

Project Dissertation Report on

Students' perception and preference
towards online classes in India during COVID-
19 pandemic

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DECLARATION

I declare that this thesis is an original report of my research, has been written by me and has not been submitted for any previous degree. The experimental work is almost entirely my own work. Due references have been provided on all supporting literatures and resources.

I declare that this thesis was composed by myself, that the work contained herein is my own except where explicitly stated otherwise in the text, and that this work has not been submitted for any other degree or professional qualification.

ACKNOWLEDGEMENT

My research project is on “Students' perception and preference towards online classes in India during COVID-19 pandemic”.

It would not have been possible without the kind support and help of many individuals and my Faculty Coordinator. I would like to extend my sincere thanks to all of them.

I am highly indebted to mentor for their guidance and constant supervision as well as for providing necessary information regarding the project & also for support in completing the project.

I would like to express my gratitude towards the responders for their kind co-operation which helped me in completion of this project.

I hereby declare that all of the work belongs to me, and I completed this project by putting in required efforts and hard work.

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EXECUTIVE SUMMARY

Educational institutes across the world have closed due to the COVID-19 pandemic jeopardizing the academic calendars. Most educational institutes have shifted to online learning platforms to keep the academic activities going. However, the questions about the preparedness, designing and effectiveness of e-learning is still not clearly understood, particularly for a developing country like India. From the last few years, the technological advancement and increased users of internet made everything's easier for everyone. If you want to purchase anything you will access online Shopping sites and order product to get at your hand. Whereas new way of getting education is online education/ virtual education/ E-learning. In this study, I focused on understanding UG and PG Student's perception and preference towards the online learning through an online survey of 40 students. The present study is based on a quantitative and sample survey approach. The results indicated that majority of the respondents (70%) are ready to opt for online classes to manage the curriculum during this pandemic. The responders were also asked about the helpfulness and efficacy of online classes where it is found that majority of the responders were finding online classes helpful and efficient during pandemic. The responders were also asked that once the pandemic ends, which mode of classes they would prefer, 70% prefers the traditional classroom while the rest of 30% prefers the combination of traditional classes and online classes, and there is no single responder who prefers only online classes even after the end of pandemic. However, in post-graduation education system where many courses are practical oriented, shifting completely to online mode may not be possible and need to device a hybrid mode, the insights from this article can be helpful in designing the curriculum for the new normal. The government must take certain remedial measures to overcome the challenges in online classes and reduce the digital divide so that no students will be left out.

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1. INTRODUCTION

1.1 Background

Everything becomes obsolete with each new advancement or progress in this world because change is constant and unavoidable, and intelligence is defined by the ability to adapt to change. E-learning refers to utilization of internet and advance technology for providing education and learning to students. It's can also be called as using technology as medium of transmitting skills and information to a student's or people. It is one of the quickest-growing trends in educational technology. In order to create an optimal learning environment, educational institutions have had to adjust their teaching techniques to match the demands of users since the emergence of the Internet and the World Wide Web. In order to create an optimal learning environment, educational institutions have had to adjust their teaching techniques to match the demands of users since the emergence of the Internet and the World Wide Web. An online class is a method in which students learn courses, debate concerns with peers, clarify problems with instructors, share knowledge, and measure academic progress using internet-based technologies. Online classes are so widespread these days that they are nearly certain to be included in any legitimate educational programme.

In addition, the global COVID pandemic has raised the value of online classes. In India, the Internet is used by over 370 million people, contributing to the rapid rise of online education. Over 3 billion people currently use the e-learning platform (Arora, 2017). If we talk about of India, E-learning is expected to increase at roughly 16 percent by 2020, according to Technavio's market research analysts. India has 1.3 million registered learners, according to Coursera, one of the world's top online education companies, which makes India the 3rd biggest platform under the United States and China. With rapid progress, e-learning is still in its early stages of development. Teachers and students play a critical role in this situation since their perspectives and important to motivation and learning. In the end, it is the acceptance of students and teachers that enable students and teachers to benefit from online education. In this regard, the study intends to investigate views of educators and students on the use of E-learning in comparison to old classroom teaching.

Several governments have ordered the closure of all educational institutions due to the discovery of COVID-19, a novel corona virus disease. Right now, many universities and institutions of education have come to a halt because they need to protect their students against COVID, which is likely to spread in highly socialising student environment. Due to spreading

contamination, schools in China and a few other impacted nations were shuttered in early February 2020. Nearly 75 countries, however, had executed or announced the shutdown of educational institutions by mid-March. As of the 10th of March, one out of every five students were out of school owing to COVID-19 school and university closures around the world. According to UNESCO, 186 countries would have imposed nationwide closures by the end of April 2020, affecting 73.8 percent of all enrolled students. Even if lockdown and social isolation remains the only alternatives for limiting the deadly coronavirus by disrupting transmission chain, the closure of all the universities and educational institutions has impacted huge proportion of people.

As we can see, all the education institutions and universities are closed for inconclusive time period, both instructive foundations and understudies are exploring different avenues regarding approaches to finish their recommended prospectuses of specified time period in relevance of the scholastic schedule. Now these actions have positively created a level of burden, still additionally provoked new instances of instructive development utilizing computerized intercessions. This is a silver covering on a foreboding shadow thinking about the drowsy speed of changes in scholastic organizations, which proceeds with centuries old talk-based methodologies in instructing, imbued institutional inclinations and outdated homerooms. In any case, COVID-19 has been a trigger for instructive foundations worldwide to seek after imaginative methodologies in a moderately an abrupt announcement. During this time, the greater part of the colleges has moved to online mode for example google meet, zoom or other online stages.

