webinars enable attendees to participate in your presentation from anywhere in the world, so long as they have access to the internet. Without the challenges of travel and room space, you can reach and engage a broad audience quickly and efficiently.

## **1.5 OBJECTIVES OF THE STUDY**

- To examine which is more productive, webinar or seminar.

- To analyze the ways to make webinars more effective.
- To analyze the real time feedback from the participants.
- To study the technology impacted created by the webinars.
- To study the drawbacks of attending Webinars.

## **1.6 LIMITATIONS OF THE STUDY**

### ***1.6.1 Attentiveness***

This style of learning also has its challenges. Trainees participating in traditional training is generally more focused on their studies than those participating in a webinar. While a webinar is in progress, trainees may browse the internet, work, read and do many other things that might distract them and detract from the training. Engagement activities provided by the trainer can avoid this situation.

### ***1.6.2 Technical issues***

To conduct a webinar properly, a trainer needs so/ware and the knowledge and experience to use the software as intended, requiring the trainer to spend additional time learning the software. Participants have few technical issues to consider besides installing the webinar software and following any on screen prompts. Most users will have access to computers meeting at least the minimum requirements to participate in a webinar.

### ***1.6.3 Limitations of non-verbal communication***

Traditional meetings allow participants to be more flexible and interact more than during webinar sessions. In a webinar, dialogue is limited, and interactivity becomes a challenge, however a skilled trainer can use multiple techniques to minimize this effect.

### ***1.6.4 Limited time***

A webinar limited duration forces content to be planned by the minute and limits the instructor's ability to be flexible with time. As stated above, webinars have quite a lot of advantages, which form a promising alternative to traditional classroom activities

resulting in the growing popularity of webinars. A variety of techniques exist to help the trainer overcome challenges presented by this new medium to ensure that the sessions are conducted efficiently. Ensuring a highly satisfied customer is a matter of employing the correct training methods to transmit content most effect.

## **CHAPTER-2**

### **REVIEW OF LITERATURE**

#### **2. REVIEW OF LITERATURE**

**Gegenfurtner (2019)** studied integrated qualitative interview data and quantitative survey data in a sequential mixed methods research design to evaluate 48 webinars with 419 trainees who participated in four different training content areas, including supply chain management, industrial management, early childhood education and mathematics. The study findings can help educational technologists and human resource developers in the design, development, and implementation of digital technology-enhanced training.

**Jaruga (2015)** analysis the values/features of a particular program or action (e. g. curriculum, project) which uses criteria against set of standards in order of development, improvement, and efficiency. It consists of the systematically collected and analyze information about the goals established criteria. Online form with a set of prepared questions. It gives the possibility to express an opinion by answering closed, half open and open questions. The answers are being aggregated and published as statistics.

**Srimoyee (2020)** studies the participants and resource persons must be well aware, about the different online tools, applications, icons etc. for attending the online program. In one word both the group must be technologically sound. Organizers, different institutes, departments must play an important role to motivate more and more so that target population will attend different types of online program very seriously. They must use their learnt knowledge in the professional place. Government must provide uninterrupted and low-cost internet facilities for the smooth conduct of the program. It should not be only for urban population but also for rural people. Even the host institutes must see that there must not have technical issues from their side. Other things like proper communication with the target groups, providing registration link, doing registration properly, clarifying the objectives of the program, taking the feedback from the participants and work on it,

providing e-certificates on time are some of the elements that organizers must keep in mind. We must make all online program more inclusive. For all this proper planning is very important. We must keep in mind that disaster can come at any time, but we cannot stop our learning. So, people are slowly understanding the importance of online learning and they are trying to adapt with new learning situation. So, this pandemic demand humanity with unity.

**Ebner (2019)** studies the current meta-analysis was to investigate the effectiveness of webinars on promoting participant knowledge at post-test and the satisfaction scores of participants in higher education and professional training. Additionally, Kirkpatrick's assumption of a positive causal relationship between satisfaction and learning was investigated. To answer the associated research questions, meta-analytic estimations and correlation analyses were conducted based on five individual studies containing 10 independent data sources comparing 189 participants in webinar conditions to 192 participants in the control conditions. Additionally, the influence of two subgroups (face-to-face and asynchronous online) was examined. Summarizing the results, webinars provide an appropriate supplement for traditional face-to-face learning, particularly when there is a need for locational flexibility.

**Perera (2017)** the work you put into designing your deck of slides. This is important in any presentation, but especially so with webinars. In an in-person presentation, you are the main visual for your audience, and your slides are merely visual aids. But when it comes to a webinar, your slides aren't visual aids; they are the visuals. So put more work into them than you would with an in-person presentation.

**Khechine (2014)** determine the factors that explain the acceptance of a webinar system in a blended learning course by students. The effects of gender and age as moderating variables were also studied. Our hypotheses were based on the unified theory of acceptance and use of the technology model, which was proven to be able to better explain the variance in usage intention than previous acceptance models. In total, 114 students enrolled in a blended information systems course at Laval University in Quebec-

Canada answered 37 questions of seven-point Likert-type scale. Results have shown that the intention to use a webinar was directly influenced by performance expectancy (practical academic performance), effort expectancy (ease of use), and facilitating conditions (technical and organizational support). Only the age variable had a moderating effect. The obtained results will not only add scientific evidence to the literature about blended learning, webinars, and technology adoption, but it could also lead to a better practical understanding of the factors that may incite or discourage students to use webinar technologies in blended higher education. Faculty members and administrators should use these results to develop strategies to align users' expectations with technology use for learning.

**Lakhal (2018)** analyzed the predictors of the acceptance of Elluminate use. We have also evaluated the effect of two moderating variables - gender and age - on the relationships between the predictors and the intention to use Elluminate. The results have shown that age played a major role, as younger students were more concerned with their performance, and older students worried more about facilitating conditions. The present study had both theoretical and practical implications. On the theoretical side, this study highlighted original results from the UTAUT model that were mostly tested in a work environment. It provided useful insights into technology acceptance in an academic setting. The dif- Khechine, Lakhal, Pascot, & Bytha 47 references that were evident were that gender had no moderating effects and that age intervened mainly with performance expectancy and facilitating conditions. Unlike other study results (Anderson et al., 2006; Venkatesh et al., 2003), the facilitating conditions variable was a predictor of the dependent construct, either moderated or not by age. Overall, this study contributed to enrich the scientific literature with knowledge about the acceptance theory in a blended learning environment with a new technology.

**Buxton (2012)** valuate pharmacists' satisfaction with and reasons for enrolling in a series of continuing education webinars. While the webinars received positive evaluations for quality, value, and relevance, the limited average number of webinars attended by each

pharmacist was a concern, and several tactics will be implemented to address scheduling conflicts and other deterrents to repeat participation.

**Montgomery (2010)** studies Embedding a librarian in a course enhances student learning by connecting students with reliable resources. Most embedded librarian programs focus on online courses but should be offered in face-to-face (F2F) classes as well. Embedded librarians can provide instruction via online Webinars to F2F classes giving them an interactive learning experience. Future embedded librarians need to adopt online Webinars as a way to be where our users and resources are.

**Ahrens (2016)** studies the Three strategic priorities of the European Union such as Open Innovation, Open Science, and Openness to the World reveal that higher education focused on training of students as prospective specialists needed by society and production orient higher education how to change. In higher education the transition from distance learning to on-line learning has started. For on-line learning in higher education, webinars are becoming an indispensable tool. However, educators' opinion on webinars in higher education has not been analyzed. The aim of the present contribution is to analyze educator's opinion on webinars in higher education underpinning elaboration of a hypothesis on use of webinars in on-line educational environment within higher education. The meaning of such key concepts as webinar, opinion, on-line learning and on-line educational environment.

**Mkrttchian (2017)** studies the evolution of the principle of practical tendency in training was studied with the consideration of its alteration during the progress of society, including a view into the changing social and economic structures. The following concept of Galina Stephanova (Mkrttchian, & Stephanova, 2013) was taken as the theoretical basis, which includes working out the goals of teaching a certain subject by distinguishing a set of routine problems that students are being trained to solve. The theoretical concept of the research was evolved – the problem of implementing of the principle of practical tendency in training can be resolved if the goals of teaching are presented as a set of the routine problems that people solve during their lifetime, with methods for their solutions and ways to obtain these goals, On the basis of this concept, a model for training K-12

teachers was developed, The training practicability based on the above-mentioned model was tested.

**Mihai (2014)** analyses the impact of the use of synchronous e-learning tools on educators, in terms of achieving their teaching goals, taking as a case study the webinar series on current European Union affairs of the Institute of European Studies in Brussels. There is currently a gap in researching the use of technology-enhanced learning in social sciences, and this article aims at filling this gap by evaluating the pedagogical experience of teaching European Studies, a complex interdisciplinary field, through web-based seminars (webinars).

**Yates (2012)** study employs a qualitative methodology to evaluate a series of online 'webinars' conducted with 15 careers advisers. Results showed that the technology itself could impede learning, and participants missed out on the peer-to-peer interaction that takes place in a 'bricks and mortar' setting, but overall participants found that access to relevant, good quality training from the convenience of their workplace more than compensated for the challenges. The article offers conceptual support for the viability of online learning through the theory of equivalency, andragogy and transactional distance theory, and makes recommendations for practice.

**Mohorovičić (2011)** researches different aspects and features of webinars, which could be used in higher education as one of many online tools in blended learning. Webinar preparation and conduction aspects are investigated, and technical requirements are stressed, along with possible problems during implementation. The research results, obtained by questionnaires comprising of student opinions and their readiness for webinar usage, are presented.

**Kristine (2008)** studies the courses developed were examined by the affective response of students that participated. In addition, a literary research was completed to determine the qualities that make a good candidate for this distance education, identify topics that are in need of additional training, and assess the techniques and methodology to provide continuing distance education.

**Michal (2019)** studies the webinar can be understood as a didactic form<sup>1</sup>, through which video and other multimedia forms ensure dynamic interactivity between the lecturer and students (Pluth 2010, Clay 2012, Matthes & Robideau 2017). This frontal concept does not have to be directly linked and may be more participatory. Webinars are implemented through unique systems such as Adobe Connect, Zoom Video Webinar, ezTalks Webinar, GoToWebinar, Anymeeting etc. It is a technology that provides an asynchronous form of online learning that allows you to compensate for some of the common problems associated with standard ways of e-learning implementation.

**Kawamata (2018)** studies a focus group of the webinars' participants (n=6, a purposive sample). The discussion was recorded, with the recording subsequently transcribed, separated into meaningful segments and then open-coded until thematic saturation was reached. Concepts were generated through selective coding. Finally, the extracted concepts were grouped into categories. Extracted concepts were grouped into five categories: technological breakthroughs, the creation of learning opportunities, external interaction, stimulation of internal interaction, and the advantages and disadvantages of nationwide expansion. The webinars were perceived to provide a comfortable learning climate, enabling physicians to teach one another, share their experiences and become virtual colleagues. The chat system stimulated real-time interaction between both a main speaker and participants and the participants. Participants were able to ask questions or give comments in a stress-free atmosphere. The webinars were found to elicit real-time, internal interaction within participating sites without interrupting the sessions. Participants also highly valued the absence of commercial sponsorship. The expansion of the webinars raised two concerns: the possibility of speakers becoming nervous and the increased burden on the organizers. The webinars have successfully allowed sharing of unbiased information and experiences in a comfortable, multifaceted interactive learning environment, enabling participants to feel connected. The chat system permitted interaction not feasible in face-to-face learning opportunities and has shown great promise as a means of online medical education.

