

IMPACT OF ED-TECH & E-LEARNING ON STUDENTS' SATISFACTION DURING COVID-19

MAJOR PROJECT REPORT

*Submitted by
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(2K20/EMBA/34)

Under the guidance of

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CERTIFICATE OF DECLARATION

It is to hereby certify that the work being presented in this MBA Major Research Project Report entitled "**IMPACT OF ED-TECH & E-LEARNING ON STUDENTS'**

SATISFACTION

DURING COVID-19" in partial fulfillment of requirements for the award of degree of **Master of Business Administration** & submitted in the **Delhi School of Management** is an authentic record of our own work done during the period of **January 2022 to May 2022** under the guidance of

Dr .Saurabh Aggarwal

The material presented in this MBA Project Report has not been submitted for the award of any other degree of this or any other institute.

Shubham(2k20/EMBA/34)

Certifying that the above statement made by the candidate stands correct to the best of my knowledge.

Dr .Saurabh Aggarwal

(Professor)

The MBA Major Research Project Viva Examination of **Shubham (2k20/EMBA/34)** has been conducted on

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Project Coordinator

(Signature of External Examiner)

CERTIFICATE OF ACKNOWLEDGEMENT

I, Shubham, owe my sincere gratitude and thanks to my project guide **Dr. Saurabh Aggarwal** who took profound interest in my project "**Impact of Ed-Tech & E-Learning on Students' Satisfaction during COVID-19**" and directed me until the completion of the project work. Thanks a lot for giving me an opportunity to prepare the project work in USMS.

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Shubham (2k20/EMBA/34)

Abstract

The COVID-19 pandemic drastically transformed the global education system, accelerating the adoption of educational technology (EdTech) and e-learning solutions. This study explores the impact of EdTech and e-learning on students' satisfaction during the pandemic, analyzing both the benefits and challenges faced in transitioning from traditional classroom settings to digital platforms.

Before COVID-19, educational technology was already gaining traction, with global investments reaching \$18.66 billion in 2019 and projected to soar to \$350 billion by 2025. However, the pandemic acted as a catalyst, compelling educational institutions worldwide to shift to online learning almost overnight. More than 1.2 billion students across 185 countries were affected by school closures, necessitating the adoption of virtual learning environments. This transition revealed both opportunities and obstacles for students and educators, ranging from accessibility and affordability to digital literacy and engagement.

The research focuses on key variables such as e-learning content, learning quality, students' perceptions, and overall satisfaction. A structured survey was conducted among 84 students in New Delhi to assess their experiences with digital learning platforms. The study identifies several factors influencing student satisfaction, including the availability of digital resources, instructor effectiveness, course design, and prompt feedback mechanisms. Findings indicate that while e-learning offers flexibility, accessibility, and a self-paced learning environment, students face significant challenges such as unreliable internet connectivity, lack of hands-on engagement, and increased screen time fatigue.

Despite these challenges, the shift to e-learning has presented long-term opportunities for educational reform. EdTech solutions have enabled institutions to explore blended learning models that combine traditional and digital methods, improving accessibility for students from diverse backgrounds. The study also highlights the growing role of artificial intelligence, cloud computing, and interactive learning tools in enhancing online education. However, it underscores the need for infrastructure improvements, digital literacy training, and policy interventions to bridge the digital divide and ensure equitable access to quality education.

In addition to these findings, the study examines how the pandemic reshaped students' learning behaviors and institutional teaching methodologies. Many educators had to quickly adapt to online teaching methods, leading to an increased demand for digital

training programs. Educational institutions faced operational challenges in ensuring seamless online delivery while maintaining academic integrity. This shift has underscored the necessity of incorporating technology-driven approaches in the long-term educational framework.

Moreover, the study discusses how the pandemic affected students' mental well-being. Increased screen time, lack of peer interaction, and difficulties in adapting to virtual learning environments contributed to higher stress levels and reduced motivation among students. The findings emphasize the importance of fostering student engagement through interactive content, virtual collaboration tools, and mental health support initiatives.

The study further evaluates government and institutional initiatives taken during the pandemic to facilitate e-learning adoption. Many governments and private organizations introduced free access to online learning platforms, distributed digital devices to underprivileged students, and expanded internet accessibility. However, gaps still exist, particularly in low-income and rural communities, highlighting the need for further efforts in making digital education universally accessible.

In conclusion, the impact of EdTech and e-learning during COVID-19 has been profound, reshaping the education landscape permanently. While the transition to online learning has provided new opportunities for education, it also necessitates strategic measures to enhance learning quality and student satisfaction. The study recommends investment in robust digital infrastructure, development of engaging e-learning content, and targeted training programs for educators and students to maximize the potential of digital education in the post-pandemic world. As educational institutions continue to evolve, leveraging technology effectively will be crucial in creating an inclusive, engaging, and efficient learning experience for students worldwide.

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Chapter I Introduction

Even prior to COVID-19, there was a high surge and adoption in education technology, with worldwide investments of US as high as \$18.66 Bn in the year 2019 which is estimated to reach nearly up to \$350 Bn by 2025. Ed-Tech platforms play a shared part in higher education for both on-campus & distance education students.

In the beginning of 2020, COVID-19 caused schools & colleges to remain closed all round the globe, making around 1.2+ billion students out of the schoolroom. This led to a distinguishing rise of e-learning, where classes are conducted remotely and on digital platforms. A well-planned online learning is totally different from shifting online in response to a crisis, as the rapidity with which this shift is done could be appalling to faculty members and students or learners.

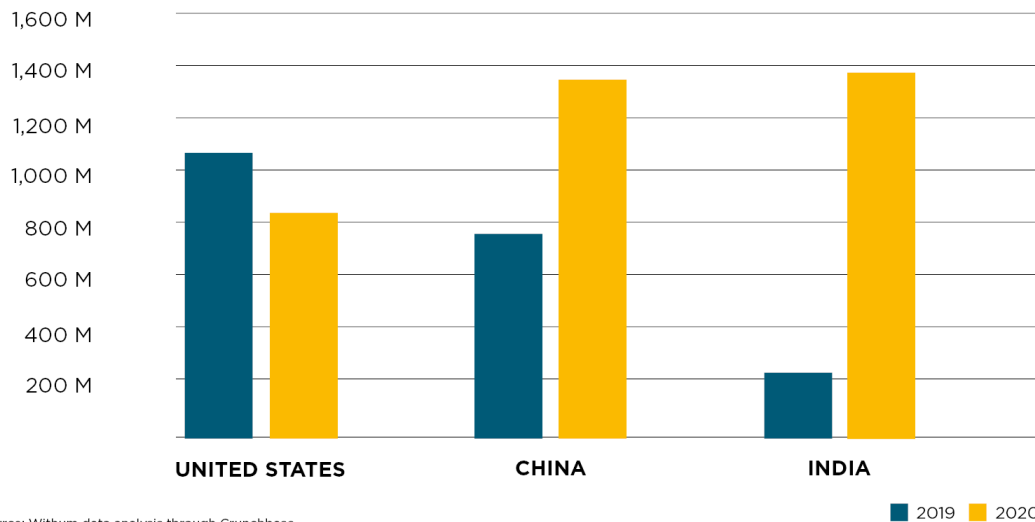
When countries were at dissimilar levels in their COVID -19 infection rates, more than 1.2+ Bn children in around 185 countries were affected due to these institutions closed. Almost in all countries, learners are retorting to their roll calls from their instructors online. With the immediate shift from classroom to online around the globe, people are skeptical whether this will persist after the pandemic. This would definitely affect the international market.