In the affected areas by COVID-19, education institutions are looking for temporary solutions to continue the teaching, but more important thing to remember that the amount of digital access and efficiency is directly linked to the quality of learning. The online learning environment is substantially different from the traditional classroom setting in terms of: motivation of students, their satisfaction level, and the amount of interaction between them. A good place to start if you want to get involved in online education (Garrison et al., 2001). The success of web-based training is measured by the formation of a learners' group, according to the COI framework. Learning takes place in this group (as it does in a regular classroom) through 3 individual elements which are: (A) Social exposure, (B) cognitive presence, and (C) instructional exposure. There was no significant difference in satisfaction between E learning and physical classes, and they also supported the idea that if structured properly, online classes

can be as effective as traditional classes. These facts clearly demonstrate that, when properly structured, online learning may be an ideal substitute for traditional classroom learning.

Online education has unquestionably moved into advanced education with new projects being added ceaselessly. The mixed coordinated learning (a "mix" of on the web and customary methodologies) mode is likewise acquiring and creating money in advanced education, while its impacts on understudies' and educators' encounters are yet to be completely investigated. With the fast extension of the transnational education market, an ever-increasing number of colleges join the positions of transnational education suppliers or grow their transnational education offering, for example, distance learning or mixed learning. Customarily, internet learning apparent as need intuitiveness contrasted with vis-à-vis learning. It is essentially because of the absence of social presence, absence of social collaboration, and absences of understudies' fulfilment. Nonetheless, internet learning has been advanced as being savvier and more advantageous than conventional educational conditions just as giving freedoms to more students to proceed with their educations. Albeit internet learning keeps on developing quickly, it actually stays at a beginning phase of advancement. Because understudy discernment and mindset are critical to inspiration and learning, engineers and deliverers of internet learning require a better understanding of how students view and respond to components of mixed learning, as well as how to apply these approaches most effectively to improve learning.

Educational institutions in India began migrating to a technological teaching immediately after the order of Central Government planned to do a nationwide lock-down for 20 days commencing April 25, 2020, which was later extended for additional 21 days. And the main problem, however, is the quality of learning, which is intimately tied to how well the content is developed and implemented. Learning effectiveness is partly dependent on how content is chosen for the online environment, as well as identifying and solving the limits that students confront. The study is all the more important in light of the fact that online education has never been undertaken on this scale in India, making it a gigantic social experiment. Furthermore, in the field of business education, the MBA curriculum places a high value on practical components, and its efficacy may be determined by implementing it on an online platform. In this vein, we looked at Indian agricultural students' attitudes about online education as well as several characteristics that could make online learning more effective and beneficial.

Today online education courses are turning into a pattern thus numerous individuals are stepping up to the plate and getting enlisted for these courses. These courses are effectively

accessible and available, whosoever needs to do these courses can get selected for any establishment or college where it's going on. It will prompt improve the information, showing abilities, potential, learning, more idea lucidity and helps in profession development and advancement. There are such countless organizations and colleges in India and in different nations who are giving such courses. For instance, in India such courses are given by prominent bodies and establishments as iit IIM's, AICTE, IGNOU, SWAYAM, NPTEL and so forth and such countless other famous organizations and colleges in unfamiliar nations for instance Stanford college, Oxford college, Cambridge college and so on In this way, enroller has a great deal of decisions, they can join any course anyplace in any college or organization. These courses are appropriately confirmed and prudent too.

In different nations, mixed learning is continued in which entire learning and training instructional method include both on the web and vis-à-vis cooperation with the assistance of hardware's which prompts two-way correspondence (Haron, 2012). In any case, in nations like America, Australia and Russia many swindling cases are discovered when there is just online method of realizing which depreciate the education experience and deception in grades (Lupton, 2002). Serwatka (2000) uncovered that by following just online mode, it become hard to share and test data, so eye to eye connection is important to comprehend the degree of understudies. For the legitimate execution, to keep away from the copyright infringement & to diminish the conning cases, programming's are needed to be utilized and each applicant must be furnished with a login and secret key in this way, that the area of the wellspring of data can be followed (Olt, 2010).

Assessment of the online education courses is done through the fulfillments of the up-and-comer and the nature of the course. Nature of the course is vital in light of the fact that it will result as per the general inclination of the competitor. Fulfillment of the understudy is the huge component since it prompts positive learning, disposition, experience and results (Biner et al., 1997; Liao and Hsieh, 2011). There are not many components which add to understudy fulfillment i.e., collaboration, web self – viability, self-directed learning, class obviously, cost obviously (Kuo et al., 2014). Cooperation is vital factor it tends to be one way or two way. In conventional time span there is two-way learning (Anderson, 2003) which is called as study hall, such learning investigates the new skylines of information and bring forth numerous thoughts and creativities. Two-way association has no restrictions, it helps in making new importance and investigation (Juwah, 2006). Web self-adequacy is identified with do the self-assessment and orchestrate the web exercises all together and into a game-plan (Eastin and

LaRose, 2000). With the development in online education, web self-adequacy is likewise developing everywhere scale (Liang and Tsai, 2008; Tsai et al., 2011). Up-and-comers who are less engaged with web self-viability have low scholastic outcomes (Livingstone and Helsper, 2010; Shi et al., 2011) when contrasted with the individuals who are more drawn in with it, they are more sure. Self-controlled learning is vital factor on the grounds that without this their no fulfilment. This idea absolutely understudy focused, it entirely subject to the up-and-comer how they plan their course and timetables, how to keep up it and keep themselves persuaded during the span of learning measure (Moller and Huett, 2012). Next is class of the course additionally impacted the fulfilment that which space of study it had a place, level obviously, territories and educational program shrouded in the course (Kiriakidis, 2005 and Macon 2011). Last is value factor, prior to enlisting for any course competitor go for charge construction of the course and its different uses since, supposing that it is excessively expensive than applicant would not lean toward it (Beqiri et al., 2010).