**Pange (2015)** aims to test the use of webinars as supportive tool for undergraduate students. Results showed that students were informed about the webinar mainly through

social networks. Almost two out of three students believed that there was interaction during the webinar. Students declared that they intent to use webinars as a supportive educational tool both for their studies and their work, but they did not preferred webinars instead of lessons inside the classroom. Thus, webinars should be used as supplementary and supportive tools in blended learning modules and courses with emphasis on the students' need for interaction with educator and peers.

**McKinney (2017)** studies the advantages of Internet-based training, including time and costs savings for learners, are evident, it is important to establish the impact of this medium on a variety of health care disciplines. To this end, a search was performed of individual studies and review articles published since 2005 that discuss the use of these methodologies by several disciplines in the domain of public health, with particular attention on randomized controlled trials and meta-analytic studies. Reports over the past decade support the belief that the health care workforce is generally satisfied with Internet-based training and that this type of training yields measurable changes in knowledge and behavior. Overall, the data strongly suggest that these techniques are better than no intervention and essentially equivalent to conventional instructional techniques. However, the specific elements that actually improve the educational value of web-based educational technologies and the evidence base for best practices in the field have yet to be identified.

**Ahrens (2007)** studies the present contribution is to analyze educators experience in use of webinars in higher education underpinning elaboration of a hypothesis on use of webinars in higher education. The meaning of the key concepts of webinar and experience is studied. The empirical results show that educators' experience in use of webinars in higher education is heterogeneous. The novel contribution of this paper is the hypothesis on use of webinars in higher education.

**Hariharan (2013)** studies the interpretive paradigm aims to understand other cultures, from the inside through the use of ethnographic methods such as informal interviewing and participant observation, and establishment of ethically sound relationships (Taylor & Medina, 2013). The interpretative research paradigm corresponds to the nature of humanistic pedagogy (Lūka, 2008, 52). The interpretative paradigm creates an

environment for the development of any individual and helps them to develop their potential (Lūka, 2008, 52). The core of this paradigm is human experience, people's mutual everyday interaction that tends to understand the subjectivity of human experience (Lūka, 2007, 104). The paradigm is aimed at understanding people's activity, how a certain activity is exposed in a certain environment, time, conditions, i.e., how it is exposed in a certain socio-cultural context (Lūka, 2007, 104). Thus, the interpretative paradigm is oriented towards one's conscious activity, and it is future-oriented (Lūka, 2007, 104). Interpretative paradigm is characterized by the researcher's practical interest in the research question (Cohen, Manion & Morrison, 2003). The researcher is the interpreter.

**Clipa (2012)** studies the inter-connections between webinars, educator and higher education have been set. Another limitation is the empirical study conducted by involving the educators only. Therein, the results of the study cannot be representative for the whole area. Nevertheless, the results of the research may be used as a basis of analysis of use of webinars in other higher education institutions. If the results of other institutions had been available for analysis, different results could have been attained. There is a possibility to continue the study. Further research tends to focus on empirical studies to be compare students and educators' experience in use of webinars in higher education. The search for relevant methods for evaluation of the use of webinars in higher education is proposed. And a comparative research of more different countries could be carried out, too.

**Carlson (2018)** studies the educational approach with cross-cultural and student-led webinars provided new perspectives. On-line learning across global boundaries, based on a sound educational model, creates new opportunities for internationalization without straining individual and institutional financial resources. Three themes were identified: peer learning as creation of friendship; peer learning from interactions that went beyond what was originally intended; and peer learning as empowered learning.

**Amhag (2013)** examine how students are participating in collective synchronous webinars and chat communications as a tool for collaborative learning through communicative exchanges of knowledge; as well as what possibilities flipped mini

lectures before follow-up webinars can provide as an expanded resource. One group of 15 students had synchronous webinars and one group of 22 students had flipped mini lectures a week before follow-up webinars. The study joins the research tradition about sociocultural theories and computer supported collaborative learning, CSCL, as well the theoretical approach, termed Computer Self-Efficacy (CSE), concerned with individuals' media and information literacy. Important conclusions from the results of collective synchronous webinars, flipped mini-lectures and chat communications are that they are important tools for students to be able to manage their learning activities and evaluate their participations, abilities and collaborative learning through communicative exchanges of knowledge. However, there are challenges for teachers to reach mutual engagement, common interests and joint creativity, but also use the role of technology in mediating interaction.

**Coiffe (2021)** studies where to find relevant webinars, the pro and cons of webinars, webinar etiquette for presenters and attendees, and how to go about hosting your own webinar.

**Wilhoite-Mathews (2015)** analyzes an overview of the evolution of distance learning with a particular emphasis on current models and emerging methods of instruction for online learners. The authors detail how various learning management systems and tools as well as online learning objects can be used as mechanisms for creating a platform for student investment and ownership in the learning process. Additional discussion will focus on how these methods and approaches can enhance teaching, training, and peer collaboration within the library workplace.

**Bowers (2015)** studies the purpose of this preliminary study is to compare students' perceptions of social and teacher presences in online and traditional classroom. Thirty-four students enrolled in an online section and 29 students enrolled in a face-to-face section of an undergraduate course participated in the study. The results indicate that students' perceived stronger teacher and social presences in the online section compared to the face-to-face section. Implications of these results for practice and research are

discussed. Online learning has grown dramatically over the past few years and has become an integral part of most of the higher education institutions' overall strategy. While this explosive growth has created exciting opportunities for both institutions and students, high dropout rates in online learning environments continues to be a major concern for all institutions. Research has identified lack of social and teacher presence in online courses as major factors leading to student attrition. While it is easy to establish these presences in traditional classrooms, developing them in an online environment could be challenging due to absence of any face-to-face contact.

**Valiathan (2002)** studies the collaboration software, Web-based courses, EPSS, and knowledge management practices. Blended learning also is used to describe learning that mixes various event-based activities, including face to-face classrooms, live e-learning, and self-paced learning. Unfortunately, there's no single formula that guarantees learning, but here are some guidelines from NIIT on how to order your learning activities.

**Dignan (2019)** address a desire for synchronous online cancer education, a project team offered ten 1-hr cancer education webinars for Alaska's rural tribal health workers. The project was guided by the framework of Community-Based Participatory Action Research, honored Indigenous Ways of Knowing, and was informed by Empowerment Theory. The evaluation of this community-based intervention included end-of-webinar surveys. Between February and April 2018, 41 surveys were completed by 11 unique participants. All participants reported that, as a result of the webinars, they planned both to change their own behavior to reduce cancer risk, and to talk with their patients more often about cancer prevention strategies such as screenings, physical activity, tobacco cessation, and eating healthy. While the webinars addressed desires for synchronous actions to support cancer learning, and led to intentions to positive change behaviors, the ten webinars engaged far fewer unique learners than the team's asynchronous cancer education modules. This experience may inform other cancer educators' efforts to develop, implement, and evaluate online learning opportunities. Despite the small numbers, these webinars resulted in increased learners' intent to reduce cancer risk behaviors, share

cancer information, and improved learners' capacity to talk about cancer in their communities.

**Reyna (2020)** seeks to propose a useful framework to guide educational webinars. The authors identified six aspects that could affect the quality of the learning experience in webinars, namely: (i) pedagogical and instructional strategies; (ii) content; (iii) presentation style; (iv) platform; (v) netiquette; and (vi) evaluation. These elements align with educational principles that apply to online and blended learning environments. If webinar design considers those six aspects, an enhanced student learning experience is the likely outcome. The authors suggest empirical research to validate and improve the framework. Webinars are a relatively new technology initially adopted as a marketing tool for companies to promote their products and services. Other uses of webinars include training, group meetings and recently, during the COVID-19 crisis, delivery of lectures and tutorials in higher education. The existing literature in education shows webinars to be as effective as lectures but lacks a practical framework that would guide the design, delivery, and evaluation of webinars.

**Dhawan (2020)** studies the importance of online learning and Strengths, Weaknesses, Opportunities, & Challenges (SWOC) analysis of e-learning modes in the time of crisis. This article also put some light on the growth of EdTech Start-ups during the time of pandemic and natural disasters and includes suggestions for academic institutions of how to deal with challenges associated with online learning.

**Reynolds (2012)** aims of this exploratory study are threefold: first, to understand which online learning tools are currently being adopted at dental schools; second, to determine the barriers in adopting online learning in dental education; and third, to identify a way of better preparing stakeholders in their quest to encourage others at their institutions to adopt online learning tools. Given the exponential explosion of online learning tools and the challenge to harness their influence in dental education, there is a need to determine the current status of online learning tools being adopted at dental schools, the barriers that thwart the potential of adopting these and to capture this information from each of the

various stakeholders involved in dental online learning (administrators, instructors, students and software/hardware technicians).

**Richard (2007)** studies the Current professional development (PD) often does not effectively support teachers in transforming their instruction (Crawford, 2011). One-shot workshops—“professional development” days with little direct connection to classrooms, coaching support, or follow-up—often have minimal impact on teachers (Jaquith, Mindich , Wei, & Darling-Hammond, 2011). However, research has provided insights into high-quality PD. Effective PD works flexibly around teachers’ busy schedules, provides sustained follow up , includes ongoing coaching, engages teachers in active learning experiences with teaching methods, focuses on integration with specific subject matter content, involves reflection on instruction and beliefs, fosters collaboration with colleagues, and examines the impact of instruction on student outcomes (Jaquith, Mindich, Wei, & DarlingHammond, 2011; Larson, 2005; Ross, 2011). For example, elementary teachers who received ongoing coaching on the teaching of reading outperformed teachers in both adoption of new instruction and student achievement compared to teachers who just participated in a workshop (Sailors & Price, 2010)

**Torrau (2020)** to find solutions to the question how lessons can proceed in times of physical distancing. This stages a broader need to reflect on how learning processes are organized with digital media. Thus, insights into concrete teaching and learning interactions can help to better understand lesson designs in virtual classrooms from a didactic perspective. Methodology: This article aims to document a webinar of a German 9th grade class in its moments relevant to social studies teaching. Thus, this paper provides insights into an explorative case study that uses recordings and classroom observations. In order to analyze knowledge processes in digital contexts didactically, the "Wissensdidaktische Hermeneutik" serves as a qualitative research method. Findings: The documented sequences of the webinar that deals with the recent media coverage of Corona show that the webinar considers both the learning needs of the students and an urgent social studies topic. Therefore, the social studies teacher uses advance organizers through her own explanations so that all students can stay on the same page.

Furthermore, she introduces elements of the Flipped Classroom that display implications for social interaction in social studies webinars--particularly for the speech act "to explain".

**Athanasios (2014)** The aim of this study is to present students' views concerning the attendance of conference and/or seminars via Internet (webinars) and also how online social network are used in distance learning. Descriptive quantitative research. Especially, a survey using questionnaires and interviews for data collection. Both undergraduate and postgraduate students recognize the advantages of webinars as part of open distance learning and they favor their application to a greater extent in education. The overall use of social network in distance learning, promotes communication and interaction amongst learners. In conclusion, this study revealed, that students use webinars and social network for learning, communication and information exchange for their studies.

**Deborah (2017)** The purpose of this project was to provide a unified and consistent user interface in the new Canvas™ learning management system (LMS) for students and faculty and to promote super users who would assist faculty in a seamless transition from Oncourse™ to Canvas. Curriculum templates were provided within the LMS for nursing courses and numerous training opportunities with designated super users. Faculty reported feeling either competent (57%) or very competent (36%) in their ability to use Canvas™ LMS after implementation of the project; survey comments reflected an overall positive response to the transition to Canvas. This project resulted in a framework of standardized templates that are student centered and effective for quality online learning.

**Moran (2016)** studies a framework for making sense of common online teacher learning opportunities. It also suggests situations where online professional development may be most useful and presents a challenge for educators to consider when engaging in online learning.