Even prior to this pandemic, a gradual growth in edu-tech was there based on the virtual classrooms, video classrooms and software applications.

Even the online platforms are giving the apps free of cost because of this pandemic also because students get used to these apps and then get carried away.

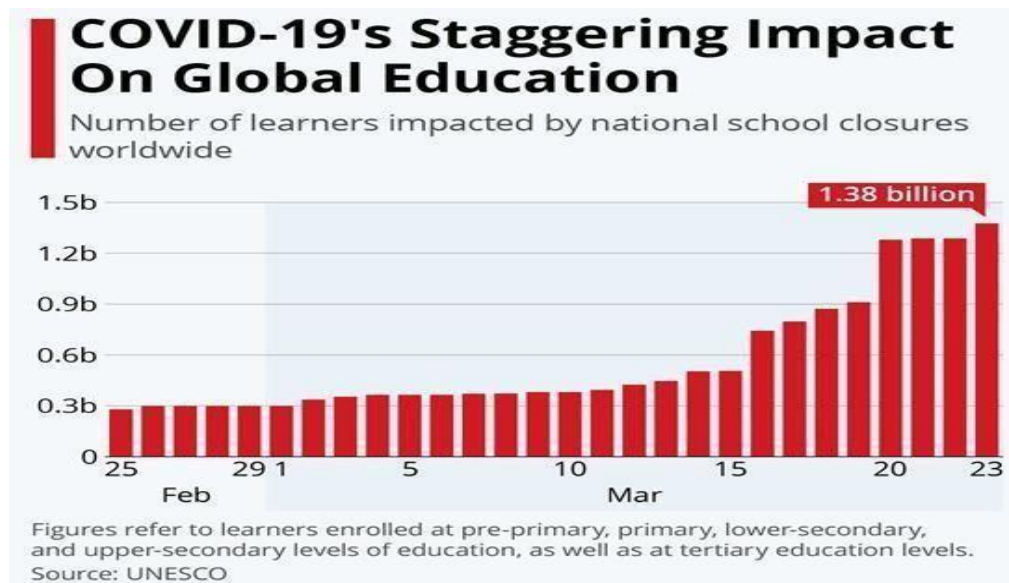
Because of this, the IT sector is working night and day at a remarkable level to establish the App market even more. Our country believes that IT will be further elevated & online education will be a crucial part of the school or college education.

EDTECH FUNDING IN US\$ - TOP 3 COUNTRIES



The Impact of COVID19 on Online Education

It is critical to recognize the impact of virtual learning on the effects of education and its social significances to maintain this education.



The global COVID-19 pandemic has necessitated a swift and dramatic shift in the educational landscape, highlighting the critical importance of virtual learning and its impact on the overall educational experience. As governments worldwide implemented lockdown and work-from-home measures to curb the spread of the virus, educational institutions were forced to rapidly adapt and transition from traditional face-to-face teaching to virtual instruction. This abrupt change has had a profound effect on learning during the current academic year and will continue to shape education in the foreseeable future.

Schools, colleges, and universities have been at the forefront of this transformation, replacing in-person classes with online platforms and virtual classrooms. This unprecedented situation has underscored the urgent need to revolutionize and implement alternative educational and assessment strategies to ensure continuity and quality in education. The pandemic has served as a catalyst for the widespread adoption of digital learning, which has emerged as a vital tool for maintaining educational access and

engagement during these challenging times.

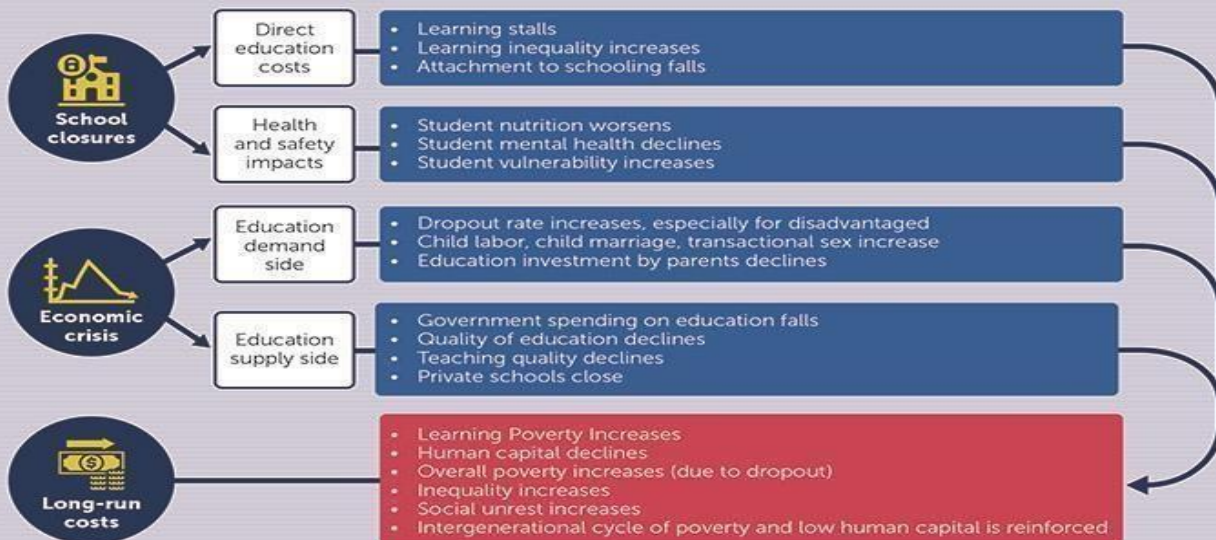
While virtual learning offers numerous benefits, including flexibility, accessibility, and the potential for personalized learning experiences, it also presents unique challenges. These challenges include ensuring equitable access to technology and internet connectivity, maintaining student engagement and motivation in online environments, and addressing the social and emotional aspects of learning that are often fostered through in-person interactions.

As the world continues to grapple with the effects of the pandemic, it is essential to recognize the long-term implications of virtual learning and its potential to reshape the future of education. This includes investing in robust digital infrastructure, providing comprehensive training and support for educators, and developing innovative pedagogical approaches that leverage the affordances of technology while maintaining a focus on student-centered learning.

The COVID-19 pandemic has presented a unique opportunity to reimagine and transform education, ensuring that it remains relevant, accessible, and equitable for all learners in an increasingly digital world. By embracing the potential of virtual learning and addressing its inherent challenges, educational institutions can create a more resilient and adaptable education system that prepares students for success in the 21st century.