1.2 Problem Statement

Several governments have ordered the closure of all educational institutions due to the discovery of COVID-19, a novel corona virus disease. Various universities and educational institutions have paused because are required to protect their students against the deadly COVID-19, which is likely to spread in a highly socialising environment. As a consequence of the indefinite closure of schools and colleges, both educational institutions and students are experimenting with ways to finish their assigned syllabi within the time constraints imposed by the academic calendar, and as a consequence, all educational institutions have selected an online learning platform. I tried to study the perception of students towards this sudden change from traditional to online classes. Are they really finding it useful? If not, then what are the downsides.

1.3 Objectives of The Study

1. To know the preparedness of students for online classes or digital classes.
2. To study students' perceptions about online classes.
3. To find out students' preference between online classes vs traditional classes.

1.4 Scope of Study

For two reasons, the study's conclusions are crucial for MBA educational schools. To begin with, because of indefinite lockdown have been done to control the coronavirus strain, the shift to online mode was fast, educational institutions and universities did not get sufficient time to develop they are not able to conduct the online classes properly. To make online learning simple, efficient, and productive, students' experiences and learnings can be merged into this environment. Second, life will not be the same when the COVID-19 pandemic is over, and online learning will coexist with regular offline classes. Because the duration of the pandemic and the frequency of reinfections are unclear, social isolation the new normal may be a pandemic. As a result, all educational institutions must be ready to shift the majority of course content to e-learning platforms, as well as alter course structure and curriculum. Our research findings may be valuable in establishing the ideal learning environment in an online platform to promote successful learning. A brief review of the literature follows, followed by a description of the study's approach in the data and methods section. The study's last remarks are followed by a discussion of the findings and their implications.

2. RIVIEW OF LITERATURE

Because of the COVID-19 pandemic, the world has shut all schools and colleges to forestall the spread of the infection. The customary study halls changed to virtual homeroom and far off education has gotten pervasive during 2020. Online education is the interaction that happens over the web. It has the two advantages and constraints; voyaging costs and different expenses are decreased in online classes along these lines instructors and understudies have the mechanical information to get to online classes and utilization of a PC [12]. In the current situation of exceptional emergency, individual cooperation of instructors and understudies got tremendously influenced because of the infectious idea of COVID-19. It has expanded the commitment of data and innovation (ICT), which raised the difficulties for understudies like social confinement, availability issue, and so on One investigation uncovered the impression of college understudies towards e-getting the hang of during the pandemic, as it furnishes more opportunity to interface with the instructors and draw in with their examination material at solace and adaptable existence [13]. Online education has changed educators' and understudy's connections as instructors can't give additional consideration and care to understudies who need more consideration and are experiencing actual fatigue. The understudies likewise accepted that online classes are not adequate for them. The responsibility of educators in online instructing has been expanded due to expecting to make recordings, Power Point introductions and e-notes for understudies. Versatile information isn't sufficient to work; it requires a solid data transmission association. In online classes, educators and understudies felt actually fatigued and miss the climate of the study hall [14]. Numerous colleges understudies are from distant towns with moderate and lacking web access; consequently, they have confronted challenges while going to online talks. It is additionally distressing for understudies to spend extended periods on screens and cell phones. The greatest adverse consequence of online talks is absence of actual study hall conversation and separation from college library.

Another investigation utilized Interpretative phenomenological examination (IPA) to comprehend the obstructions looked by college instructors in internet educating and appraisal at home climate. They arranged hindrances into four different ways: 1. home climate hindrance which incorporates absence of fundamental offices, family interference during educating, leading an appraisal; 2. foundations support boundaries, which incorporates a shortfall of preparing, absence of clearness and bearing, inadequate financial plan for buying cutting edge innovations; 3. specialized challenges looked by instructors which incorporates absence of specialized framework, slight attention to internet showing stages, security concern; 4.

instructors' very own concern hindrance like negative disposition, low inspiration for educating, absence of innovative information become limitations in web based educating and appraisal [19]. College understudies felt that online courses are not happy when contrasted and the regular technique for educating.

They didn't acknowledge that online classes can supplant customary eye to eye classes. For instructors, online classes are testing fundamentally for pragmatic subjects because of ill-advised foundation offices and absence of passionate connection with the understudies. The pandemic is joined by seclusion estimates that have driven understudies and educators to bind to their homes. It is unpleasant for educators and understudies to learn and instruct at separated climate because of the pandemic. Male understudies were more disappointed with current online learning, though female understudies were more disappointed with the current home climate that made an adverse consequence on their education.

The popularity of online classes has resulted in a growth in the number of online courses offered by universities and universities in recent years. Furthermore, technological improvements and student demand for online courses have encouraged schools and universities to offer online courses in addition to traditional classrooms (Bennett and Lockyer, 2004; Britt, 2006). The important point to notice here is that schools are not required to use online classes, but it is seen as a modern tool for dealing with challenges that can arise at the time of learning.

The majority of schools are planning to spend huge amount of money on online programmes, as well as faculty recruiting and training (Floyd, 2003; Koehler et al., 2004). According to one poll, the use of online lectures in educational and business settings will continue to expand dramatically in the coming years (Meyen et al., 2002). As a result of these advancements in education, web-based teaching is seen as interactive, and online teaching creates environments where students actively connect with the subject and learn via practical interaction. Comprehension can build new material is sometimes referred to as online teaching. Furthermore, online education has risen in importance throughout the world in recent decades, prompting institutions to shift their mindset from "Online class is an Optional" to "Online class is Required".

Various educations institutions have employed online teaching without sufficiently planning their courses, yet it was first launched for faculty development (Abhinandan, 2018). The Internet has made it possible to give teaching at a lesser cost as compared to traditional classroom learning, giving students greater options to enrol in classes (Murday et al., 2008).