**Malmö högskola (2015)** aim of this study is to describe and analyse students' learning activities in distance higher education program with online webinars (WEB-based seminar) by computer, laptop or mobile app for phones and tablets directly face-to-face

(F2F) with other students and teachers introduced by “flipped classroom”. The data collection consists of qualitative research interviews with students and observations of F2F webinars and parallel chat communications with problem solving, discussing theoretical concepts and literature, and engaging in various collaborative group works, as well as examinations. Theoretically, the study joins the research tradition of sociocultural theories and Computer Supported Collaborative Learning, CSCL, as well the theoretical approach of self-efficacy and Computer Self-Efficacy (CSE) concerned with individuals’ media and information literacy. Important conclusions from the results of the learning activities with flipped classroom, online synchronous webinars and chat communications are that these learning activities gives the students more learner-centered experiences and are important for them in order to continue the education and be able to be a part of the reciprocal learning processes, as well as to understand the academic way of reading and writing.

**Nordseth (2015)** To ensure student activity in webinars we have defined 10 learning tasks focusing on production and communication e.g. collaborative writing, discussion and polling, and investigated how the technology supports the learning activities. The three project partners in the VisPed-project use different video-conferencing systems, and we analyzed how it is possible to implement different learning activities in the video-conferencing tools, alternatively using external tools in combination with video-conferencing tools. The webinar technologies investigated (Microsoft Lync, MeetCon and Adobe Connect) mainly have features to create live polls, share screens and resources, chat and handle user roles (presenter, guests). Learning activities based on e.g. collaborative text production, collaborative work with spreadsheets, presentations and evaluations demand the use of external applications.

**Sara\_(2015)** Massive open online courses (MOOCs) have been the subject of much polarised debate around their potential to transform higher education in terms of opening access. Although MOOCs have been attracting large learner cohorts, concerns have emerged from the early evidence base centring upon issues of quality in learning and teaching provision, and there is clear evidence that impressive headline figures on MOOC enrolments often contrast with extremely low course completion rates. To address these

concerns of quality, low retention and the need for engagement, this paper provides a review and case study of MOOC provision. The review considers the current position of MOOCs as a change agent for higher education provision, and the case study considers lessons learnt from an Astronomy MOOC which uses the Open2Study platform. This paper asks about new engagement strategies needed for face-to-face and online learners and explores how course retention can be improved in online provision.

## **CHAPTER-3**

### **RESEARCH METHODOLOGY**

#### **3.1 RESEARCH DESIGN**

The objectives of the dissertation, a quantitative research was held. The main characteristic of quantitative research is that it is mostly appropriate for small samples, while its outcomes are not measurable and quantifiable. Its basic advantage, which also constitutes its basic difference with quantitative research, is that it offers a complete description and analysis of a research subject.

#### **3.2 SAMPLING TECHNIQUE**

To study the project a simple random sampling technique under descriptive method is used.

#### **3.3 SOURCES OF DATA**

The data collected for this project work was from two sources

1. Primary Source
2. Secondary Source

#### **3.4 STRUCTURE OF QUESTIONNAIRE**

1. Multiple choice Questions
2. Likert's scale Questions
3. Check-box Questions

#### **3.5 SAMPLE SIZE**

The sample of 102 respondents was taken into consideration for my study and the data was collected.

### **3.6 PERIOD OF STUDY**

The period of study is 3 months.

### **3.7 ANALYTICAL TOOLS**

Techniques are used to obtain findings and arrange information in logical sequence from the raw data collected. After the tabulation of data, the tools provide a scientific and mathematical solutions to complex problems. The present study uses the following statistical tools for analyzing the collected data.

1. Percentage Analysis

2. Anova

#### **3.7.1 *Percentage Analysis***

Percentage Analysis shows that entire populations on terms of percentage. It reveals the number of belongings in the particular category of the number of people preferring a particular thing in terms of percentage. In this study, the number of people who responded in a particular manner is interrupted in forms of percentage. Each table has been calculated on the basis of percentage.

#### **3.7.2 *Anova***

One-Way Anova is a statistical technique that is used to compare the means of more than two groups.

## CHAPTER-4

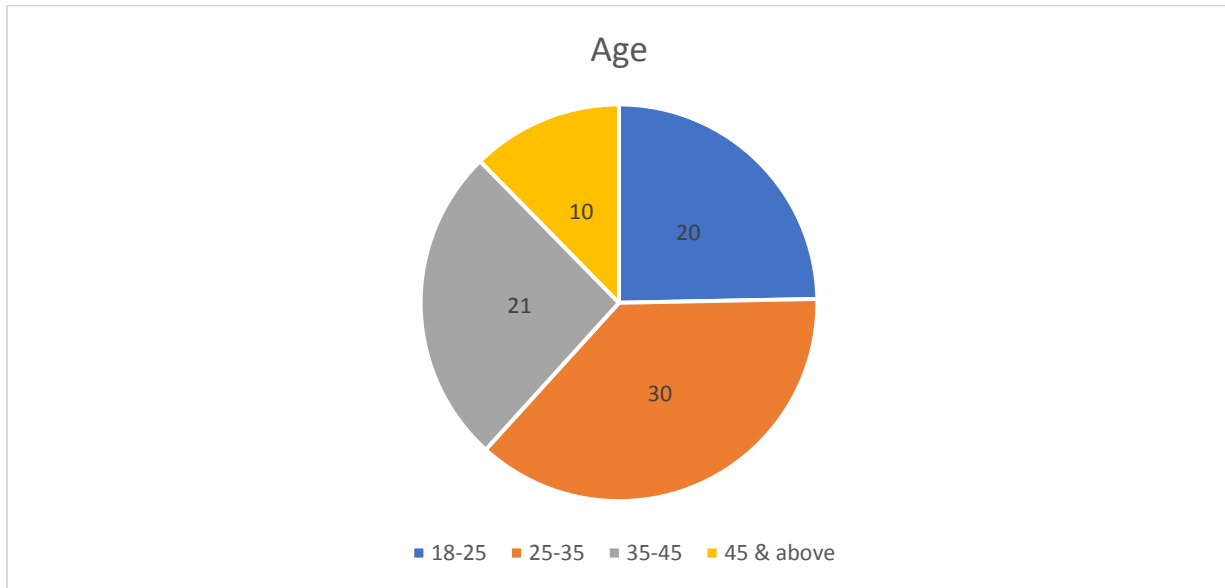
### DATA ANALYSIS AND INTERPRETATION

#### 4.1 PERCENTAGE ANALYSIS

**TABLE 4.1.1 :TABLE SHOWING AGE OF RESPONDENTS**

| OPTIONS    | FREQUENCY | PERCENTAGE |
|------------|-----------|------------|
| 18-25      | 20        | 24.7       |
| 25-35      | 30        | 37         |
| 35-45      | 21        | 25.9       |
| 45 & above | 10        | 12.3       |

**Source: Primary data**



**CHART 4.1.1: CHART SHOWING AGE WISE CALCULATION**

#### INTERPRETATION:

From the above table is interpreted that the number of respondents between 18-25 is 24.7, 25-35 is 37, 35-45 is 25.9, 45 and above is 12.3.

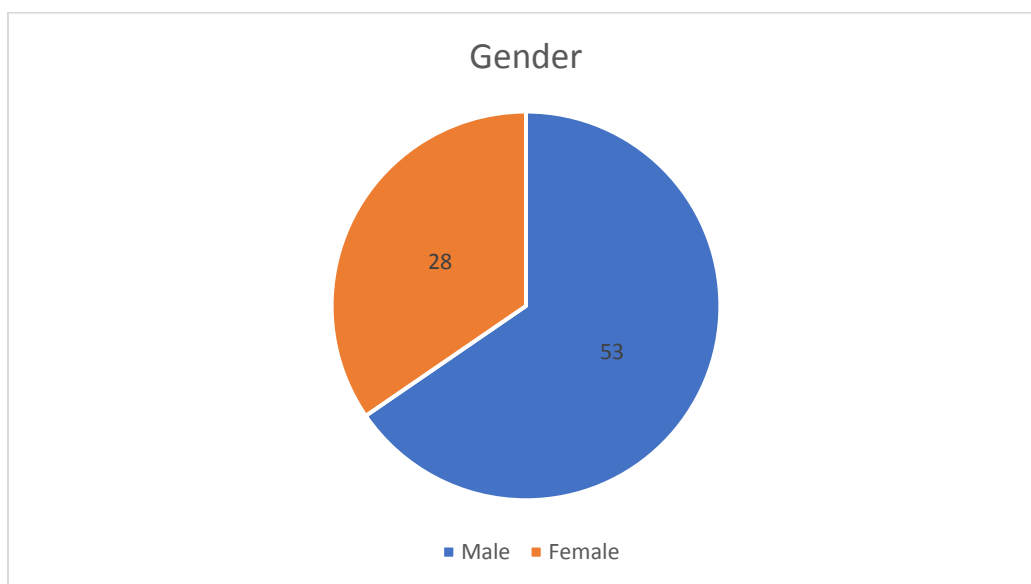
#### INFERENCE:

Majority is 37% are of 25-35.

**TABLE 4.1.2: TABLE SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIS OF GENDER**

| OPTIONS | FREQUENCY | PERCENTAGE |
|---------|-----------|------------|
| Male    | 53        | 65.4       |
| Female  | 28        | 34.6       |

**Source : Primary Data**



**CHART 4.1.2: CHART SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIS OF GENDER**

### **INTERPRETATION**

From the above table is interpreted that the number of respondents between male is 65.4% and female is 34.6%

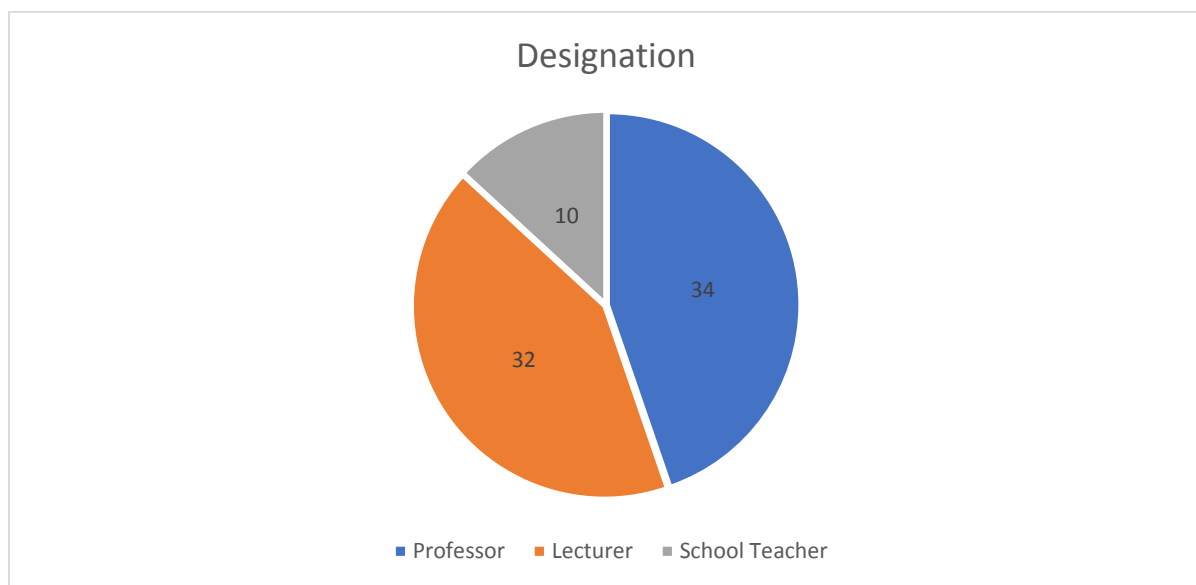
### **INFERENCE**

Majority is 65.4% are of male.