The Covid-19 Pandemic: Shocks to Education and Policy Responses

Shocks to education



The three overlapping phases of the education response

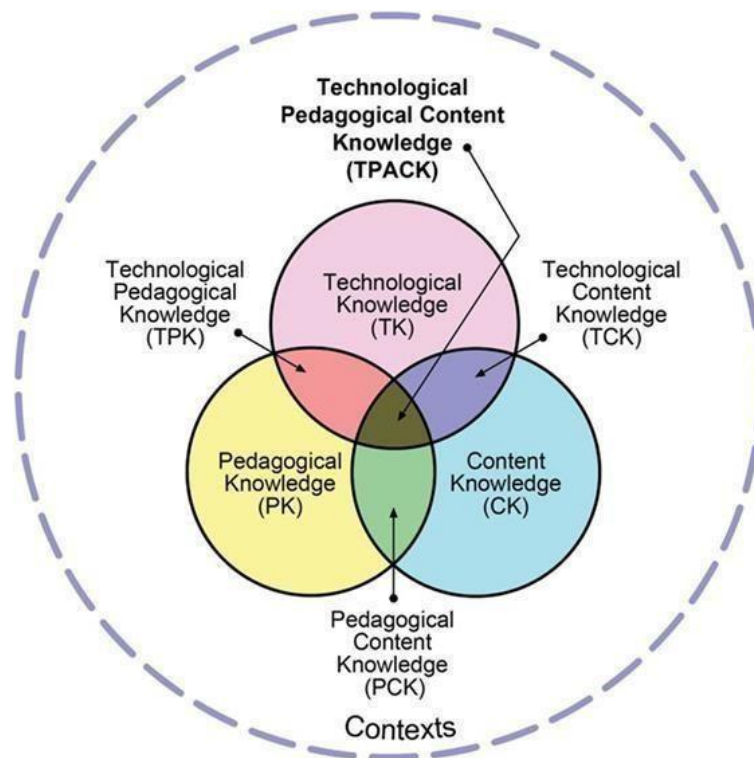


#LearningPoverty



Pedagogy for Online Education

Revolutionizing from primitive face-to-face learning to virtual face-to-cam learning is an entirely fresh experience for the learners and the educators. The education system has adopted “Education in Emergency” through multiple online platforms and are compelled to adopt this system, which they were never actually prepped for.



Challenges in Teaching & Learning due to the Online Mode

With a plethora of platforms & online educational tools, the users—both educators and learners face many hiccups while using it. Such as are accessibility, affordability, flexibility and educational policies .

While, in many evolving countries, the economically backward section are incapable to afford online learning devices, the online education stances a risk of exposure to increased screen time for the student.

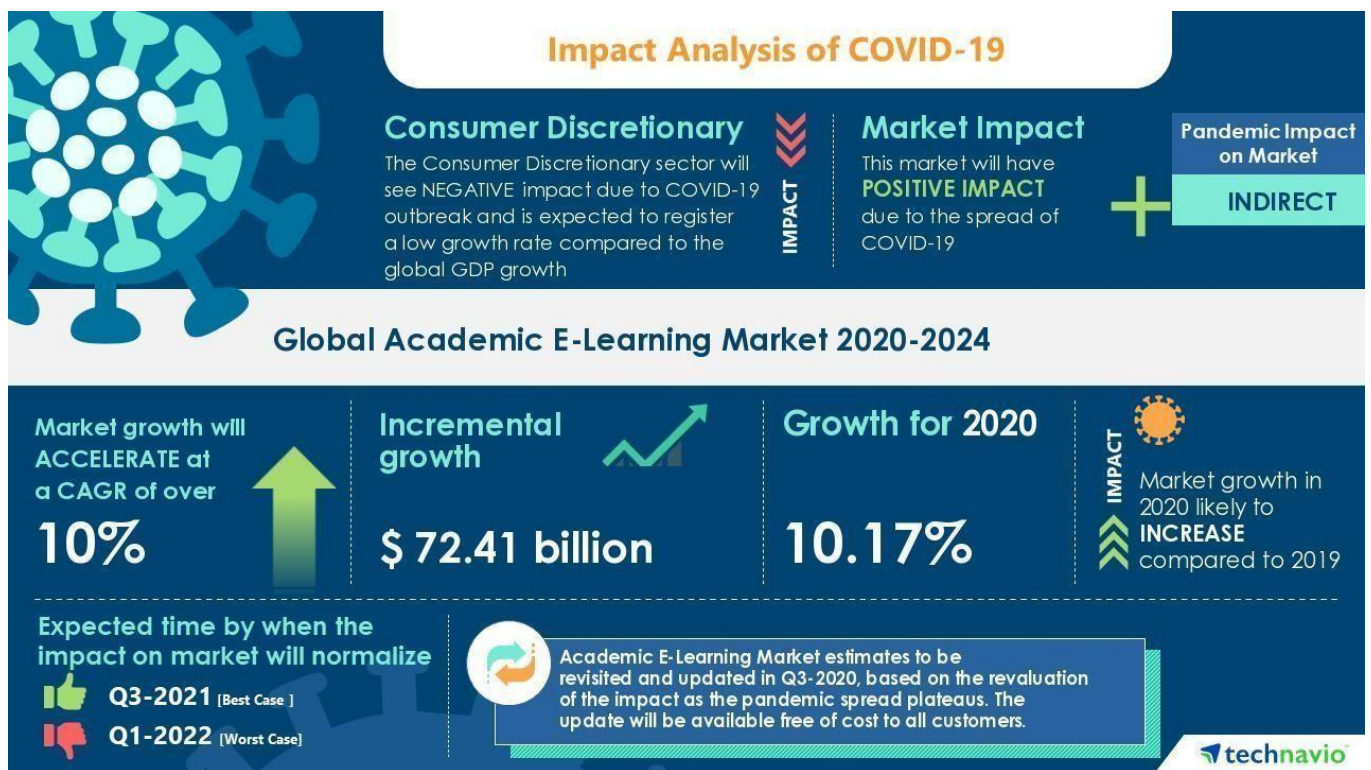
Hence, it has become critical for students to indulge in offline activities and self-exploratory education as well.

The level of performance of the students is likely to dip to reduced contact hour for & lack of consultation with teachers when facing issues in understanding.

Student assessments are shared online with a lot of hiccups, uncertainty and confusion among the trainers, students and parents.

Depending upon lockdown, postponement /cancellation of the entire examination assessment might be a grim possibility.

Schools also raise social skills and awareness apart from being fun for the children. “There are socioeconomic and psychological repercussions on the life of students while they are away from the normal schedule of schools. Many students have now started appearing for online classes, spending more than required time on virtual platforms, which have left children them to online exploitation. “



Objectives of the study

1. To study the impact of Educational Technology (EdTech) & E-learning on Students Satisfaction To carry out the survey to find out the impact of e-learning
2. To provide with the recommendations for improving the impact of e-learning
3. To cognize the importance of e-learning during the phase of ongoing pandemic
4. To study the benefits of online mode of learning from the perspective of students
5. To analyze the students' perceptions of e-learning during Covid-19 lockdown 2021 period

Chapter II Theoretical Framework

As per the World Health Organization 2020, COVID19 is an infested disease triggered by newly found coronavirus . In the same context, most of the governments around the world had shut down the schools and all other educational institutions, where people couldn't be prevented until further notice. By Sep 20, 2020, more than 1.077 billion students were affected due to this closure in response to the Outbreak.

The unexpected shutting of schools obligated the officials to endorse instant virtual or distance teaching to ensure that the students were not inactive in this outbreak. Hence, the primitive method of Face to Face teaching has been replaced by E-learning for the time period. Compared to the developed countries, the developing countries observed that they were facing difficulties like weak internet connectivity, lack of knowledge of Information and communications technology usage, and lack of content.

For example, the accessibility of material like video and other applications was new to many teachers in developing nations, even at the university level. This new drift allowed for technological enhancements, and trainers shift their culture in the institute.

Positive Implications of Covid-19 on global education

Any variation that is so essential, and also unwavering to introduce evolution avenues that will crack the global higher education system, particularly in India, to familiarize a planned reform in this fragment.

Surge in amalgamated learning

“Universities and colleges are moving to a blended learning approach where both face to face delivery and e-learning model have become standard practices. It could involve all instructors to be more knowledgeable about technology and have to go through specific training to get them to the level that will be important. Modern ways of delivering and assessing learning goals will have to be incorporated, setting new vast potential for a significant educational research and epistemology change”.

Education technological systems to be the modern principles

It is a fanciful opportunity to create for companies designing and intensifying learning management systems and used by campuses and institutes.