Many studies have been undertaken to look into the attitudes of teachers and students concerning online classes. Students' primary motivations for attending an online class, according to the study, were "flexibility" and "self-control" in the learning environment, as well as the notion that online classes would be a more convenient manner of teaching than traditional classroom learning. Older adolescents had mixed opinions about online courses' social components, but online students have had positive experiences (Armstrong, 2011). Although online courses have not always reached their learning objectives, both students regard online learning to be convenient but not always beneficial to their studies. All the universities and organisations must evaluate the impact of E-learning could become a major part in improving it.

While students are the most enthusiastic about an online course, other participants, such as professors, have conflicting opinions. Many academics feel that by participating in a faculty development programme, one may become a competent online instructor and build the greatest career path as mentorship, the educators' perspectives on the importance of creating a feeling of community in online teaching. When it comes to efficiently operating an online class, there is a lot of research that backs up the principle of "Training and Development". 74 percent of online K-12 instructors feel that a promotion development programme should be incorporated in the school curriculum to assist educators improve their teaching skills, as per told by Ballew (2017) in his study.

Many studies that explain the limits of online classrooms suggest that though online classes are convenient, less expensive, and simple to access, these variables generated discrepancies between online and face-to-face learning for many students who succeed in a conventional classroom (Kebritchi et al., 2017). (Tucker, 2001; Cheung and Kan, 2002). In fact, students with a average of less than 3.2 outperformed those with a GPA of more than 4.0 in an online class. 2017 (Sugilar). Many students assumed that degrees earned through online courses were not as valid as those earned via traditional classroom instruction. This may have an impact on students' desire to take online courses. According to Allen and Seaman, 2010; Bejerano, 2008, As a result, educational programmes emphasising the value of online learning are required.

To successfully conduct an online class, students may require a range of skills, including the ability to grasp enhanced learning methodologies, the ability to develop new language, and the patience to communicate with the teacher. Based on all of these reviews, it has been established that more study on teachers' and students' opinions of online classrooms is essential. Education

institutions were compelled to provide online programmes following the global outbreak of COVID 19. As a consequence, a survey was conducted to obtain feedback on online classes from both instructors and students.

With today's technology breakthroughs, we may design web content in a variety of ways. To make learning successful and productive, it is critical to consider the preferences and perceptions of learners while building online courses. The learner's preference is linked to his or her readiness or willingness to participate in collaborative learning, as well as the elements that influence effectivity of E-learning.

In the Australian vocational education and training sector, Warner (1998) created the idea of online learning readiness. They classified students' preparation for E-learning in three ways: (A) their choice for this method of delivery over traditional classroom teaching; (2) their ability and effectivity in using of digital platforms and trust in the using the Internet based communication; and (3) their capacity to do independent learning. McVay (2000, 2001), who designed a 13-item scale to analyse student behaviour, was one of the researchers that developed the idea. Following that, an exploratory research conducted by Smith (2003) to assess McVay's (2000) online readiness survey, which resulted in the development of a two-factor structure, "Comfort with e-learning" and "Self-management of learning." Additional studies were then done to operationalize the idea of online learning readiness (Evans (2000); Smith (2005)). Self-directed learning was discovered as a factor that affected online learning preparation by the researchers.

Any endeavour to improve the effectiveness of online learning must take into account the users' perspectives. Students have both positive and negative attitudes toward online learning, according to studies. According to several studies, the instructor's engagement with students has a significant impact on students' opinions of online learning. The capacity of course teacher involvement to develop critical thinking skills and information processing, and the quantity of engagement in the online context are all elements to consider. Soo and Bonk (1998); Wise et al. (2004); Kim et al. (2005)), social presence, academic self-concept, and technological competence. As a result, a successful online course requires excellently structured course content, well-prepared professors, advanced technology, feedback, and clear directions (Sun and Chen) (2016).

However, the research has revealed a number of difficulties with online learning. Difficulties connecting with other learners; technological difficulties the need for improved discipline,

writing skills, and self-motivation; and the requirement for online users to make a time commitment to study are regarded to be barriers or disadvantages of online learning (Piccoli et al. (2001); Song (2004)).

Several studies compared the effectiveness of online or web-based tutorials to traditional classroom instruction. The kind of encounters that may occur online vs in traditional classrooms varies significantly, and the influence of speaking in one location vs another on students' and faculty's opinions might be significant. The studies compared students' and faculty's perceptions of online learning vs. traditional classroom learning, and the results were mixed, indicating that more research is needed. Some of these subjects include the kind and number of online interactions, the flexibility and accessibility of web-based instructions, the student's and instructor's talents, motivation, time, and point of view, and if any or all of these characteristics are linked to academic accomplishment. There was no substantial difference between online learning and face-to-face sessions in terms of student satisfaction and academic accomplishment. Studies have also shown that if an online lesson is properly planned, it can be just as effective as a regular class (Nguyen, 2015).

Different models have been identified in the research, each of which provides a basic foundation for understanding students' perceptions of online education. Papers have also identified potential barriers for E-learning performance. Few publications, however, have sought to understand students' perspectives and choices in India. It's understandable that, previous to the Covid-19 outbreak, only a few distance education platforms embraced online learning. Furthermore, no study in this area has been undertaken to our knowledge in the subject of managerial education, where online learning efforts are even less likely due to the curriculum's larger emphasis on practical learning. We seek to fill this hole with our research by utilising literature insights in envisioning the problem and focusing entirely on online learning.

A study on students' experiences with virtual campuses was done by Reddy et al. (2001). The purpose of this survey was to investigate learners' attitudes about resource-based learning and to critically assess how the university's resources were used, as well as to suggest ways to improve resource-based learning's efficacy. A questionnaire was given to students from several tele-centres that was largely organised with a few closed-ended (objective type) and open-ended elements. The completed surveys have been submitted by 343 (37%) of the 1166 students. Yes, around 43% of those questioned said. The majority (56%) said they could

develop their own particular knowledge base; 50 percent appreciated variations in learning pathways; the learning capacity of 36 percent was increased; 22 percent can interpret more; 25 percent found it fascinating and interesting; 41 percent appreciated the independence; and 27 percent appreciated the reading selections. However, 35% of those questioned expressed dissatisfaction with the results. They despised material based learning and said that they needed more direction on what to do and how to accomplish it; they also said that taking courses was boring and time consuming, and that they felt like they were drowning in a sea of information.