**TABLE 4.1.3 :TABLE SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIS OF DESIGNATION**

| OPTIONS        | FREQUENCY | DESIGNATION |
|----------------|-----------|-------------|
| Professor      | 34        | 42          |
| Lecturer       | 32        | 39.5        |
| School Teacher | 10        | 12.3        |

**Source: Primary Data**



**4.1.3: CHART SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIS OF DESIGNATION**

### **INTERPRETATION**

From the above table is interpreted that the number of respondents 47% of professor, 39.5% is of lecturer, 12.3% schoolteacher.

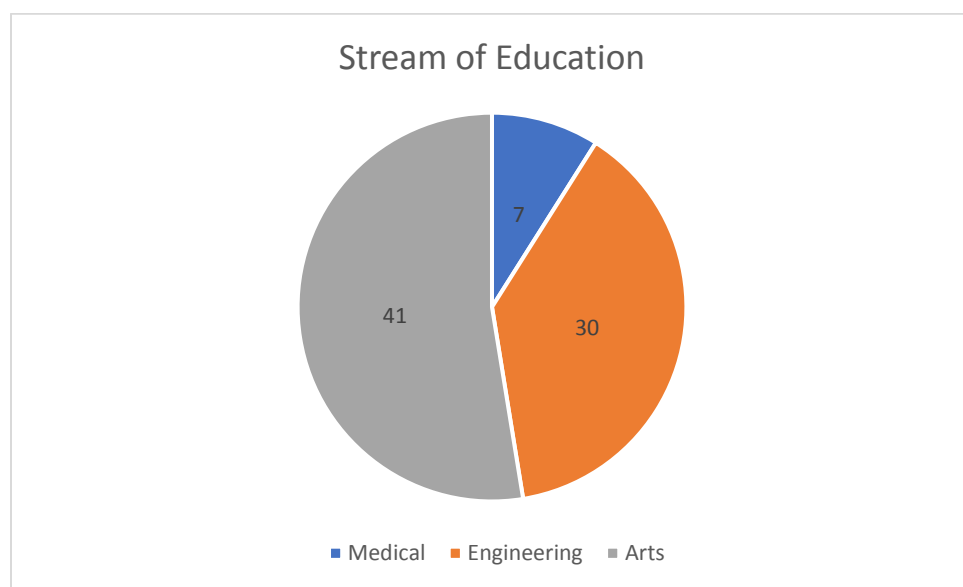
### **INFERENCE**

Majority is 47% are of professor.

**TABLE 4.1.4: TABLE SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIS OF STREAM OF EDUCATION THEY ARE WORKING IN**

| OPTIONS     | FREQUENCY | PERCENTAGE |
|-------------|-----------|------------|
| Medical     | 7         | 8.7        |
| Engineering | 30        | 40.7       |
| Arts        | 41        | 50         |

**Source: Primary Data**



**4.1.4: CHART SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIS OF STREAM OF EDUCATION THEY ARE WORKING IN**

#### **INTERPRETATION**

From the above table is interpreted that the number of respondents is 8.7 are of medical, 4.7% are of lecturer, 50% are of arts.

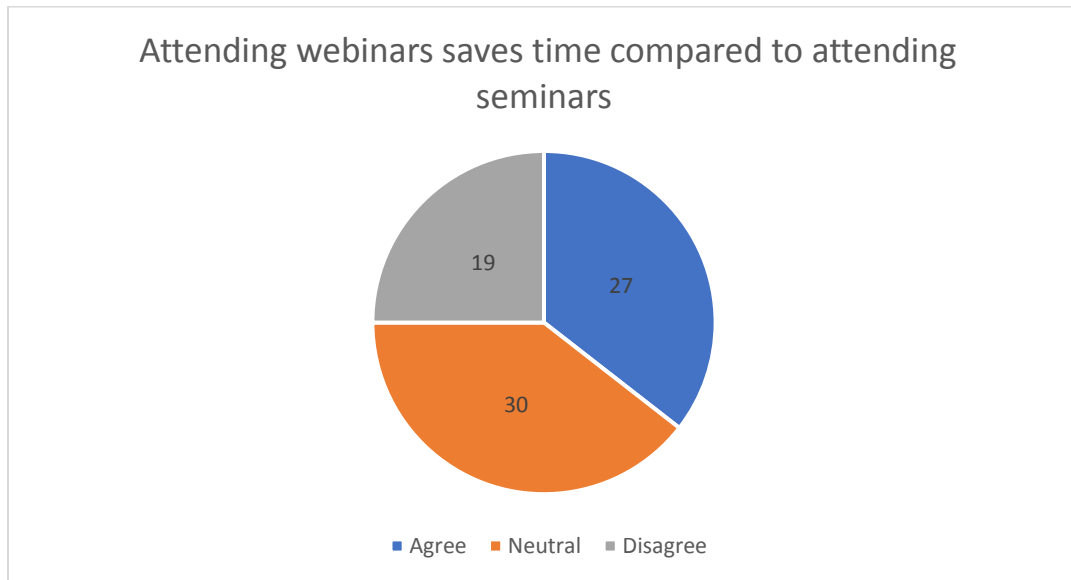
#### **INFERENCE**

Majority is 8.7 are of medical.

**TABLE 4.1.5 :TABLE SHOWING ATTENDING WEBINARS SAVES TIME  
COMPARED TO ATTENDING SEMINARS**

| OPTIONS  | FREQUENCY | PERCENTAGE |
|----------|-----------|------------|
| Agree    | 27        | 33.3       |
| Neutral  | 30        | 37         |
| Disagree | 19        | 23.5       |

**Source: Primary Data**



**4.1.5 :CHART SHOWING ATTENDING WEBINARS SAVES TIME COMPARED TO  
ATTENDING SEMINARS**

#### **INTERPRETATION**

From the above table is interpreted that the number of respondents is agree is 33.3,neutral 37,disagree 33.5

#### **INFERENCE**

Majority is 37 neutral.

**TABLE 4.1.6: CLASSIFICATION OF RESPONDENTS ON THE BASIS OF  
CHOOSING TO ATTEND WEBINAR**

| OPTIONS                    | FREQUENCY | PERCENTAGE |
|----------------------------|-----------|------------|
| For individual development | 46        | 56.8       |
| For updating yourself      | 48        | 59.3       |
| Due to compulsion          | 3         | 3.7        |

**Source: Primary Data**



**4.1.6: CHART SHOWING REASONS TO ATTEND WEBINAR**

#### **INTERPRETATION**

From the above table is interpreted that 56.8 % for individual development, 59.3% for updating yourself, 3.7 % due to compulsion.

#### **INFERENCE**

Majority of updating yourself is 59.3%

**TABLE 4.1.7:CLASSIFICATION OF RESPONDENTS BASED ON WEBINARS ARE  
HELPFUL IN GAINING KNOWLEDGE**

| OPTIONS        | FREQUENCY | PERCENTAGE |
|----------------|-----------|------------|
| Strongly Agree | 26        | 32.1       |
| Agree          | 29        | 35.8       |
| Disagree       | 2         | 2.5        |

**Source: Primary Data**



**4.1.7: CHART SHOWING WEBINARS ARE HELPFUL IN GAINING KNOWLEDGE**

#### **INTERPRETATON**

From the above table is interpreted that 32.1% strongly Agree,35.8% Agree and 2.5% Disagree.

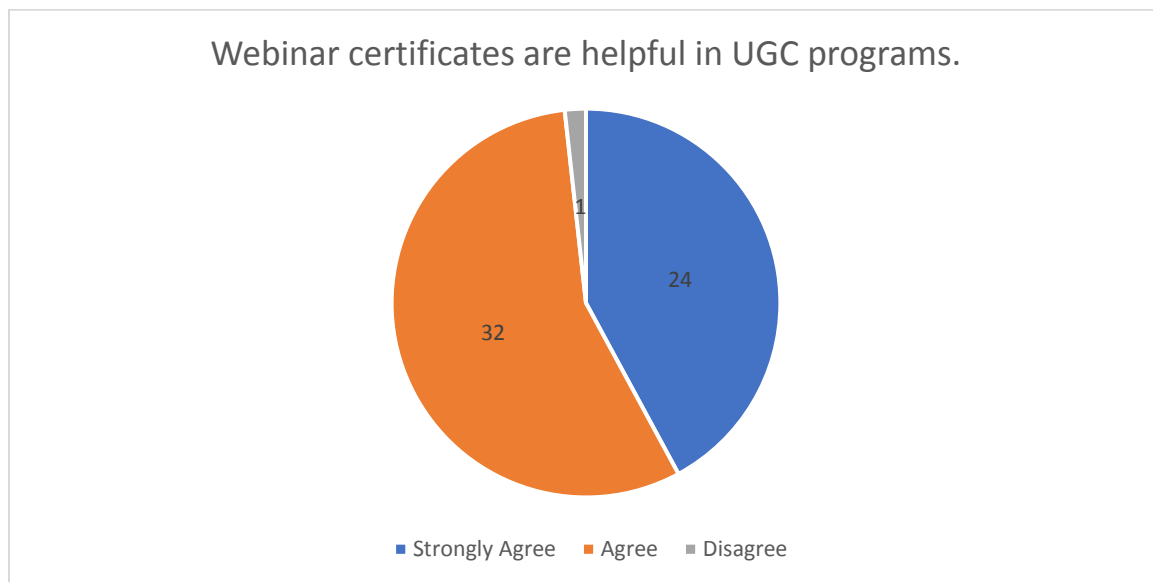
#### **INFERENCE**

Majority is 35.8 Agree.

**4.1.8 :TABLE SHOWING CLASSIFICATIONS OF RESPONDENTS ON THE BASIS OF WEBINAR CERTIFICATES ARE HELPFUL IN UGC PROGRAMS.**

| OPTIONS        | FREQUENCY | PERCENTAGE |
|----------------|-----------|------------|
| Strongly Agree | 24        | 29.6       |
| Agree          | 32        | 39.5       |
| Disagree       | 1         | 1.2        |

**Source: Primary Data**



**4.1.8: CHART SHOWING TABLE SHOWING CLASSIFICATIONS OF RESPONDENTS ON THE BASIS OF WEBINAR CERTIFICATES ARE HELPFUL IN UGC PROGRAM**

**INTERPRETATION**

From the above table is interpreted that the number of respondents is 29.6% strongly agree, 39.5% agree, 1.2% disagree.

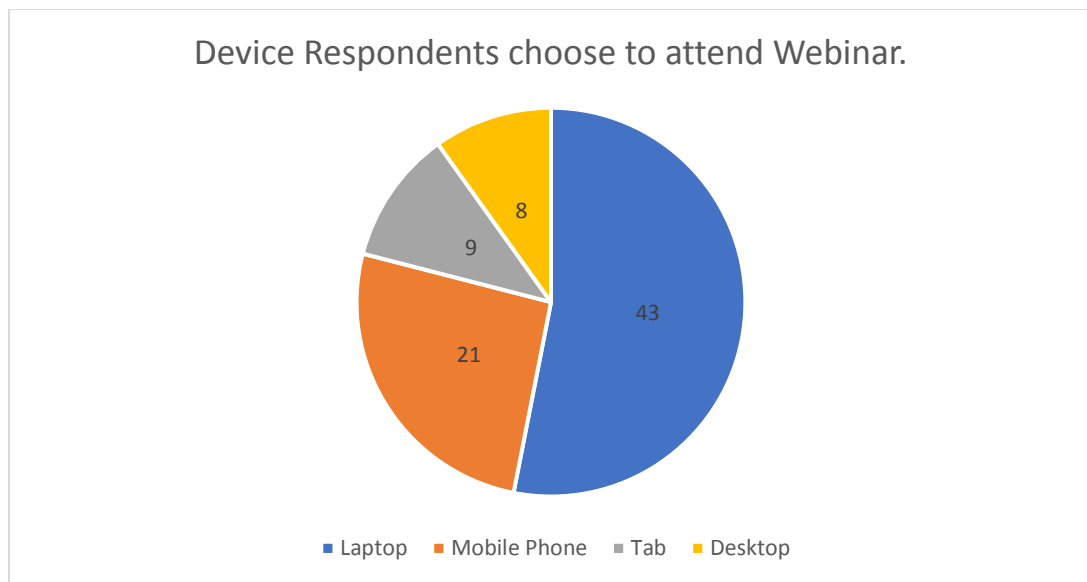
**INFERENCE**

Majority of 39.5% are of agree.