Enhancement of knowledge material

Universities and schools have a noteworthy opportunity to increase the quality of training materials used in the learning activities. There would be a shift to find new methods to plan and produce excellent content, particularly as LMS systems will convey new ingenuity and responsibility to learning since amalgamated learning will be the new learning set-up.

Upsurge in cooperative labor

“To a considerable extent, the teaching community has been very isolated, even in countries like India. A revolutionary process is provided where interactive teaching and learning can take on new ways and be leveraged. Faculty members can provide online courses to even students from competing institutions. Collaborations may also happen to benefit from each other among faculty across the country. It is then predicted that teleconferencing incentives will increase massively, which may also have a detrimental impact on travel. There would be growing lots of academic web meetings, workshops, and conferences, so there is a chance that some new type of online conference framework will arise as a business strategy. There has been one fact which, we can predict after this and will change the way higher education works globally and in India. India is moving through

a transition in the higher education sector, and now it will go into a gradual effort in general”.

Decoding COVID-19 influence on Indian education system

The continuing situation can be seen as an enticement in masquerade for digital education. E-learning supersedes demographic challenges and implies that teaching is fully accessible. It is simple, offers swift and 24*7 connectivity. Many E-d-tech companies have exploited the probability to provide lessons interactively with students. Currently, e-learning seems a viable solution to fill the void due to the lack of on-campus learning.

Impact & approaches on education sector in India

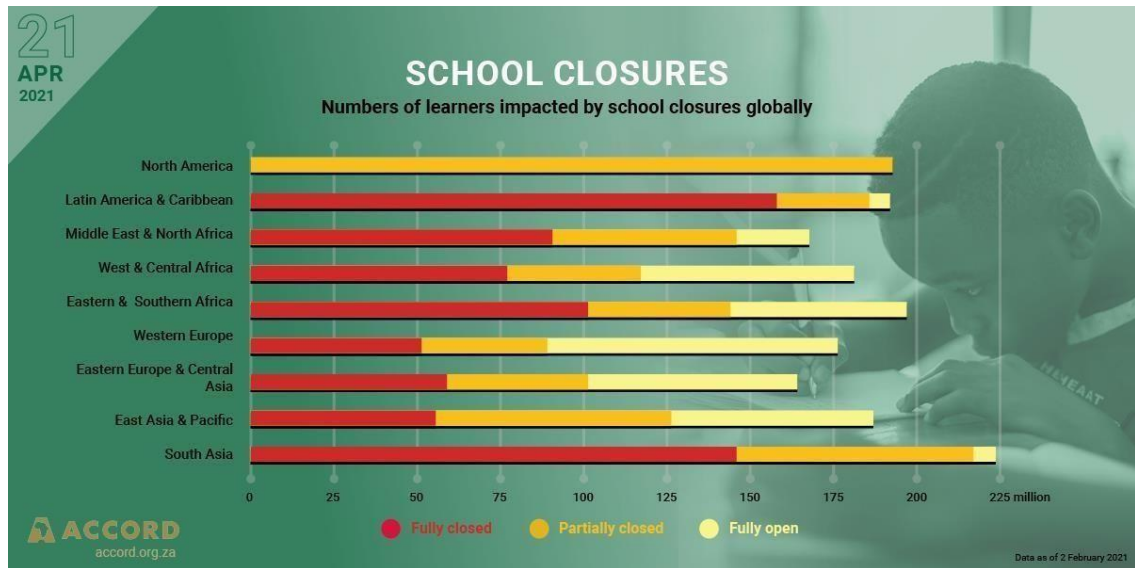
This outbreak has severely impacted the higher education field, which is a critical element of a nation's commercial prospects.

The commotion in education delivery stimulates legislators to seek out how to improve large-scale contribution while maintaining reasonable online learning policies and lecturing the digital divide.

- Instant measures are crucial to assure continuity of learning in government schools and universities. Open-source digital solutions should be adopted, so teachers are stimulated to conduct training online
- It is critical to determine an inclusive educational solution, particularly for the most helpless and sidelined. Technological advancements permit high-speed access & personalized education, even in the remote areas of the countries.

- Policies are planned to yield the higher education system for growing demand–supply dynamics globally, particularly those connected with student and faculty's urban development, enhancing India's eminence and potential higher education.
- It is critical to revisit current delivery and pedagogical practices in schools & colleges, effectively merging traditional classrooms with Online modes style an integrated learning system.
- Customary Indian capability has been well known globally for its technological advancement, values, and dominance in developing sustainable technologies . Courses on the conventional India knowledge system in yoga, architecture & agriculture should be pooled with modern education to lead for useful purposes.

Impact of COVID -19 in Edu-tech industry – Opportunities and Challenges



□ **Online learning**

Moving to online learning became an instant & effectual response to the current scenario. Its mandatory to build robust online platforms as it became a requirement to provide stability in education.

However, in developing nations like India, having large variances in student's socio-economic conditions and the quality of institutions, the variations are not convenient.

The digital divide has bridged the cavity & requires immediate support from both the public and private sectors as the crisis continues. A learned trainer will upgrade the course curriculum, & use efficient tools to guarantee that students remain engaged in the learning process productively.

□ **A large no. of international Indian students will stay back in India**

Millions of students have gradually decided to pursue higher education abroad. India being the 2nd -largest source of international students around the world. Due to the set travel limitations and health hazards, they will have to stay in India till further notice.

□ **Impact of a shrinking global economy**

Our economy has suffered a massive blow, and its ripple effects can be felt in the education industry as well. Unemployment too, is likely to increase impacting the

financial potential of Indian families. The country can predict a decrease in enrollment and issues in paying the tuition fees.

□ **Greater worldwide collaboration among student, industry, and academia**

Opportunities for students' global education, exchange programs, internships, and conferences are more likely to be tainted for quite some time.

□ **Intern employment trends during COVID-19**

COVID-19 has been influenced by every socio-economic factor of India. As companies have adjusted to moving their routine activities to digital workplaces, COVID-19 has affected the internship season.

□ **E-learning inclination to follow unceasingly**

Educational technology platforms have become a source of novelty as well as improved knowledge. This disease outbreak made substantial enhancements, transforming the edu-tech environment in schools. Artificial Intelligence plays the most crucial part in shaping and personalized education sector. It is used to optimize important activities like Assessment feedback on areas required to strengthen.

□ **Learning on Cloud**

One more innovative technology used by the Ed-Tech platform has been Cloud computing. It allows access to high technology to everyone.

□ **Opportunities for Indian universities post-COVID-19**

Indian university learning could build a tactical change from its current learning strategy. They might grasp the opportunity of this unprecedented scenario and make much-needed process enhancement.

□ **App quality very critical for e-learning platform users**

The world is undergoing marvelous implementation and the use of e-learning platforms in students during the lockdown. COVID19 has given incentive to the digital transformation of the Indian educational industry.

The following section includes critical literature on students' variables along with their correlation as given here:

□ **E-learning Content (eLC) & E-learning satisfaction (eSAT)**

Interaction accredited as an indispensable factor towards e-learning goals realization, has three vital magnitudes, including student to course-content, student to the instructor, and student to student. Student-interface interaction is also added.

Learning content is defined as the topics, themes, principles, deeds, concepts and facts grouped within each subject that are expected to be studied and form the basis of learning.

The key factors of enhancing e-learning are:

□ **H1: E-learning Content (eLC) has a noteworthy impact on the student's satisfaction(sSAT)**

E/Online learning quality is a complex multidimensional topic, as it is difficult to measure all its aspects to assure excellence. There are definite unique components that are crucial to assess its performance including infrastructural support, course creation, learning pedagogy, learner and instructor support, and quality appraisal and evaluation.

