

A Study on Effectiveness of Online Learning

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ABSTRACT

The novel corona virus (COVID-19) is known to be the worst pandemic on the planet which has not only affected humankind very severely but also frozen all areas of life on the sphere. The pandemic creates largest problem in in the field of education across the world. The conventional system of education has been disturbed and due to this all the institute has been closed around the world. And the all educational institute started thinking to find out the solution for this problem and subsequently considered online learning as an alternative. The current study was carried out to accentuate the effectiveness of online learning system during the wave of COVID-19. For the achieving the objective two educational institute were selected one was Dr. Rajendra Prasad Central Agricultural university and another was Rani Lakshmi Bai Central Agricultural University, Through the individual perception of participant about online learning I have documented their responses through questionnaire as a tool of data collection .The descriptive statistical design was followed for the analysis of the data. The overall finding is that online learning can be an alternate option of learning but not much effective then offline learning .Online learning only be possible when all the equipment's and infrastructure facility will provide by government properly.

I. INTRODUCTION

The current outbreak of novel coronavirus named COVID-19; a catastrophic pandemic originally emerged in Wuhan, China, in December, 2019, and spread all around the globe within no time. It is an acute respiratory epidemic that has a predisposition to be transmitted from one infected person to another as a life-threatening virus (Huang et al., 2020; Thorat, Mali, & Pratap, 2020). The World Health Organization (WHO) officially identified this virus on 7th January 2020 and named it 2019-nCoV (Thorat et al., 2020). On 30th

January 2020, the WHO declared public health emergency of international concern and also declared COVID-19 as a pandemic on 11th March 2020 (Anwar & Adnan, 2020). As a global response, the world saw a 'great lockdown' closing down all the business forums, organizational activities, and educational institutions. Any form of socialization was highly discouraged and ultimately restricted in all affected countries across the world to prevent the spread of COVID-19. The global recession due to COVID-19 resulted in the free fall of the world economy (Gros, 2020). In the present scenario of COVID-19, the area of education, similar to other fields of life, has seriously been affected. The conventional way of learning at schools, colleges, and universities has been clogged altogether both in developed and underdeveloped countries. In order to cope with this dilemma, the countries started looking at some alternative to continue educating their students at home. The only way out was the online learning which was considered as the turning point in the educational system all around the world. Online learning has been partially practised in the developed and least practiced in the underdeveloped countries, but the current pandemic situation has completely transformed the conventional system of education into a virtual system of education. Online learning is a form of distance learning which provides an online platform to teach the students utilizing modern online tools such as Smartphone, tablet, computer, or laptop with the access of fast internet connection (Wan, 2020).

Many students are struggling to obtain the gadgets required for online class. Teachers who are good in Blackboard, chalk, Book and classroom teaching are really new to the digital teaching. Educated parents are supporting their children throughout the pandemic, but what about illiterate parents and their feelings of helpless to help their children in education. Students from privileged backgrounds, supported by their parents and able to

learn, could find their way past closed schools doors to online learning. Those from disadvantaged backgrounds often remained shut out when their school shut down. Nearly ,1.6 billion learner in more 200 countries get affected due to Covid-19. The Covid-19 pandemic has provided us with opportunity to pave the way for introducing online learning. In this paper I have discussed each and every aspect of online learning, their cause and prone

II. REVIEW OF LITERATURE:

There are mainly three types of educational classroom exist, the first one is traditional classrooms and second one is modern classrooms and third is virtual classrooms where teaching and learning is done through different online platforms by using internet. There are many benefits of online learning, here we can connect with different professors even they are living very far from us .But there are many problems that we have found by sending questionnaire with the student .In this literature we have discussed about different aspect of online learning like how much it is effective and what are problems faced by student during online classes and we also get suggestion of this problems.

The main aim of review of literature is to find out the literature which is directly or indirectly related to the research, In this research we have collected different material on the basis of objective that we have selected for research. The objective which is given below:

- 1.1-To find out the socio economic, academic and extra curriculum characteristics of the student.
- 1.2-To seek the opinion regarding effectiveness of online learning.
- 1.3-To find out the problem experience by the students to access the utilization of online learning.
- 1.4-To take suggestion through questionnaire for betterment of online learning.