**4.1.9:TABLE SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIS OF  
DEVICE THEY CHOOSE TO ATTEND WEBINAR.**

| OPTIONS      | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| Laptop       | 43        | 53.1       |
| Mobile Phone | 21        | 25.9       |
| Tab          | 9         | 11.1       |
| Desktop      | 8         | 9.9        |

**Source: Primary Data**



**4.1.9: CHART SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIS OF  
DEVICE THEY CHOOSE TO ATTEND WEBINAR.**

**INTERPRETATION**

From the above table is interpreted that the number of respondents is 53.1% is laptop, 25.9% is Mobile Phone, 11.1% is Tab, 9.9% is desktop.

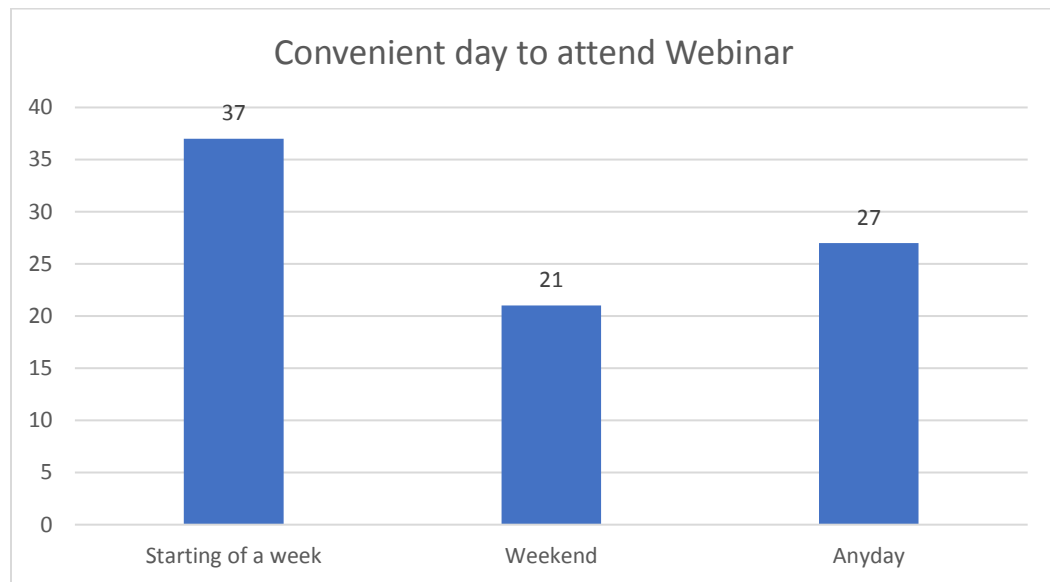
**INFERENCE**

Majority is 53.1% are of Laptop.

**4.1.10: TABLE SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIS OF CONVENIENT DAY TO ATTEND WEBINAR.**

| OPTIONS            | FREQUENCY | PERCENTAGE |
|--------------------|-----------|------------|
| Starting of a week | 37        | 45.7       |
| Weekend            | 21        | 25.9       |
| Anyday             | 27        | 33.3       |

**Source: Primary Data**



**CHART 4.1.10: SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIC OF CONVENIENT DAY TO ATTEND WEBINAR**

**INTERPRETATION**

From the above table is interpreted that the number of respondents is 45.7% starting of the week, 25.9% weekend, 33.3% Anyday.

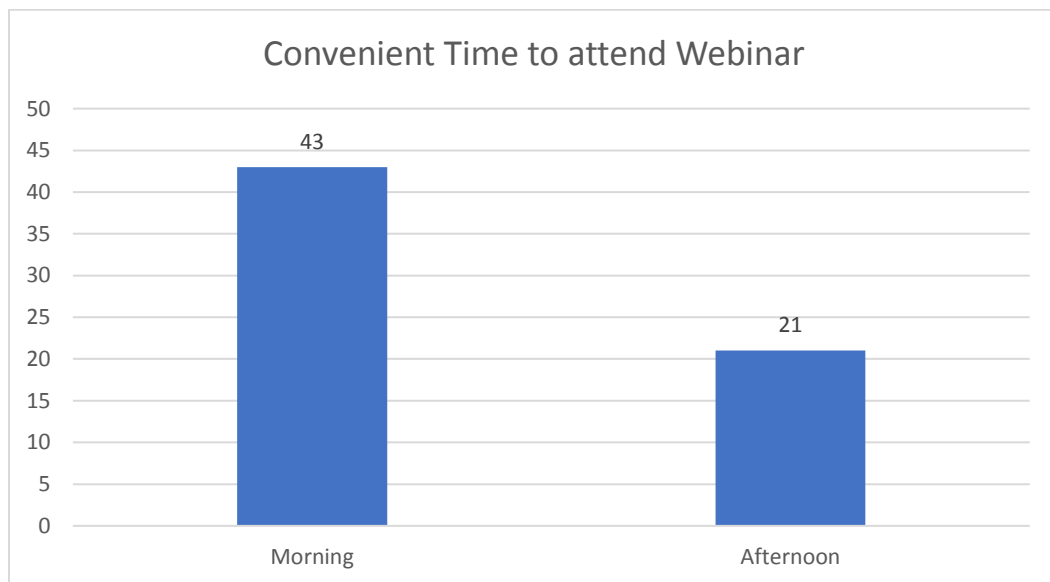
**INFERENCE**

Majority is 33.3% are the Anyday.

**4.1.11:TABLE SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIS OF  
CONVENIENT TIME TO ATTEND WEBINAR.**

| OPTIONS   | FREQUENCY | PERCENTAGE |
|-----------|-----------|------------|
| Morning   | 43        | 53.1       |
| Afternoon | 21        | 25.9       |
| Evening   | 27        | 33.3       |

**Source: Primary Data**



***CHART 4.1.11:SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIS  
OF CONVENIENT TIME TO ATTEND WEBINAR***

**INTERPRETATION**

From the above table is interpreted and the number of the respondent 53.1% is morning,25.9% is afternoon,27% is evening.

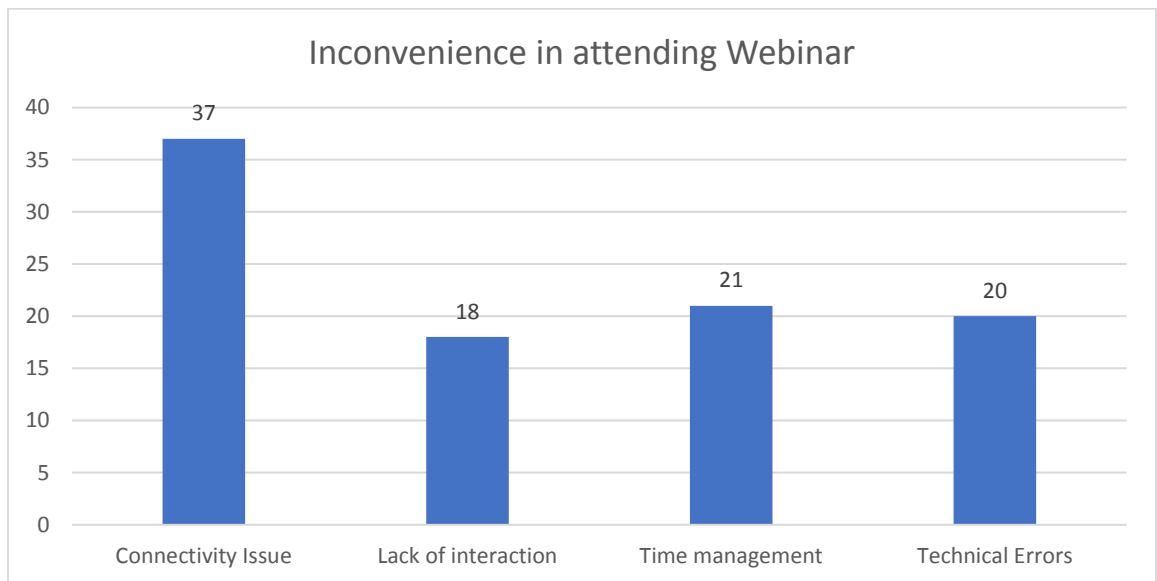
**INFERENCE**

Majority is 53.1% are of morning.

**4.1.12 :TABLE SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIS OF INCONVENIENCE IN ATTENDING WEBINAR.**

| OPTIONS             | FREQUENCY | PERCENTAGE |
|---------------------|-----------|------------|
| Connectivity Issue  | 37        | 45.7       |
| Lack of interaction | 18        | 22.2       |
| Time management     | 21        | 25.9       |
| Technical Errors    | 20        | 24.7       |

**Source: Primary Data**



**4.1.12: CHART SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIS OF INCONVENIENCE IN ATTENDING WEBINAR**

**INTERPRETATION**

From the above table is interpreted that the number of respondents says 45.7% Connectivity issue, 22.2% Lack of interaction, 25.9% Time management, 24.7% Technical Errors.

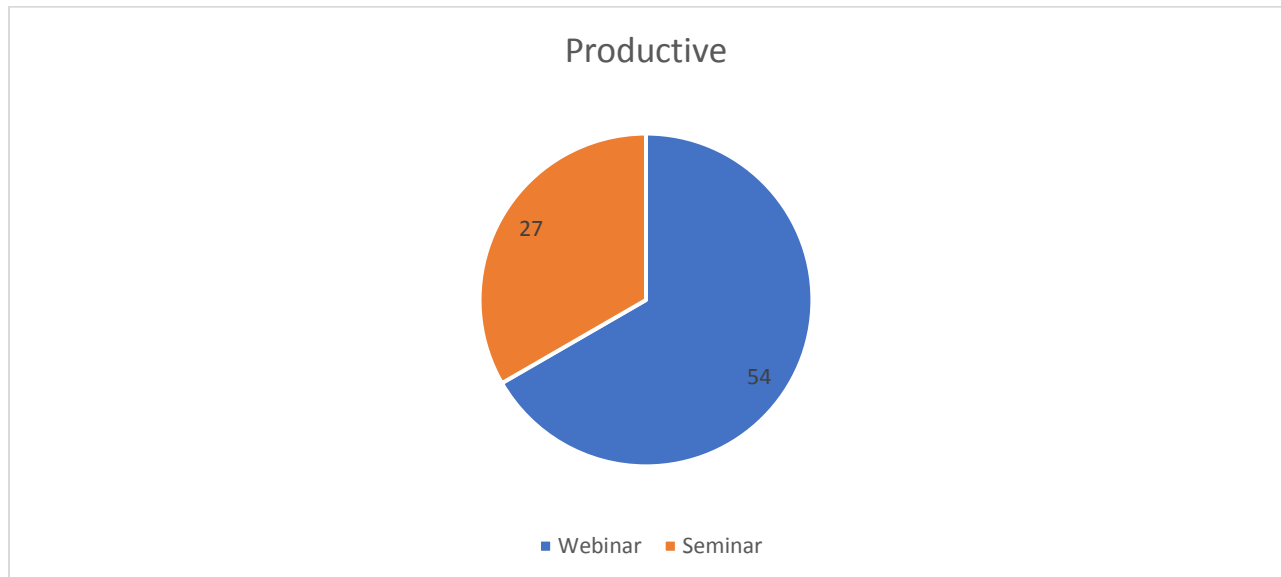
**INFERENCE**

Majority is 45.7% says connectivity Issue.