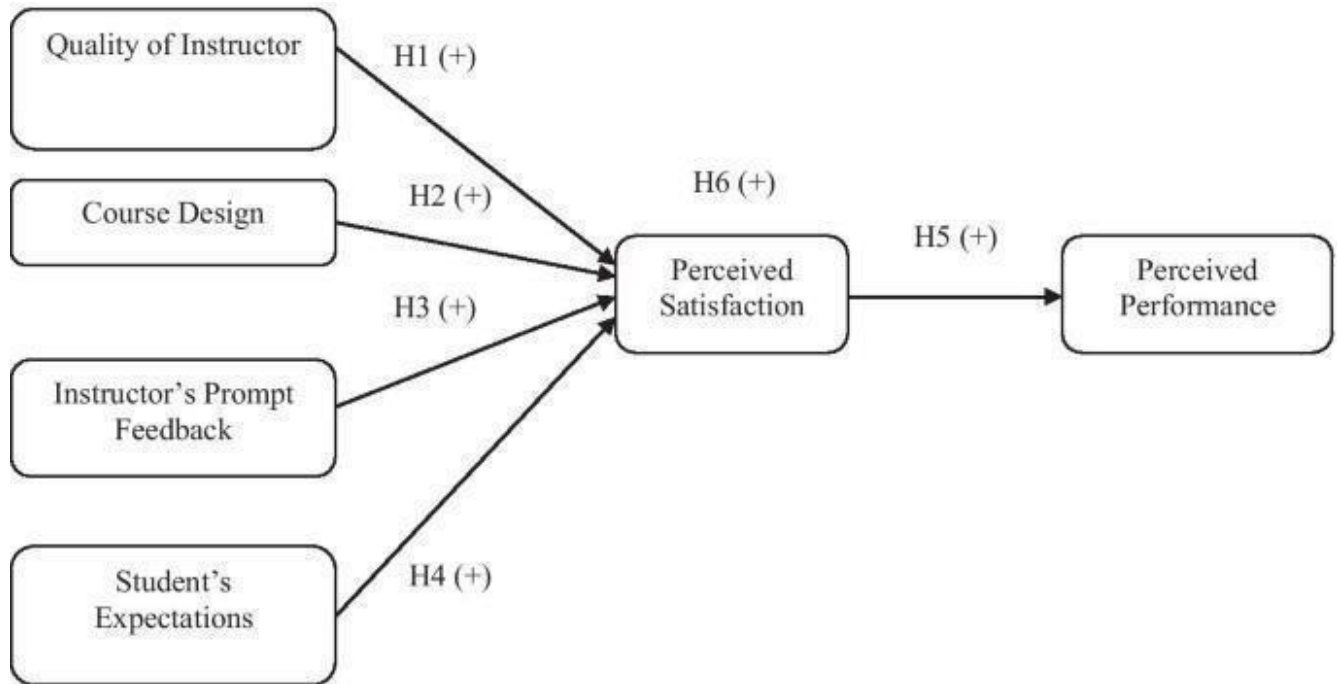
□ **H2: E-learning Content (eLC) has a substantial impact on E-learning quality (eLQ) and e-learning satisfaction (SAT) of the students/learners**

Learning Quality is defined as the design of the e-Learning experience, the contextual experience of learners, and confirmation of learning outcomes identify students as the key players in assessing the quality of e-learning and integrate learners' responses in the framework they call Sustainable Environment Evaluation of Quality in E- Learning to assess learner satisfaction. Multiple studies in the past have proved that e-learning service quality affects student satisfaction.

H3: COVID-19 perceived harm (CoPH) & eLQ-SAT

The pandemic has significantly impacted the rational & consumption patterns of the present world people. Institutions are facing lockdowns to curb the further spread of the Coronavirus. The cessation of these educational institutes aims at the public health emergency as a taint effect of the coronavirus

H4: Perceived harm of receiving COVID-19 ominously curbs the relationship between Learning Content and E-learning quality



Chapter III Literature Review

E-Learning

Latest technological advances have made distance education a lot easier. It has the ability to make use of a computer associated with a network that permits it anytime and anywhere.

It is a tool that can harvest the teaching–learning procedure more student-oriented, innovative as well as flexible. Online learning is stated as “learning experiences in both synchronous and asynchronous platforms by diverse devices with internet capability.

At the time when this deadly virus was/is being transmitted, such virtual platforms are required

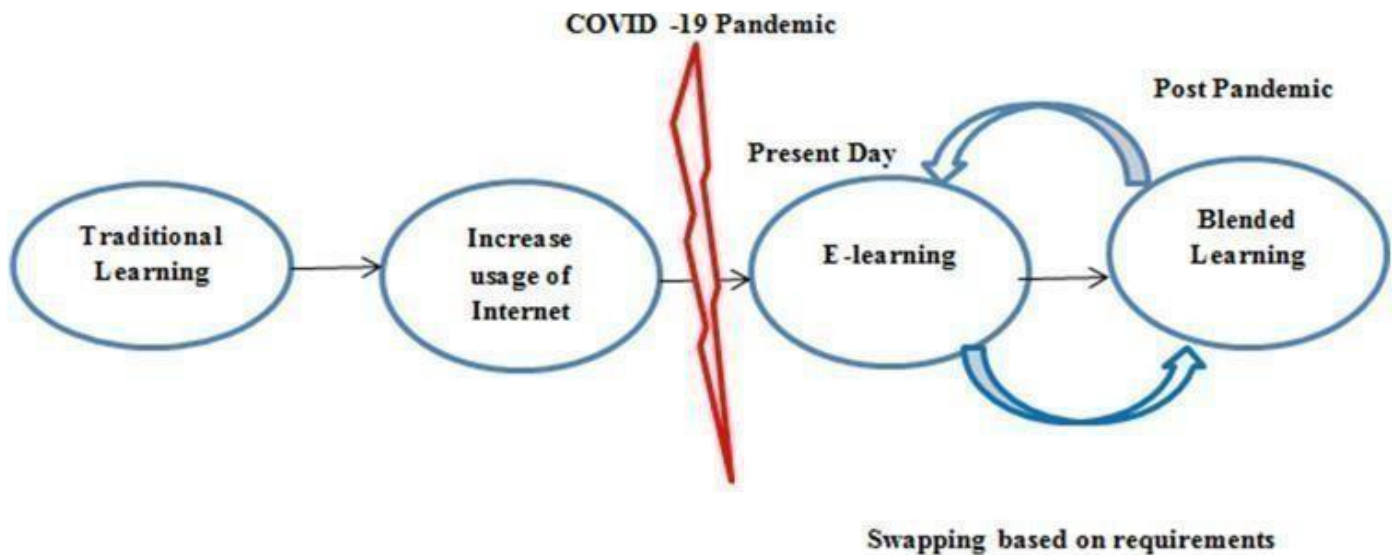
(1) video conferencing with atleast 100 students is possible, (2) conversation with a student can be carried out to keep classes genuinely relatable, (3) internet connections should be good, (4) lectures can be attended from mobile phones also apart from just laptops, (5) opportunity to watch already recorded course content (6) Realtime feedback from students can be attained and assignments can be taken.

Necessity of E-learning

The sets of "Remain at Home and Social Distancing" made nobody safe.

Understudies couldn't move out because of this conclusion. India has the world's biggest population that offers considerable freedoms for schooling business.