1.2-To seek the opinion regarding effectiveness of online learning.

Although the descriptive analysis entailed a broad examination of the literature in terms of the focus of the studies, the characteristics of the sample, the methods and their main findings, due to a word limit this section will focus on the most recurrent topics of the literature examined, as well as a description of the most relevant issues related to the sample and the methods.

Regarding the focus of the literature examined, a first analysis confirms that an important number of the papers reviewed explore

the impact of online learning programmes, approaches, or specific resources as tools to enhance the effectiveness of issues connected to the teaching-learning process, particularly from the perspective of teachers, student teachers and teacher educators' perceptions or experiences (e.g., Anabasis 2018; Bicen, Ozdamli, and Uzunboylu 2014; Daniel et al. 2016; Duncan and Barnett 2009). While these studies investigate the impact of a range of online issues on learning-related aspects, a few of them explored the technology component as a 'medium' to enhance the effectiveness of learning practices and provided limited attention to the underlying features leading to impact.

The presences in the online teaching and learning practices

The social presence:

Although only a few studies focused primarily on the social presence in online teaching and learning (e.g., Hramiak 2010; Komninou 2017; Li 2011; Satar and Akcan 2018; Yeh 2010), the vast majority of the papers examined included issues related to this presence and highlighted its centrality when it comes to teaching and learning effectiveness.

The ability of learners and teachers to interact, collaborate and build relationships with other members was a source of satisfaction for students (Biasutti 2011) and greatly influenced the cohesion of learning communities (Komninou 2017), the co-construction of knowledge among participants (Jaber et al. 2018; Jackson and Jones 2019) and the impact of online teaching and learning practices (Bicen, Ozdamli, and Uzunboylu 2014; Yeh, 2009). Only Rakap, Jones, and Emery (2015) found scarce interactions and difficulties in building relationships with classmates to have little impact on teachers' learning and focused on course content to compensate for these social limitations. Out of the social affordances of online tools, collaboration was seen as a key feature (Theelen et al. 2020) and an effective approach to social presence included consistent participation, prompt communication, regular group discussion, timely and relevant contributions and commitment to the task (Vinagre 2017).

The interactions among peers and educators were key to promote collaboration and relationships but not enough to ensure the establishment of a social presence (Mumford and Dikilitaş 2020). The connectedness of participants, their affective and effective responses to one another, and their interactions through sharing their

ideas enhanced a social presence (Jones and Ryan [2014](#)). Moreover, the creation of supportive learning environments and learning communities characterised by high levels of social presence were the result of strong collaboration, interactivity, mutual respect and interdependence (Cullen, Kullman, and Wild [2013](#)), as well as shared values (Holmes [2013](#)) and trusting human relationships (Li [2011](#)). These spaces provided emotional support, helped alleviate feelings of isolation (Baker and Watson [2014](#); DeWert, Babinski, and Jones [2003](#)) and increased confidence and enthusiasm for work (DeWert, Babinski, and Jones [2003](#)).

In the development of online activities, an optimal level of social presence by instructors was shown to be essential in achieving participation, collaboration and fostering the cohesion of the learning community (Kominou [2017](#); Satar and Akcan [2018](#); Stagg and Slotta [2009](#)): highly active instructors supported other members' participation in online communities, but also dominated the discussion and left limited room for student participation (Satar and Akcan [2018](#)). At the time, the students played a crucial role in the impact of online learning practices: those that reported being active, holding an inclusive attitude and trusting each other maximised the possibilities of online channels (Delfino and Persico [2007](#); Olofsson [2007](#)) and supported power sharing and student ownership of discussions (Thormann et al. [2013](#)).