**4.1.13:TABLE SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIS OF PRODUCTIVE.**

| OPTIONS | FREQUENCY | PERCENTAGE |
|---------|-----------|------------|
| Webinar | 54        | 66.7       |
| Seminar | 27        | 33.3       |

**Source: Primary Data**



**4.1.13: CHART SHOWING THAT CLASSIFICATION OF RESPONDENTS ON THE BASIS OF PRODUCTIVE.**

**INTERPRETATION**

From the above table is interpreted that the number of respondents says 66.7% Webinar and 33.3% Seminar.

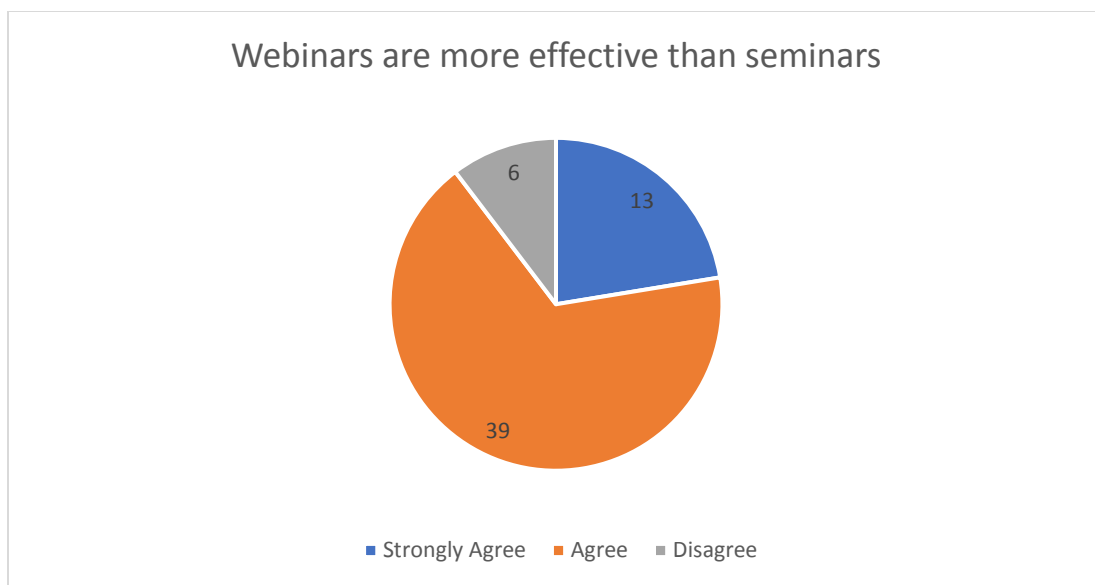
**INFERENCE**

Majority is 66.7% who chooses Webinar.

**4.1.14: TABLE SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WEBINARS ARE MORE EFFECTIVE THAN SEMINARS.**

| OPTIONS        | FREQUENCY | PERCENTAGE |
|----------------|-----------|------------|
| Strongly Agree | 13        | 16         |
| Agree          | 39        | 48.1       |
| Disagree       | 6         | 6.2        |

**Source: Primary Data**



**4.1.14: Chart showing the Classification of Respondents on the basis of Webinars are more effective than seminars.**

**INTERPRETATION**

From the above table is interpreted that the number of respondents says that 16% Strongly Agree, 48.1% Agree and 6.2% Disagree.

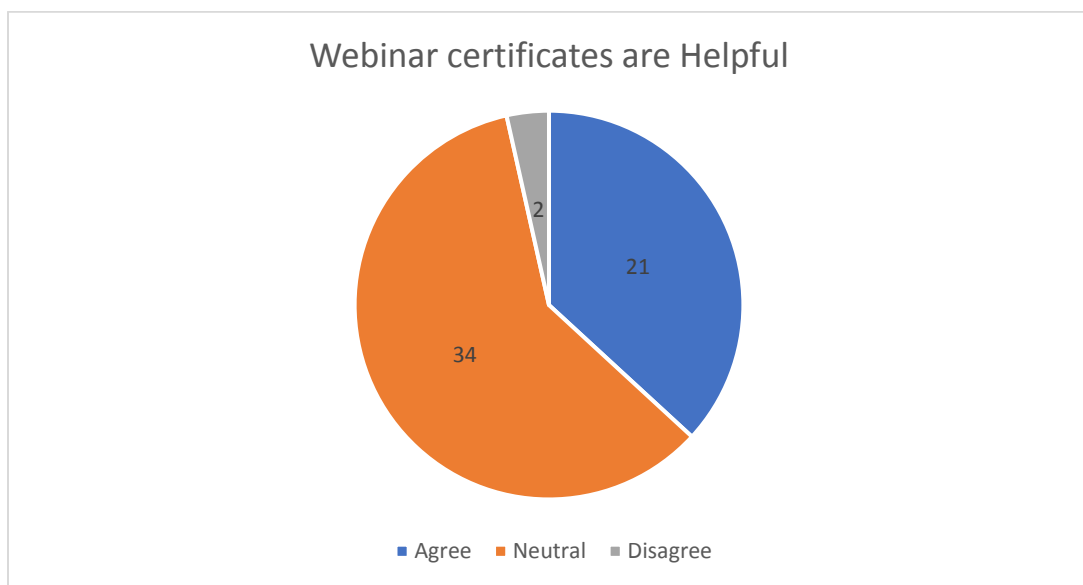
**INFERENCE**

Majority is 48.1% who Agrees.

**4.1.15: TABLE SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WEBINARS ARE HELPFUL.**

| OPTIONS  | FREQUENCY | PERCENTAGE |
|----------|-----------|------------|
| Agree    | 21        | 25.9       |
| Neutral  | 34        | 42         |
| Disagree | 2         | 2.5        |

**Source: Primary Data**



***4.1.15: Chart showing the showing Classification of Respondents on the basis of Webinars are Helpful.***

**INTERPRETATION**

From the above table is interpreted that the number of respondents says that 25.9% Agree, 42% are Neutral and 2.5% Disagree.

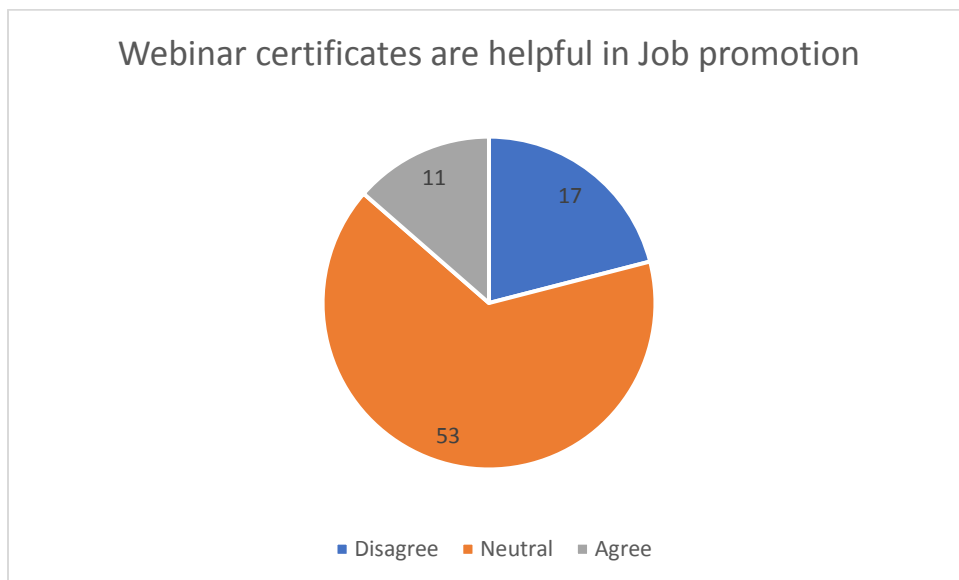
**INFERENCE**

Majority is 42% who are Neutral.

**4.1.16: TABLE SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WEBINAR CERTIFICATES ARE HELPFUL IN JOB PROMOTION.**

| OPTION   | FREQUENCY | PERCENTAGE |
|----------|-----------|------------|
| Disagree | 17        | 21         |
| Neutral  | 53        | 65.4       |
| Agree    | 11        | 13.6       |

**Source: Primary Data**



***4.1.16 Chart showing the Classification of Respondents on the basis of Webinar certificates are helpful in job promotion.***

**INTERPRETATION**

From the above table is interpreted that the number of respondents says 21% Disagree, 65.4% Neutral and 13.6% Agree.

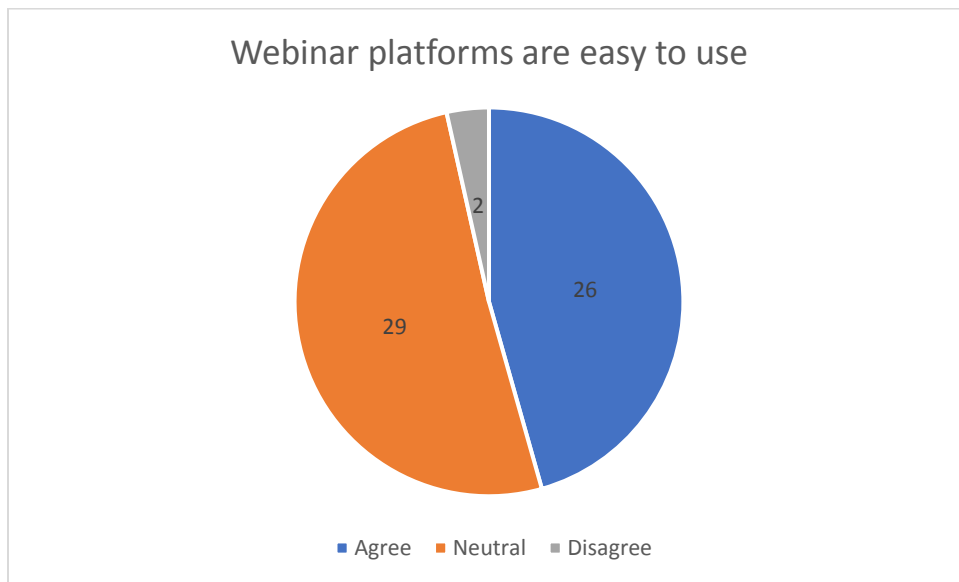
**INFERENCE**

Majority is 65.4% who are Neutral.

**4.1.17: TABLE SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WEBINARS PLATFORMS EASY TO USE**

| OPTIONS  | FREQUENCY | PERCENTAGE |
|----------|-----------|------------|
| Agree    | 26        | 32.1       |
| Neutral  | 29        | 35.8       |
| Disagree | 2         | 2.5        |

**Source: Primary Data**



**4.1.17: Chart showing Classification of Respondents on the basis of Webinars platforms easy to use**

## INTERPRETATION

From the above table is interpreted that the number of respondents says 32.1% Agree, 35.8% are Neutral and 2.5% Disagree.