Schools, universities, and organizations are utilizing web based instructing as the essential method of classes. The educators and teacher consistently arrange online courses and gatherings. The necessity for internet educating and learning has shown an enormous blast since the conclusion. Gaining at home consistently offers a charming spot to center, as understudies can decide the best time and plan accordingly for themselves.



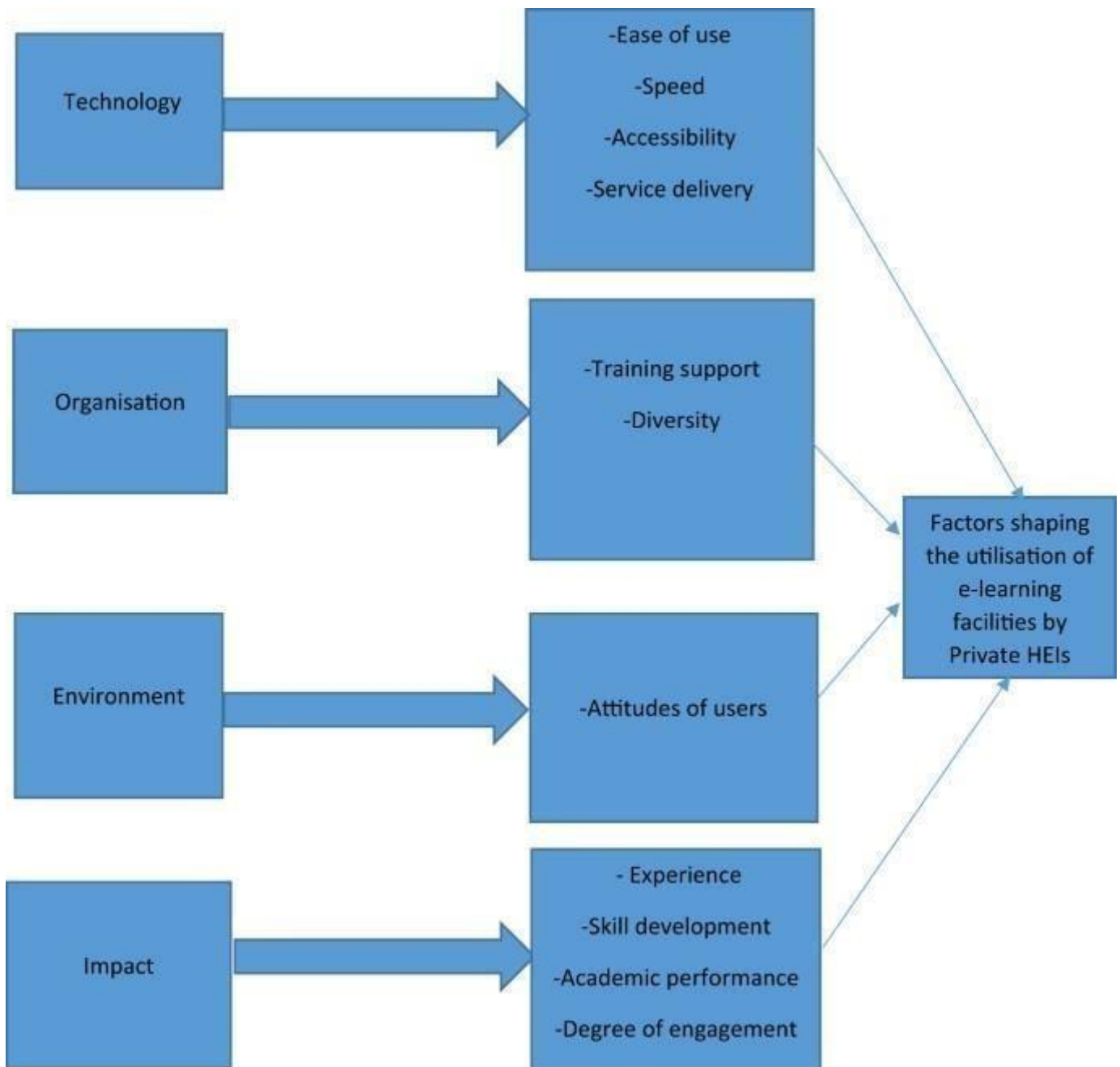
Indian ed-tech startups on the growth

Whilst the infection eruption impacts quite a few organizations, the online instruction industry is one of only a handful of firms at its greatest. Enough progression has been inspected inside the Indian Ed-Tech industry to address instructor's and understudy's intricacies from a regular to a virtual room. As these turns of events and innovations saw low selection in the pre-COVID-19, a few existing mechanical developments have as of late experienced expansive adaption in instructive foundations to guarantee that the scholarly stream isn't blocked. In the study hall, the connection between an instructor and understudy is substantially more in the homeroom control. These days, virtual study halls have changed the circumstance. Brilliant study halls are produce educating more clear and available by an understudy in near genuine homeroom like association. All cutthroat evaluations are in progress, and understudies can utilize the chance to rehearse towards themselves. This straightforwardly affected the field of schooling. Instructors can't educate in classes as preparing and schools are conclusion.

Understudies must choose between limited options other than to move to PCs and cell phones. Ed-tech organizations have encountered remarkable development in the infection flare-up. Byju has started giving materials are a very less cost, even in disease and has gained 7.5 million new clients on its entry. This development wasn't unexpected.

Electronic platforms for e-learning during the COVID-19 in India

In a fresh research focusing on the education body of COVID-19 crunch, 90% of the schools stated using pedagogic software applications, 72% used live streaming videos, 40% offered links to proceed with online content, 68% funded towards virtual organization conference and social media groups, less frequency, and small scale working groups.



Dependent Factors

1. **Design:** This **Course Design** mentions the curriculum, program organization, instructional goals, and course structure. If well planned, course design increasing the satisfaction of pupils with the system proposed that effective course design will help in improving the performance through learners knowledge and skills). However, if the course is not designed effectively then it might lead to low usage of e- learning platforms by the teachers and students. On the other hand, if the course is designed effectively then it will lead to higher acceptance of e-learning system by the students and their performance also increases. Hence, to prepare these courses for online learning, many instructors who are teaching blended courses for the first time are likely to require a complete overhaul of their courses

2. **II:** The **second very important factor is Instructor Quality**, who plays an important role in affecting the students' satisfaction in online classes. Instructor quality refers to a professional who understands the students' educational needs, has unique teaching skills, and understand how to meet the students' learning needs.

3. **III:** The **third factor** which increases student's satisfaction level is **prompt feedback**.

In this context, feedback is a "consequence of performance" . In education, "prompt feedback is be described as knowing what you know and what you do not related to learning" studied linking feedback to performance and introduced the positivity ratio concept, which is a mechanism that plays an important role in finding out the performance through feedback.

4. **IV: The fourth factor is students' expectations.** , calculated by the impact of student's expectations on their performance. They pin-pointed that the students' expectation is extremely crucial. When the expectations of the students are fulfilled then it leads to the greater satisfaction levels of the students. The findings are backed by research model "Student Satisfaction Index Model".

Assessments

Assessment is an extremely important aspect to any learning, whether face-to-face or online. However, E-Learning during this time has made the assessments bit more convoluted as it is to be conducted online. Through online assessment, teachers have restricted control over students'.

For many institutions, this unexpected shift to E - learning has created an unforeseen workload, especially on building e-platforms and assimilating external applications into their systems. Along with that, another major issue is to rigorously train the support staff to use the new platforms along with the faculty.

Chapter IV Research Methodology

Research methods are precise measures for accumulating and analyzing data. Devising your research methods is a fundamental aspect of the research design.