According to Jamlan, “Faculty Opinions on Introducing e-Learning at the University of Bahrain” (2004). Thirty faculty members from the University's College of Education were given a questionnaire to measure their opinions on digital learning and how they could incorporate it into their daily teaching. The data was collected and analysed using descriptive statistics. According to the research, faculty regard online learning as helpful for students in achieving their learning objectives rapidly.

In Japan, Hiroshi (2005) carried out a study called "Questionnaire-based Evaluation of e-learning Program Operated in National Institute of Public Health." In 2005, questionnaires of all trainees were used to monitor the e-learning programme at NIPH in order to further develop it. The total number of individuals was 298, with a 72 percent legitimate response rate.

3. RESEARCH METHODOLOGY

The students' perceptions of an online class in Delhi were studied in this study. To acquire the opinions of the respondents, this study used a descriptive quantitative design. Quantitative methods concentrate on objective measurements and statistical, mathematical, or numerical analysis of data collected via polls, questionnaires, and surveys, as well as the modification of pre-existing statistical data using computational tools.

The respondents of this examination comprised of postgraduate understudies from various universities. Understudies were chosen for this examination on an arbitrary premise. These understudies are from various scholastic fields like expressions, science, business and humanities.

Five-point Likert scale was utilized to gather the assessment of the responses received through questionnaire. In the Five-point Likert scale, “1” is referred to as “strongly disagree”, “2” as “disagree”, “3” as “neutral”, “4” as “agree”, and “5” as “strongly agree”. A study instrument with segment inquiries for understudies, segment inquiries for educators, inquiries for understudies in regards to view of "Effect," "Agreeableness" and "Backing from the instructor" and for teachers identified with impression of "Showing Practice," "viability" and "Preparing and Development" was accessible. The questionnaire was circulated by utilizing Google forms, and was educated that all of the collected data will not be exposed. All The information was gathered and captured in an orderly manner. Gathered information were sorted into segment data, insight and devices utilized. Optional sources are utilized for inspecting the idea and supporting the discoveries.

The replies in the perception study described above are contingent on how the questions are phrased. Only statements with replies can be used to form conclusions.

3.1 Participants

The participants of the study were under graduates and post graduates’ students from various colleges. The total number of participants was 40 students from different colleges.

3.2 Procedure

With the support of a literature review and informal interviews with students currently enrolled in online programmes, a structured and unstructured exploratory questionnaire is created.

3.3 Domain of the study

To begin, I picked key informants from several MBA colleges for an online survey. The main informants received a WhatsApp message with a link to a Google form. After submitting their results, they used snowball sampling to distribute the questionnaire to other university students. After 5 days of circulating the Google forms, I removed the link.

4. RESULT AND ANALYSIS

The results of the current study's analysis of qualitative and quantitative data are shown below:

4.1 The demographic variables included the Degree of respondents which included two options which were:

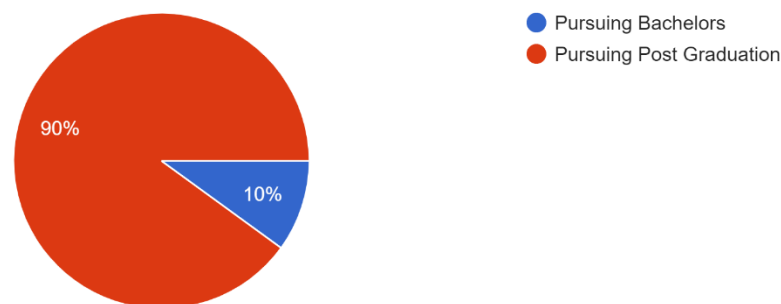
- A. Graduation
- B. Post-Graduation

As the study was conducted and focused on Under Graduation and Post-Graduation students, from the total number of responders:

- 90% (36 out of 40) were pursuing post-graduation and,
- 10% (4 out of 40) were pursuing under graduation.

It can be seen clearly in Fig 1 below:

Currently, in which phase of education you are ?
40 responses



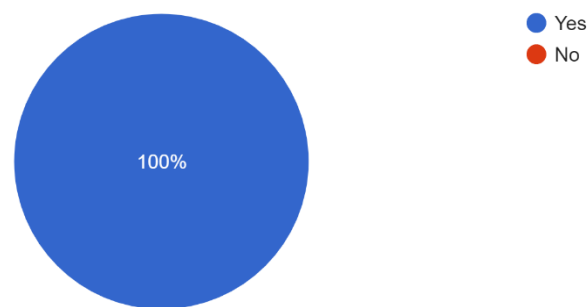
4.2 The COVID-19 epidemic has had a significant impact on schooling. The COVID-19 has forced the closure of schools around the whole world. Over 2.1 billion students are out of school throughout in world. As a consequence of this, the education sector has experienced considerable changes, and with the introduction of online learning, which allows students to receive instruction remotely and through digital platforms.

According to studies, online learning improves information retention and saves time, signalling that the coronavirus's changes are here to stay. Some are asking if online learning adoption will continue post-pandemic, given the rapid shift away from the classroom in many areas of the world, and how such a movement might affect the global education industry.

Keeping this in mind, it is necessary to know that how many universities or education institutes have adopted online classes to cover up the curriculum.