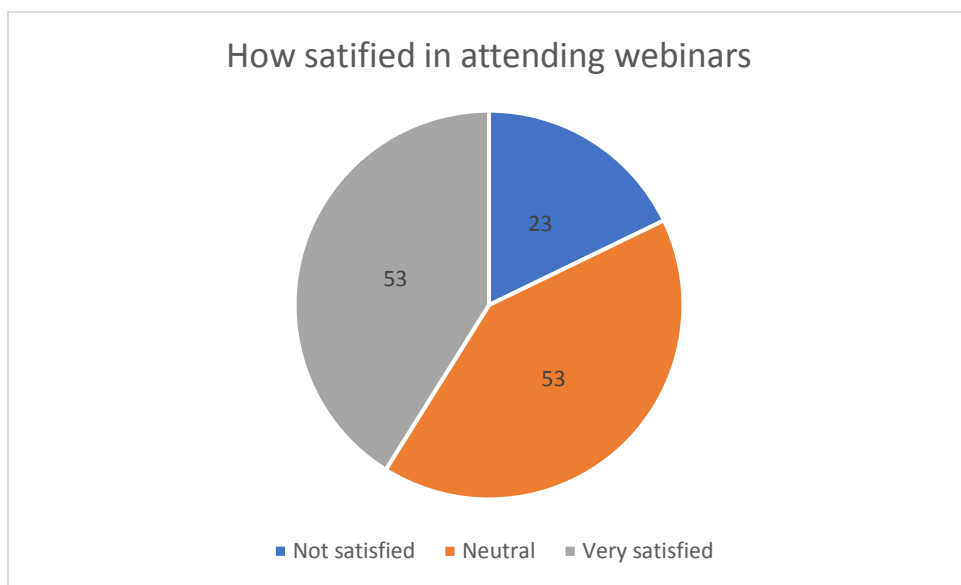
## INFERENCE

Majority is 35.8% who are Neutral.

**4.1.18: TABLE SHOWING CLASSIFICATION OF RESPONDENTS ON THE BASIS OF HOW SATISFIED IN ATTENDING WEBINARS**

| OPTIONS        | FREQUENCY | PERCENTAGE |
|----------------|-----------|------------|
| Not satisfied  | 23        | 28.4       |
| Neutral        | 53        | 63.4       |
| Very satisfied | 53        | 65.4       |

**Source: Primary Data**



**4.1.18: Chart showing Classification of Respondents on the basis of How satisfied in attending webinars**

**INTERPRETATION**

From the above table is interpreted that the number of respondents says 28.4% are not satisfied, 63.4% are Neutral and 65.4% are very satisfied.

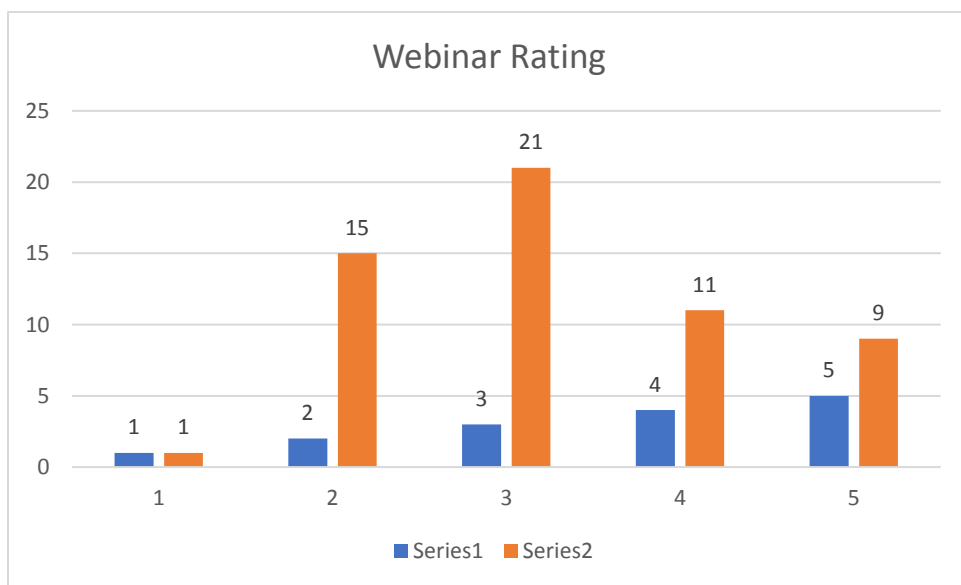
**INFERENCE**

Majority is 65.4% who are very satisfied.

**4.1.19:TABLE SHOWING THE CLASSIFICATION OF RESPONDENTS ON THE BASIS OF HOW WOULD THEY RATE WEBINAR**

| OPTIONS | FREQUENCY | PERCENTAGE |
|---------|-----------|------------|
| 1       | 1         | 1.2        |
| 2       | 15        | 18.5       |
| 3       | 21        | 25.9       |
| 4       | 11        | 13.6       |
| 5       | 9         | 11.1       |

**Source: Primary Data**



**4.1.19: Chart showing the Classification of Respondents on the basis of How would they rate webinar**

**INTERPRETATION**

From the above table is interpreted that the number of respondents 1.2% strongly Agree,18.5% Agree,25.9% are Neutral,13.6% Disagree,11.1% strongly Disagree.

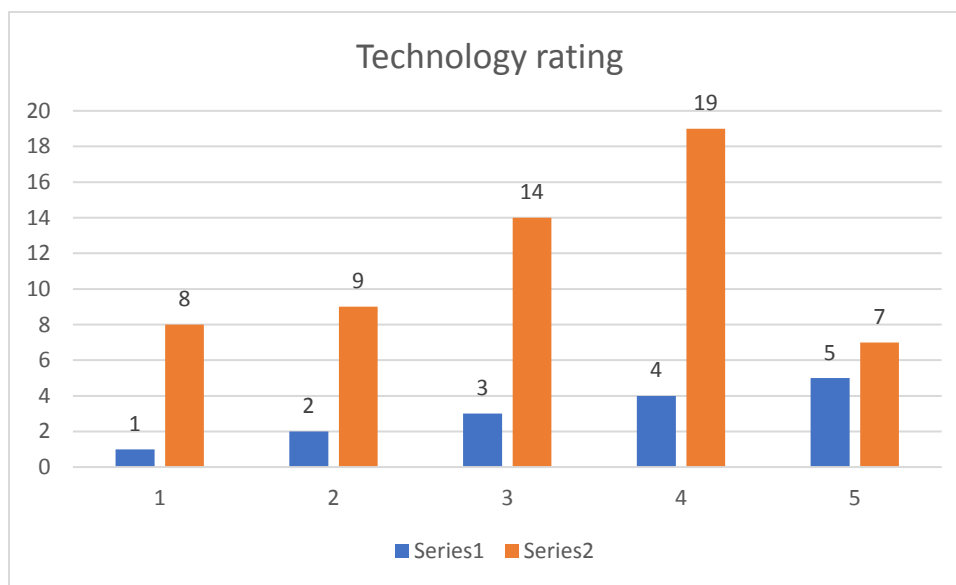
**INFERENCE**

Majority is 25.9% which is Neutral.

**4.1.20: TABLE SHOWING THE CLASSIFICATION OF RESPONDENTS ON THE BASIS OF HOW THEY WOULD RATE TECHNOLOGY.**

| OPTIONS | FREQUENCY | PERCENTAGE |
|---------|-----------|------------|
| 1       | 8         | 9.9        |
| 2       | 9         | 11.1       |
| 3       | 14        | 17.3       |
| 4       | 19        | 23.5       |
| 5       | 7         | 8.6        |

**Source: Primary Data**



**4.1.20: Chart showing Classification of Respondents on the basis of how they would rate Technology.**

**INTERPRETATION**

From the above table is interpreted that the number of respondents 9.9% strongly Agree, 11.1 % Agree, 17.3% are Neutral, 23.5 % Disagree, 8.6% strongly Disagree.

**INFERENCE**

Majority is 23.5% who disagree.

## 4.2 ANOVA ANALYSIS

### HYPOTHESIS:

**H0 (Null Hypothesis):** There is no significant difference between I have very Long Working Hours and Type of Organization

**H1 (Alternate Hypothesis):** There is a significant difference between I have very Long Working Hours and Type of Organization.

**Table 4.2.1: Showing Descriptives of Webinars Productive and helpful in Job Promotion**

|                                               |       | Descriptives |      |                |            |                                                 |
|-----------------------------------------------|-------|--------------|------|----------------|------------|-------------------------------------------------|
|                                               |       | N            | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean<br>Lower Bound |
| 13. Which is more productive?                 | 1     | 20           | 1.40 | .503           | .112       | 1.16                                            |
|                                               | 2     | 30           | 1.23 | .430           | .079       | 1.07                                            |
|                                               | 3     | 21           | 1.33 | .483           | .105       | 1.11                                            |
|                                               | 5     | 10           | 1.50 | .527           | .167       | 1.12                                            |
|                                               | Total | 81           | 1.33 | .474           | .053       | 1.23                                            |
| 14. certificates are helpful in job promotion | 1     | 20           | 1.65 | .489           | .109       | 1.42                                            |
|                                               | 2     | 30           | 1.57 | .504           | .092       | 1.38                                            |
|                                               | 3     | 21           | 1.71 | .463           | .101       | 1.50                                            |
|                                               | 5     | 10           | 1.80 | .422           | .133       | 1.50                                            |
|                                               | Total | 81           | 1.65 | .479           | .053       | 1.55                                            |

**Table 4.2.2: Showing tests of Homogeneity of Variances of Webinars Productive and helpful in Job Promotion**

|                                               |                | ANOVA          |    |             |      |
|-----------------------------------------------|----------------|----------------|----|-------------|------|
|                                               |                | Sum of Squares | df | Mean Square | F    |
| 13. Which is more productive ?                | Between Groups | .667           | 3  | .222        | .987 |
|                                               | Within Groups  | 17.333         | 77 | .225        |      |
|                                               | Total          | 18.000         | 80 |             |      |
| 14. certificates are helpful in job promotion | Between Groups | .519           | 3  | .173        | .748 |
|                                               | Within Groups  | 17.802         | 77 | .231        |      |
|                                               | Total          | 18.321         | 80 |             |      |

**Table 4.2.3: Showing ANOVA of Webinars Productive and helpful in Job Promotion**

|                                               |                | ANOVA |  | Sig. |
|-----------------------------------------------|----------------|-------|--|------|
| 13. Which is more productive ?                | Between Groups |       |  | .403 |
|                                               | Within Groups  |       |  |      |
|                                               | Total          |       |  |      |
| 14. certificates are helpful in job promotion | Between Groups |       |  | .527 |
|                                               | Within Groups  |       |  |      |
|                                               | Total          |       |  |      |

## INTERPRETATION

Results of ANOVA showed P value 0.952 is more than 0.5 or  $p > 0.05$  hence Null Hypothesis is accepted. There is no significant difference.

## **CHAPTER-5**

### **FINDINGS,SUGGESTIONS AND CONCLUSIONS**

#### **5.1 FINDINGS OF THE STUDY**

- It is found that 37% of the majority respondents are from 25-35.
- It is found that 65.4% of the majority respondents are Male.
- It is found that 47% of the majority respondents are professor.
- It is found that 8.7% of the majority respondents are working in Medical Institution.
- It is found that 37% of the majority respondents are Neutral in attending webinars saves time compared to attending seminars.
- It is found that 59.3% of the majority respondents are updating themselves in attending webinar.
- It is found that 35.8% of the majority respondents are gaining Knowledge by attending webinar.
- It is found that 39.5% of the majority respondents agrees webinar certificates are helpful in UGC program.
- It is found that 53.7% of the majority respondents are using Laptop to attend webinar.
- It is found that 33.3% of the majority respondents are convenient in attending webinar any day.
- It is found that 53.1% of the majority respondents are convenient in attending the webinar in morning.
- It is found that 45.7% of the majority respondents are facing connectivity issues in attending webinar.
- It is found that 66.7% of the majority respondents chooses webinar over seminar.
- It is found that 48.1% of the majority respondents agrees webinars are more effective than seminar.
- It is found that 42% of the majority respondents are Neutral in webinars are helpful in gaining knowledge.
- It is found that 65.4% of the majority respondents are Neutral in webinars are helpful in Job Promotion.