Data source

Primary Data : The primary data was composed from the end-user (students, in this case) by administering a well-thought-out questionnaire. Assured information was also received by conducting personal telephonic interviews and in few cases, it was also collected via personal observations.

Secondary Data : Certain data was also captured through web (online articles, research papers) and through and literature (books and journals).

Target Audience

Students

Sample size

A total of 84 students data was gathered

Sampling technique

A total number of 84 students were selected on a random basis. So the sampling type is in this case is random sampling.

Number of respondents: 84

Location where the study was conducted : New Delhi

Classification of Data: via Tabulation Method

Study Variables: E-learning via Edu-tech platforms and the Learning outcome of Students (Satisfaction)

Factors/Elements to be considered:

1. Demographic details of respondents: Age, Gender, and Geolocation
2. Basic information regarding online classes, Technical availability (Infrastructure, Internet) and acceptance
3. Structure of study material, Evaluation & Feedback
4. Benefits of eLearning: Flexibility/Convenience, Comfortable environment
5. Limitations: Connectivity, Technophobia, Limited Interaction

Method to present data: Pie Charts & Bar Graphs were designed from the values received on the Likert scale or the Customer Satisfaction (CSAT) scale/matrix.

Method to collect data:

The primary data was collected using distribution of a Survey Form which I had created as part of my organization software. It is a survey/feedback software which helps in creating feedback forms, distributing them to end users, collecting real-time feedback and then analyzing the data using pie charts, bar graphs, reports and analytics in built tool.

Chapter V Data Analysis

1. On the basis of education, kindly select your Highest Education-

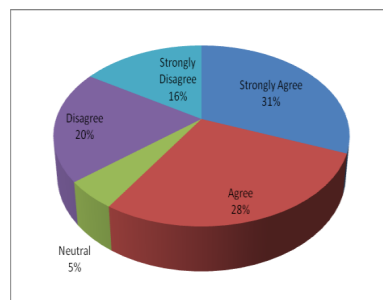


2. On the basis of browsing location, kindly select your Area of usage



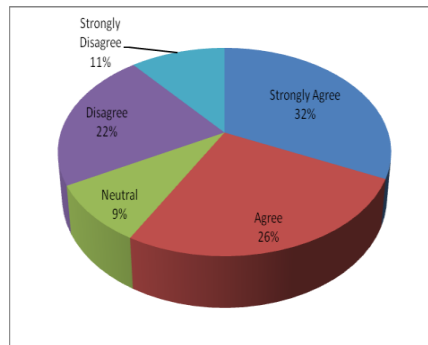
3. Course objectives were very well stated

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree



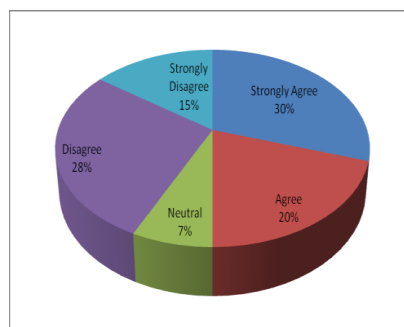
4. I had fair idea as to what I was supposed to accomplish each week

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree



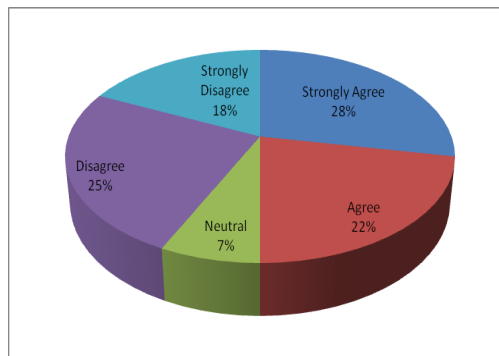
5. Clear instructions were provided for the assignments to be submitted

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree



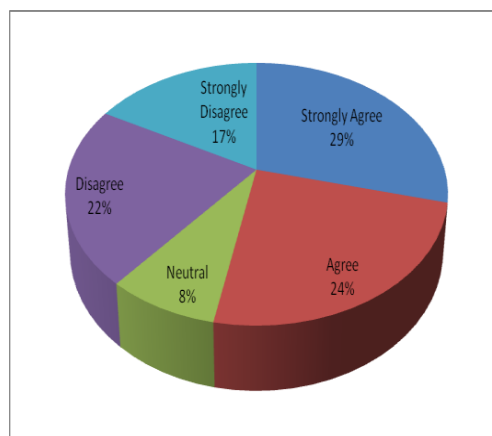
6. The feedback on the given assignments was prompt and useful.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree



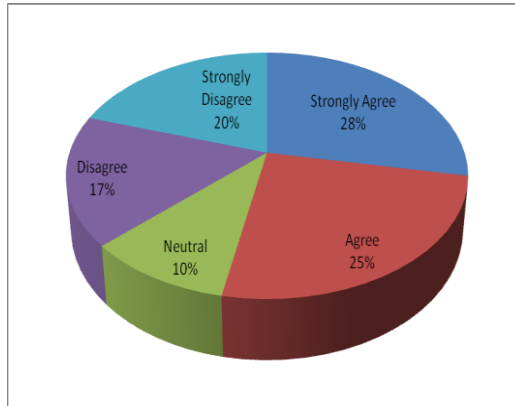
7. I was able to ask questions related to the course curriculum and content

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree



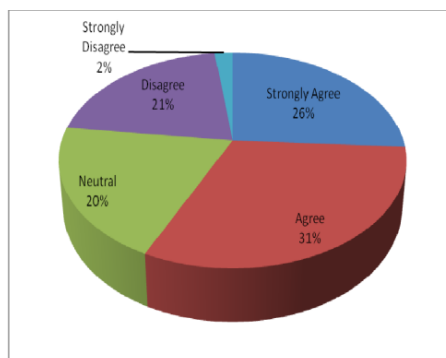
8. I felt that the instructors were easily accessible.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree



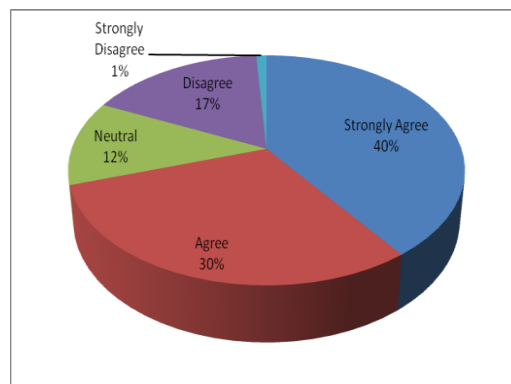
9. The instructors were encouraging enough to mentor the students

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree



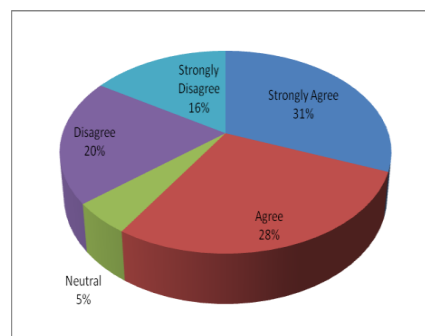
10. The group discussions were an enjoyable part of the course