The teaching presence

Although not always as the main focus of research, the element of teaching presence was included in all the papers analysed as it supported social and cognitive presence with the aim of achieving certain learning outcomes. This has already been evident in the presentation of the findings related to the other two presences, where components of a teaching presence were described to show its influence on their development. The findings presented here will therefore focus on additional, more specific pedagogical issues leading to teaching presence related to the design and facilitation of the educational experience (Holmes [2013](#)).

Key issues in the design of effective online learning environments included an accurate pedagogical approach, relevant and authentic assignments, and appropriate tools and technology. Several aspects related to the former led to teaching and learning impact: providing flexibility to foster self-pace learning while at the time setting clear expectations and timelines for the students (Ducan

and Barnett [2009](#); Jin [2005](#)); targeting individual needs, strengths and interests (Burgess and Mayes [2008](#); Chambers, Threlfall, and Roper [2012](#); Coole and Watts [2009](#); Tai et al. [2019](#)), including also preferred e-learning styles (Coole and Watts [2009](#); Ducan and Barnett [2009](#)), and users' technology experience (Chieu, Herbst, and Weiss [2011](#)); focusing on formative assessment to enhance students' learning (Delfino and Persico [2007](#); Uribe and Vaughan [2017](#)), with a special attention to peer-to-peer forms of assessment to promote learners' participation and meaningful engagement (Gikandi and Morrow [2016](#); Wen and Tsai [2008](#)); splitting the whole cohort into smaller groups (e.g., through breakout or chat rooms) for undertaking specific tasks (Biasutti and EL-Deghaidy [2014](#); Delfino and Persico [2007](#); Ducan and Barnett [2009](#); Nicholas and Ng [2009](#)), and; providing an integrated approach in relation to the different knowledge domains (Anderson, Barham, and Northcote [2013](#); Evens et al. [2017](#); Niess and Gillow-Wiles [2014](#)) as well as the elements involved in the online teaching and learning process (course content, technologies, students and teachers) (Borba, Santana de Souza, and Rangel [2018](#)).

Regarding the development of relevant and authentic assignments, some design principles included: adding an interactive component to online learning activities that enabled a constructive, dialogic approach to e-learning (Baker and Watson [2014](#)); focusing on problems of the everyday teaching practice that promoted learners' participation and their ability to apply new knowledge (Burgess and Mayes [2008](#); Evens et al. [2017](#); Lee and Martin [2017](#)), and; providing assignments that built on one another (Swaggerty and Broemmel [2017](#)). Similar to the inclusion of videos (see Cognitive Presence), the use of contextualised case stories as instructional anchors made assignments more relevant to participants' lives and supported reflection and knowledge development (Luo et al. [2018](#)).

Effective practice relating to the use of pedagogical tools and technologies (e.g., gamification, animated clips, videos, wiki tools, podcasts, voice boards, virtual worlds, e-book readers, e-folio, MOOC) showed the need to use technologies that are appropriate for the task (Biasutti and EL-Deghaidy [2014](#); Cullen, Kullman, and Wild [2013](#)). Moreover, the literature highlighted the need to not only mastering the tools, but to understand their pedagogical possibilities to suit their own teaching purposes (Comas-Quinn [2011](#); Cullen, Kullman, and Wild [2013](#)). As teachers' predispositions towards

technological tools can influence the use of these tools and their perceived value within teaching and learning contexts (Turvey [2010](#)), understanding the pedagogical possibilities of the online tools may help address teachers' attitudes and competence related to them. An additional technology-related element leading to impact was the ease of use of online tools (Hollingsworth and Lim [2015](#); Ryan and Scott [2008](#); Teo and Wong [2013](#)), that enhanced participation and effective online discussion.