It is found that, 100% agreed to the fact that their universities and education institutions has adopted online classes to cover up the course of curriculum. We can clearly see this in Fig 2 below:

Has your institute or university adopted online learning platform to conduct classes?
40 responses



4.3 The next question studies perception of students about the helpfulness of online classes.

Online learning, like any instructional modalities, has its own set of advantages and disadvantages.

Hence, it is very important to know that are students finding the online classes helpful, and are they able to learn from them or not.

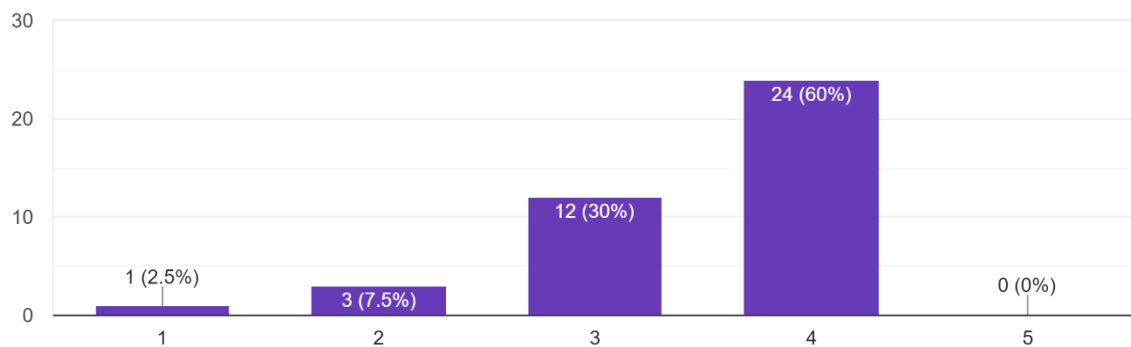
From the measurement on “Likert Scale”, It is found that:

- Almost 60% “Agrees” that to the fact that they found online classes to be helpful,
- 30% responders reacted “Neutral” i.e., their learning from online classes were neither helpful nor useless.
- While 7.5% responders “Disagree” i.e., they did not find online classes helpful, and
- 2.5% responders “Strongly Disagree” i.e., they did not like the system of online classes at all.

We can see this result in below Fig 3 which represents and interprets the data of Likert scale:

Do you find the online classes helpful ?

40 responses



Hence, there is a mixed reaction of students to it, the majority of students found it to be helpful and neutral, while there is no single student who strongly agree to the question that he/she found it to be very useful.

4.4 The effectiveness is very important specially when it comes to teaching. When there is no efficacy in teaching then there is no learning. As indicated by different explores, Online courses are by and large not as successful as in-person classes, but rather they are absolutely better compared to no classes. As we realize that practically every one of the colleges have embraced the online education, we need to realize the understudies see on this, are they discovering them viable and productive.

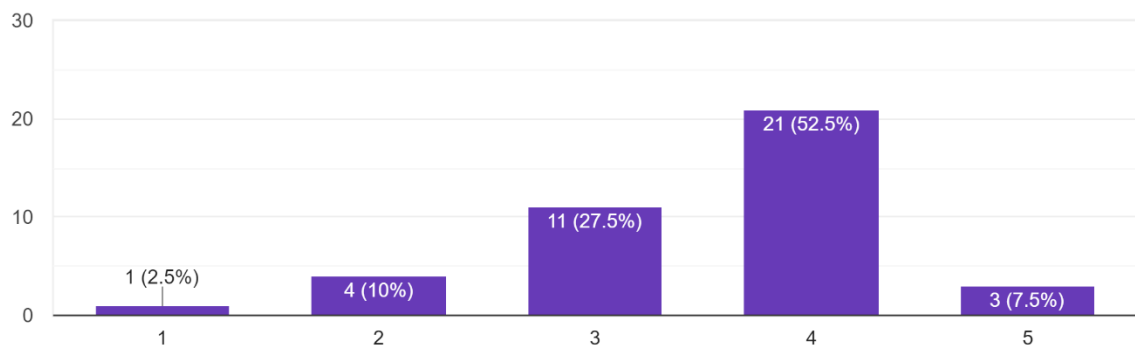
The next questions answers this. It is found that:

- 52.5% of responders “Agree” to the option that they found online classes to be effective and efficient,
- While 27.5% responders are “neutral” about it.
- Only 7.5% responders “strongly agree” to this.
- While 10% “Disagree” and conclude that online classes are not effective.
- 2.5% responders “Strongly Disagree”.

Fig 4 represents these results:

Do you think online classes are effective and efficient ?

40 responses



It is concluded from results that majority of the responders “agree” that they are finding online classes effective and efficient and they are able to learn and grasp the things taught to them.

4.5 In the previous question we have studied the effectiveness of online classes. Now the next comes is are the online classes as effective as traditional classroom.

Online and traditional learning establishments both enjoy their benefits and detriments. In any case, one thing is without a doubt: online education is setting down deep roots, and its demand is on the ascent. Enrolment in online colleges keeps on expanding quite a long time after year. Yet, how do these projects contrast with traditional, vis-à-vis education?

From the survey, when responders were asked: Did you find the online classes as efficient as traditional classroom?