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree



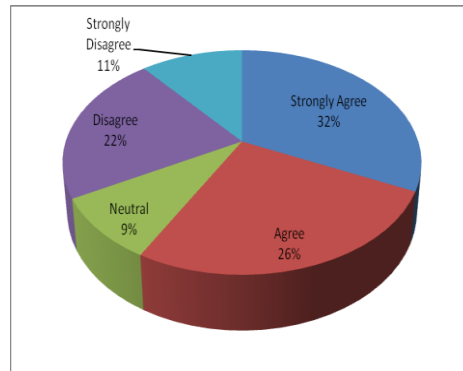
11. I got multiple opportunities to interact with my peers.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree



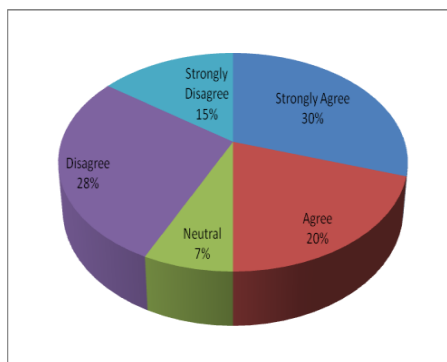
12. I felt like I was able to overcome technical issues.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree



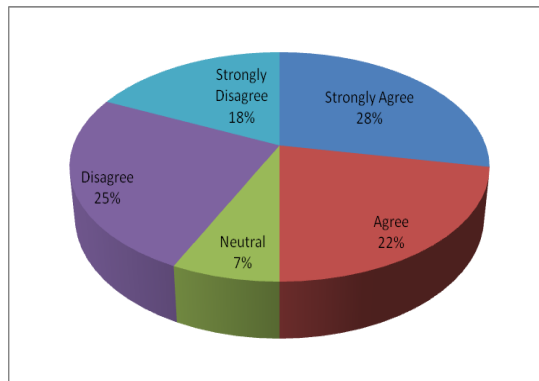
13. I was sure where to go in case I required technical assistance

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree



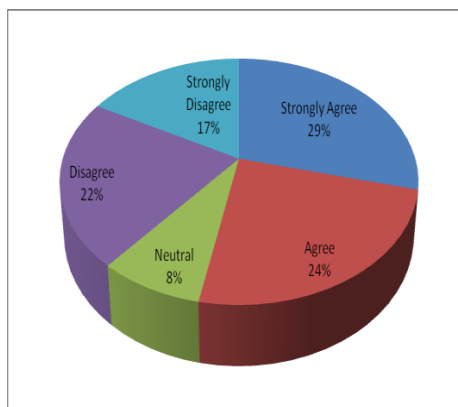
14. In my opinion, I think I was able to fetch technical support whenever required

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree



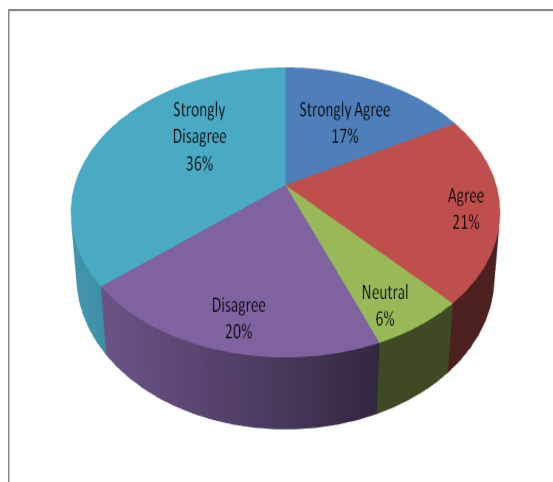
15. I felt that I could accomplish the learning objectives.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree



16. This online course was likeable as a whole

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree



The COVID19 eruption has interrupted the knowledge sector & has made the students engage to indulge in knowledge sharing via online platform. Major academic institutes worldwide, are now giving students the option of getting a degree by signing up for online courses and grossing the necessary recognitions. E-learning, has become equally important for the trainers to enable the communication of students with the course content in a more eloquent manner. The course content for e-learning should be planned in such a way that it could augment the reflection of system utility.

This study was focused on assessing the intermediating part of online learning quality between digital content and students' satisfaction and has given remarkable implications in the field of e-education.

The consequences of the study depict that both the content and website material provided under the environment are important factors of calculating e-learning quality, having an optimistic effect on the student satisfaction. Thus, the trainers and administrators should pay heed to the development and design of the course structure in order to make a sense of engagement among the students to understand the course curriculum and, to ensure the quality of the learning system and students' consummation.

Gripping the interest of students needs quality in e-learning along with the operative website and content with infographics, video clips, forums, & quizzes to enable them to perceive differently. The tutors and web designers should integrate these tools to make real online learning program along with providing quality in online learning.

Limitations and future directions

Notwithstanding the current examination had huge commitment to accepting the job of online content and digital learning quality in fulfilling the students, in any case, this investigation likewise has not many restrictions which could be limited in additional examinations. The current investigation has put forth all attempts to request the reactions of college understudies having a place with various nations.

The most extreme number of understudies in the study had earlier web based education experience; a future report is directed by counting just those understudies who have moved from conventional study hall classes to the virtual classes.

On one side digital learning platform is assuming a huge part in the training, particularly in this time of pandemic, on the opposite side are a few issues and difficulties before the colleges like the accessibility of the web, adequate learning assets. In addition, future examinations can be led according to the point of view of educators and teachers, to comprehend the traps of the online instruction framework.

Altogether, the pandemic has made web based education another ordinary in most instructive settings around the world. It is as of now not a new wonder in many non-industrial nations online training wasn't ashore prior to the pandemic. COVID gives a solid catalyst to the computerized change of training across various levels. Web based picking up during COVID-19 has clearly achieved numerous difficulties for teachers, understudies, school executives, and guardians, among different partners. As talked about over, the difficulties have been related with restricted innovative framework and limit, financial variables, absence of involvement to direct evaluation and management, additional responsibility for the educators and schooling staff, & inconsistency for certain particular topics or societies. There are likewise different difficulties connected to student detachment, disappointment, pressure, additional costs, medical problems, and expanded openness to cyberbullying and online viciousness.

Generally, web based learning and its varieties, for example, online learning are a solution for instruction in hour of the pandemic. Instructive foundations likewise need to put resources into creating and further developing existing web based learning stages just as growing the arrangement of web access and online library assets.

Preparing and direction programs about internet picking up, remembering exercises for web based instructing and learning apparatuses and techniques, should be offered consistently so understudies, educators, and staff could have the chance to propel their insight and comprehension of the various viewpoints and subtleties of onthe web and mixed learning.

Coronavirus pandemic has set a critical overall need to receive the new innovation learning framework, to proceed with cycle. Online learning excellence is basic and is a huge intervening job in the content and Students' fulfillment. Nature of e- learning impacts the fulfillment of under studies, however this relationship isn't influencedby the hazard of a pandemic. The danger of getting the infection nearby has constrained the understudies to rely upon the internetlearning climate, however such a danger doesn't suggest fulfillment of students with online training, in spite of the fact that it is the online learning eminence that plays an important assurance in the students' fulfillment.

During the pandemic, online learning empowered colleges to utilize an assortment & permitted employees to fabricate skills in the capacity to utilize media, virtual joint effort, and to give understudies insight and comfort to get to showing data.

Subsequently, colleges have investigated or tried theviability of better approaches for instructing which is strong in educating and learning measure after-COVID-19.

Most of the understudies never went to online classes. This shows the absence of innovation in the instructing measure, which is the college's obligation. Colleges ought to put in the innovation that upholds their educating andlearning measure. Online assessments showed that numerous understudies have not had the optionto go to online classes. For instance, the poor financial conditions and learning environment, just as helpless availability of Internet, have tested understudies from provincial and distant regions.

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