- It is found that 35.8% of the majority respondents finds the platform easy to use.
- It is found that 65.4% of the majority respondents are very satisfied in attending webinar.
- It is found that 25.9% of the majority respondents are Neutral in rating webinar.
- It is found that 23.5% of the majority respondents are not satisfied in webinar Technology.

## **5.2 SUGGESTIONS**

- The study reported that prior knowledge of the online applications as well as the theme of the program is very essential for the participants to attend the online program. Even the respondents have reported that organizers must give proper attention to the technological capabilities of the target group. Thus, in future the organizers must select the participants after receiving applications. In this way they can control the number of the participants. Because the study reported that some time participants are facing difficulty in joining, due to huge number of participants.
- Selection of the resource persons for the program must be taken care of by the organizers. In the study respondents have revealed that many resource persons have sound content knowledge, but they do not have well technological knowledge. Both the knowledge is very essential for the smooth conduct of the program. Resource person must be selected as per their specialization also. Resource persons must update themselves with sound technological knowledge.
- The major problem faced by the participants to attend the online program is internet connectivity. Participants from the rural areas really face great difficulty to attend the program. The study reported that participants are facing difficulty to attend the online program due to poor technicality from organizers side also. Thus, the initiatives must be taken by the concerned government and the organizers to provide continuous internet connectivity, power supply and also good technical support so that participants can attend the online program smoothly.

- Organizers must keep in mind about the timing of the program. It should not be too long. The present study reported that too long program creates boredom to the participants. Another important point is that the program must be affordable for maximum people.
- Organization must be taken care of that participants should not join the program for the sake of certificates. So, experts or resource person must give proper assignments or asking some questions randomly. Completion of the assignments or proper participation only provide the certificates.
- Universities and departments must encourage students and faculty members to attend webinars and online workshops as per the specialization to enhance their overall knowledge. Authorities must ensure that pandemic should not hamper the learning.
- The difficulties of the online program depicted in the present study must be focus by the government, concerned authorities, curriculum planners and educational institutes for bringing improvement and smooth running of the online programs in the long run.

### **5.3 CONCLUSION**

There is a great shift in the mode of knowledge sharing due to the present pandemic situation. This pandemic shows us the shift from face to face learning to fully online learning. In our country since the month of March 2020 different educational institutes are organizing workshops, webinars etc. for learning purpose. Target population are attending the program through YouTube, Google meet, Facebook Live, Zoom meeting app etc. The present study clearly revealed that both the participants and resource persons must be well aware, about the different online tools, applications, icons etc. for attending the online program. In one word both the group must be technologically sound. Organizers, different institutes, departments must play an important role to motivate more and more so that target population will attend different types of online program very

seriously. They must use their learnt knowledge in the professional place. Government must provide uninterrupted and low-cost internet facilities for the smooth conduct of the programme. It should not be only for urban population but also for rural people. Even the host institutes must see that there must not have technical issues from their side. Other things like proper communication with the target groups, providing registration link, doing registration properly, clarifying the objectives of the programme, taking the feedback from the participants and work on it, providing e-certificates on time are some of the elements that organizers must keep in mind. We have to make all online programme more inclusive. For all this proper planning is very important. We have to keep in mind that disaster can come at any time, but we cannot stop our learning. So, people are slowly understanding the importance of online learning and they are trying to adapt with new learning situation. So, this pandemic demand humanity with unity. The above study concluded that reducing stress level is the major role of employees and organisation. The study states that during covid-19, working at home reduces the stress level for employees of IT, Banking and Education sector. Most of the employees knows to manage their stress. Whereas some of the employees are to be guided by the organisation to reduce stress. This study also states that flexible time provided by the organisation helps the employees to manage work and life. This study also indicated that some service sector organisation work leads to increase in stress level. Finally, I conclude that in this study most of the employees have good work-life balance and for some employee's measures are to implement by the organisation to manage stress.

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## **APPENDIX-1 (QUESTIONNAIRE)**

1.Age ?

- a) 18-25
- b) 25-35
- c) 35-45
- d) 45 and above

2.Gender

- A) Male
- B) Female

3. What is your designation?

- A) Professor
- B) Lecturer
- C) School Teacher

4. What stream of education are you working in?

- A) Medical
- B) Engineering
- C) Arts

5. Attending webinars saves time compared to attending seminars

- A) Agree

- B) Neutral
- C) Disagree

6. Why do you choose to attend webinar?

- A) For individual development
- B) For updating yourself
- C) Due to compulsion

7. Webinars are helpful in gaining knowledge

- A) Strongly Agree
- B) Agree
- C) Disagree

8. Webinar certificates helpful in UGC programs

- A) Strongly Agree
- B) Agree
- C) Disagree

9. What device do you use to attend webinar?

- A) Laptop
- B) Mobile phone
- C) Desktop
- D) Tab

10. When is your convenient day in a week to attend webinar?

A) Starting of a week

B) Weekend

C) Any day

11. When is you convenient time in a day to attend webinars?

A) Morning

B) Afternoon

C) Evenings

12. What are your inconvenience in attending webinar?

A) Connectivity issue

B) Lack of interaction

C) Time management

D) Technical errors

13. Which is more productive?

A) Webinar

B) Seminar

14. Webinars are more effective than seminars

A) Strongly Agree

B) Agree

C) Disagree

15. Webinar certificates are helpful

A) Agree

B) Neutral

C) Disagree

16. Webinar certificates are helpful in job promotion

A) Disagree

B) Neutral

C) Agree

17. Webinars platforms are easy to use.

A) Agree

B) Neutral

C) Disagree

18. How satisfied are you in attending webinars ?

A) Very Satisfied

B) Not Satisfied

C) Neutral

19. How would you rate the webinar?

A) Excellent

B) Good

C) Poor

20. How would you rate technology?

A) 1-2: Poor

B) 3-4: Satisfactory

C) 5-7: Good

D) 8-10: Excellent

## **APPENDIX – II**

### **EFFECTIVENESS OF CONDUCTING FACULTY DEVELOPMENT PROGRAM THROUGH WEBINAR**

#### **ABSTRACT**

COVID-19 pandemic force to shut down all the educational institutes across the country. But we cannot stop our learning and sharing our knowledge. Thus, the purpose of this paper is to study the effectiveness of webinars and online workshops during the COVID-19 pandemic. Online survey method was used to collect the data from 210 respondents across India and from different institutes. Purposive sampling technique was used. Researchers have used self-made questionnaire with both open ended and close ended questions. Researchers have divided the analysis section into sub-sections like, readiness and purpose of participants, organizational aspects, efficiency of resource persons, instructional design and delivery, learning outcomes/feedback and the respondents' reflection on online programs. A key feature of a good webinar is its interactive elements - the ability to give, receive and discuss information.

#### **INTRODUCTION**

The term webinar is short for Web-based Seminar, a presentation, lecture, workshop, or seminar that is transmitted over the Web, specifically a portmanteau of web & seminar, to describe a specific type of web conference (Wikipedia\*). The online Merriam-Webster dictionary gives a similar definition, though narrower in scope: a live online educational presentation during which participating viewers can submit questions and comments.

On 11 March 2020, WHO declared Diseases a pandemic and reported all the countries to treat, detect and reduce the transmission for the save of people's lives. This force the people as well as whole world to remain lockdown and maintain social distancing and India is not an exception. It creates a great impact on the global economy.

## OBJECTIVES OF THE STUDY

- To examine which is more productive, webinar or seminar.
- To analyze the ways to make webinars more effective.
- To analyze the real time feedback from the participants.

## REVIEW OF LITERATURE

**Gegenfurtner (2019)** studied integrated qualitative interview data and quantitative survey data in a sequential mixed methods research design to evaluate 48 webinars with 419 trainees who participated in four different training content areas, including supply chain management, industrial management, early childhood education and mathematics. The study findings can help educational technologists and human resource developers in the design, development, and implementation of digital technology-enhanced training.

**Jaruga (2015)** analysis the values/features of a particular program or action (e. g. curriculum, project) which uses criteria against set of standards in order of development, improvement, and efficiency. It consists of the systematically collected and analyze information about the goals established criteria. Online form with a set of prepared questions. It gives the possibility to express an opinion by answering closed, half open and open questions. The answers are being aggregated and published as statistics.

**Srimoyee (2020)** studies the participants and resource persons must be well aware, about the different online tools, applications, icons etc. for attending the online program. In one word both the group must be technologically sound. Organizers, different institutes, departments must play an important role to motivate more and more so that target population will attend different types of online program very seriously. They must use their learnt knowledge in the professional place. Government must provide uninterrupted and low-cost internet facilities for the smooth conduct of the program. It should not be only for urban population but also for rural people. Even the host institutes must see that there

must not have technical issues from their side. Other things like proper communication with the target groups, providing registration link, doing registration properly, clarifying the objectives of the program, taking the feedback from the participants and work on it, providing e-certificates on time are some of the elements that organizers must keep in mind. We must make all online program more inclusive. For all this proper planning is very important. We must keep in mind that disaster can come at any time, but we cannot stop our learning. So, people are slowly understanding the importance of online learning and they are trying to adapt with new learning situation. So, this pandemic demand humanity with unity.

## **RESEARCH METHODOLOGY**

### **RESEARCH DESIGN**

The objectives of the dissertation, a quantitative research was held. The main characteristic of quantitative research is that it is mostly appropriate for small samples, while its outcomes are not measurable and quantifiable. Its basic advantage, which also constitutes its basic difference with qualitative research, is that it offers a complete description and analysis of a research subject. To study the project a simple random sampling technique under descriptive method is used. The sample of 102 respondents was taken into consideration for my study and the data was collected.

## RESULT ANALYSIS AND DISCUSSIONS

### DESCRIPTIVES

|                                               |       | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean<br>Lower Bound |
|-----------------------------------------------|-------|----|------|----------------|------------|-------------------------------------------------|
| 13. Which is more productive?                 | 1     | 20 | 1.40 | .503           | .112       | 1.16                                            |
|                                               | 2     | 30 | 1.23 | .430           | .079       | 1.07                                            |
|                                               | 3     | 21 | 1.33 | .483           | .105       | 1.11                                            |
|                                               | 5     | 10 | 1.50 | .527           | .167       | 1.12                                            |
|                                               | Total | 81 | 1.33 | .474           | .053       | 1.23                                            |
| 14. certificates are helpful in job promotion | 1     | 20 | 1.65 | .489           | .109       | 1.42                                            |
|                                               | 2     | 30 | 1.57 | .504           | .092       | 1.38                                            |
|                                               | 3     | 21 | 1.71 | .463           | .101       | 1.50                                            |
|                                               | 5     | 10 | 1.80 | .422           | .133       | 1.50                                            |
|                                               | Total | 81 | 1.65 | .479           | .053       | 1.55                                            |

### RESULTS

Results of ANOVA showed P value 0.952 is more than 0.5 or  $p > 0.05$  hence Null Hypothesis is accepted. There is no significant difference.

## CONCLUSION

There is a great shift in the mode of knowledge sharing due to the present pandemic situation. This pandemic shows us the shift from face to face learning to fully online learning. In our country since the month of March 2020 different educational institutes are organizing workshops, webinars etc. for learning purpose. Target population are attending the program through YouTube, Google meet, Facebook Live, Zoom meeting app etc. The present study clearly revealed that both the participants and resource persons must be well aware, about the different online tools, applications, icons etc. for attending the online program. In one word both the group must be technologically sound. Organizers, different institutes, departments must play an important role to motivate more and more so that target population will attend different types of online program very seriously. They must use their learnt knowledge in the professional place. Government must provide uninterrupted and low-cost internet facilities for the smooth conduct of the program.

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