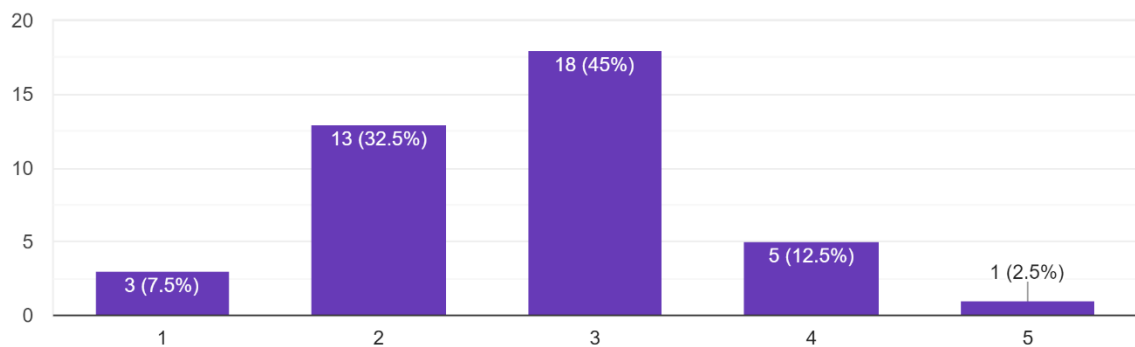
It is found that:

- The majority of responders i.e., 45% are neither disagree nor agree and are “neutral” on the statement that the online classes as efficient as traditional classroom,
- While only 12.5% people agrees to it.
- About 32.5% of responders “disagree” and hence they are not finding online classes as efficient as traditional classroom.
- While 2.5% “strongly disagree” and they are not finding online classes useful at all.

Fig 5 represents these results:

Did you find the online classes as efficient as traditional classroom ?

40 responses



Hence to conclude, the majority of students do not find online classes as effective as traditional classroom.

4.6 Responders view on doubt clearing efficacy in online classes.

Online learning has risen in popularity as a result of its capacity to give more flexible access to resources and teaching at any time and from any location. It is critical that scholars consider and investigate the effectiveness of online learning in the education of students.

After delivering the lecture, clearing the doubts of students is very important for complete learning. In the next question, students were asked: Are they able to clear doubts properly with their teacher through online platform?

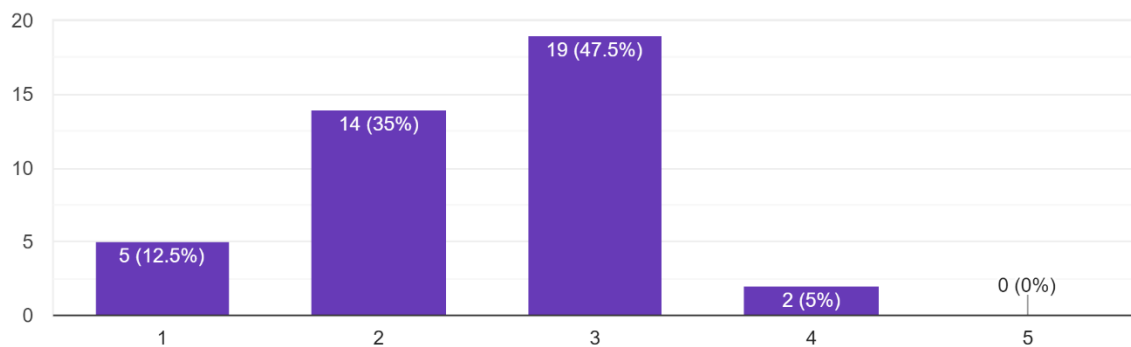
It is found that:

- Majority of the responders 47.5% marked “Neutral” on this i.e., they neither disagree nor agree to the statement.
- Only 5% of the responders “agree” that they are able to clear their doubts.
- 35% of responders “disagree” and are saying that are not able to clear their doubts properly through online classes and hence facing difficulties.
- While 12.5% “strongly disagree” i.e., they are not at all able to clear their doubts.

We can see this in Fig 6 below:

Are you able to clear your doubts properly with your teacher through online platform ?

40 responses



Hence to conclude, we can say that a big percentage of responders 47.5% disagrees and are saying that are not able to clear the doubts through online platforms.

4.7 This question studies the preference of responders that which type of classes (online or traditional classes) they prefer once the pandemic ends and situation gets normal.

Many people are questioning whether the online learning would continue post-pandemic or not, and how this change would affect the global education business, given this dramatic shift away from the classroom in many areas of the world. Education technology had already experienced rapid expansion and adoption before to COVID-19, With global EdTech investments estimated to reach Approximately usd17.66 billion in 2019, the online education market as a whole is predicted to reach 340 billion by 2026. A significant growth can be seen in the use of language applications, online tutoring, video meeting tools, and E-learning software since COVID-19.

But in the end, it is very important to know the student's perception about it. To find that 3 options given to the respondents to answer which were:

- a) Online Classes
- b) Traditional Classroom
- c) Combination of both

It is found that:

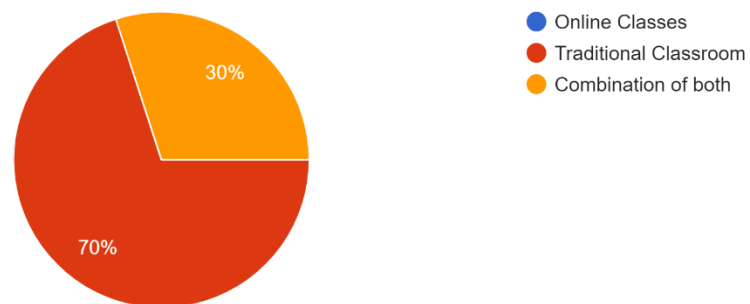
- 70% of the responders want “traditional classroom” classes after the pandemic when situation gets under control.

- 30% prefers combination of online and classroom, while
- There not even a single responder who prefers only online classes after the pandemic when situation gets under control.

We can see this in fig 7 below:

Which type of class would you prefer after the pandemic ends ?

40 responses



Hence, it is concluded that students prefer traditional classroom over online classes once the pandemic ends.

5. DISCUSSION

The primary goal of this study was to look into students' preferences and perceptions of online classes.

Greater part of the responders discovered online classes successful and proficient, yet once the pandemic closures and circumstance gets ordinary, the understudies might want to switch back to traditional study hall. To quantify the level of encounters of online classes, I posed inquiries on five-point Likert scale, unequivocally differ to emphatically concur. An aggregate of 60% of the all-out understudies thought that they are happy with the current online class climate during this pandemic, while 30% of the respondents included impartial. Just 20% of the understudies communicated that they never got happy with e learning change of classes. At the point when requested the favoured methodology from study hall education after COVID-19 by the understudies, dominant part of the understudies (70%) believed that after this COVID-19 emergency typical classes in traditional homeroom are better for their investigations, while 30% of respondents said they favoured joined methodology both ordinary and online classes for their education.

Following this examination, it is clear that online learning, like most instructional systems, has its own set of advantages and disadvantages. Decoding and comprehending these benefits and drawbacks will aid universities in establishing more effective lecture delivery methods, ensuring that students have a consistent learning experience.

According to various researches, some positives include:

- **Effectiveness:** Online learning allows teachers to give courses to students more effectively. As part of their lesson planning, teachers might use a number of internet learning sources. Teachers may become more efficient educators by using Internet resources into their lesson plans in addition to traditional textbooks.
- **Accessibility:** The Another advantage of digital education is that students can attend classes whenever and from wherever they desire. It can also allow universities and schools to reach out to a broader network of students rather than being restricted by geographical boundaries.
- **Cost Saving:** This is the biggest advantage for students as well as education institutions that it is less expensive. Online education is substantially less expensive than traditional

classroom learning. This is the case because it lowers the expense of student transportation, meals, and, most importantly, real estate.

- **Improved Attendance:** As online classes can be attended from home or any other location, there are less chances for students to miss lectures.
- **Adapts to a Variety of Learning Styles:** Every student follows a different route and has a different learning style. Some students like to learn by seeing things, while others prefer to learn by hearing things.

A few negatives of online classes:

- **Difficulty in Focusing on Screens:** For many students, one of the most challenging parts of online learning is the inability to focus on a screen for long periods of time. When students are learning online, they are more likely to be side-tracked by social media or other websites.
- **Internet connectivity:** Another key issue with online classes is internet connectivity: While internet coverage has risen by leaps and bounds in recent years, keeping a steady connection at a sufficient speed in smaller cities and villages remains a difficulty. If students or teachers do not have frequent access to the internet, they may experience a loss of continuity in their learning.
- **Isolation:** Being in the company of peers has a lot to teach kids. In an online class, however, there is limited physical touch between students and lecturers. As a result, students frequently feel alone.
- **Efficiency of teacher in using technologies:** Instructors must have a basic grasp of how to employ computerised learning approaches in order to teach online. This isn't always the case, though. Instructors are always conscious of the need of innovation. They don't always have the resources and tools they need to teach online.

6. LIMITATION OF STUDY

The study was restricted only to UG and PG students from Delhi, India.

7. SUGGESTIONS

- Online education is a decent stage for individuals who can't finish their examinations which they had left because of some explanation like occupation timings, significant distance and so forth
- Online education is simple to grasp, and it can be learned at any time, from any location, and on any subject.
- We can't learn adequately unless we're physically attached to the teacher. And while we wanted to welcome all international learning styles, we also needed to consider our own resources.
- Online education will assist students in learning to their full potential while also providing them with additional information.
- May be this way is incredible freedom for the individuals who should keep the education proceed and information.
- This homeroom natural will assist understudy with developing.
- Online education is the need of the hour due to pandemic, but once pandemic ends, we need to take decision according to various and researches about efficacy of online classes.
- The major drawback of online classes is that it restricts group activity which is the core area of courses like MBA.

8. CONCLUSION

The contours of the education system are altering in response to efforts to prevent the spread of the new coronavirus, with online education becoming the dominant mode of instruction. To keep up with the curriculum, universities and institutions are turning to online platforms. It would be difficult to assess that the teachers and students will catch up with digital learning once they understand the constraint themselves to deal with them, but instructors' and students' perspectives and preparedness are critical aspects that we've tried to study.

In the aftermath of Corona, the majority of students had a good view regarding online classrooms, according to the findings of this study. Online learning was determined to be useful since it offered learners with flexibility and convenience. Nonetheless, most understudies likewise detailed that online classes could be more difficult than traditional study hall due to the viability of instructing, getting the questions free from the understudies. In this way, every one of these variables ought to be thought of while building up an online course to make it more successful and profitable for the student. After the pandemic, the vast majority of the understudies favoured ordinary classes in school, rather than online classes and a portion of the respondents, favoured a joined methodology of both typical and online classes in their school education. Assuming understudies upheld crisis e-learning as the most ideal alternative, the securitization hypothesis of progress toward e-learning encourages that it very well may be hard to look out a more equitable and emancipatory educational framework.

It is clear that online learning has more substantial advantages, such as closing the literacy gap by reaching out to remote areas. However, significant considerations must be made while implementing in a country like India. This involves things like improving infrastructure, improving Internet connections, developing rural regions, and changing students' and instructors' attitudes, among other things. Colleges and other educational institutions must give outstanding training and assistance to both students and professors on the use of online classes, which will make them feel more at ease. Teachers must monitor the transformation in their duties, from just transmitting knowledge to designing the educational process, which is one of the biggest issues faced by students from rural areas. Students are usually supposed to be spoon-fed in traditional classroom learning, but online programmes required a learner-centered atmosphere that demands students to be self-motivated and self-directed. Colleges and professors must make every attempt to change students' ideas. To attain this aim, universities

or the government must provide regular training and development programmes for both instructors and students.

The paper also demonstrated that while online learning will play a larger role in the future, it will not be able to replace conventional face-to-face classroom learning. It's difficult to make the whole switch to online schooling. However, we cannot overlook the advantages of online learning. As a result, it is necessary to comprehend the roadblocks to adopting online learning and to take corrective action to overcome them. After the COVID-19 epidemic has passed, we may expect to see a steady increase in educational systems that employ online platforms as study aids, but in a hybrid way alongside traditional classroom. As a result, this research will be valuable in envisioning and rebuilding higher education with online components.

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