In terms of issues leading to teaching presence associated with the facilitation part, the examined literature revealed the importance of environments characterised by interaction and collaboration (see also Social Presence), as well as the active participation of both teachers and students in the online teaching and learning process. Some conditions that supported collaboration were already highlighted in the Social Presence section. However, from a pedagogical standpoint, additional intervention strategies included: to clearly outline participation requirements of the course, to ask questions addressing the integration of ideas, and to play a visible role in guiding students towards the achievement of learning goals (Pawan et al. [2003](#)). By placing more responsibility on the students to drive their own learning (Forbes and Khoo [2015](#); Regan et al. [2012](#)), the role of the teachers in effective online environments was more about facilitation than about knowledge transfer (Chigeza and Halbert [2014](#)). Some teachers also provided students with the opportunity to perform as discussion moderators (Chieu, Herbst, and Weiss [2011](#); Phirangee [2016](#)), enhancing their active role in the online process and making them co-responsible of both their own and peers' learning.

Evidence on the facilitation process shed light on the importance of acknowledging and addressing socially appropriate online practices in particular countries, cultures and professional environments to positively influence students' motivation to participate in online environments (Moloney [2013](#); O'Dowd, Sauro, and Spector-Cohen [2019](#); Phirangee [2016](#)). An essential component of teacher facilitation was also the provision of timely, constructive, specific and detailed feedback (Thurlings et al. [2014](#)) at different stages of the learning process. This highlighted the formative component of the learning experience and put a focus on feedback as a vehicle for learning (Uribe and Vaughan [2017](#)) (see also Cognitive Presence).

Beyond the role adopted by the instructor, Muir et al. ([2019](#)) and Norton and Hathaway ([2008](#)) found that engagement and perceived quality levels of the online learning experience were the result of students' attitude and commitment. Effective learning occurred when the student was dedicated, prepared, self-motivated, had good support (Muir et al. [2019](#)), and provided relevant comments that increased participation and quality interaction (Reeves. and Pedulla [2011](#); Tang and Lam [2014](#)). In some studies, however, this was challenged by contextual limitations related to access to internet and technology (Bicen, Ozdamli, and Uzunboylu [2014](#); Delfino and Persico [2007](#); Gillies [2008](#); Heirdsfield et al. [2007](#)), which disrupted students' motivation and learning. Table 4 synthesises some of the most relevant findings related to the teaching presence.

1.3-To find out the problem experience by the students to access the utilization of online learning.

The pandemic forced various organizations to suddenly modify their workflow strategies and adopt new technologies. In most cases, these organizations did not get enough time to reflect upon how the new strategies and the associated technologies should be introduced and integrated to their existing setup (Carroll & Conboy, [2020](#)). Universities around the world were no exception. Bao ([2020](#)) was perhaps the first to describe how universities were moving from classroom-based education to online education because of the raging pandemic. Researchers have tried to understand the viewpoint of students on online education during the COVID-19 pandemic using empirical studies in India (Mishra, Gupta, & Shree, [2020](#)), Serbia (Bojovic, Bojovic, Vujosevic, & Suh, [2020](#)), and USA (Patricia, [2020](#)).

There existed substantial infrastructure for online education in many countries before the pandemic (Mishra et al., [2020](#)). However, no university was ready for a complete shift to online education. Empirical studies have found that students feel that they learn better in physical classrooms than through online education (Bojovic et al., [2020](#)). Students miss the help they receive from their peers in classrooms and laboratories and access to library (Patricia, [2020](#)). Nevertheless, students feel that online education helped them to continue their study during the pandemic (Mishra et al., [2020](#)). Universities are now using innovative strategies to ensure continuity of education for their students (Zhu & Liu, [2020](#)).

Professors are now delivering course content through various platforms. Professors are

using online educational platforms, videoconferencing software, and social media to teach their courses (Patricia, [2020](#)). Online educational platforms, like Google Classroom and Blackboard, allow professors to share notes and multimedia resources related to their courses with students. The online educational platforms also allow students to turn in their assignments and professors to keep track of the progress of the students. Videoconferencing tools, like Google Meet, Zoom, and Microsoft Teams, help in organizing online lectures and discussion sessions. Such tools typically support slideshows and a chatbox. Some universities are also disseminating course material through their websites (Chatterjee & Chakraborty, [2020](#)) and their own learning management system (Mishra et al., [2020](#)). Additionally, professors are taking help of virtual laboratories to teach science courses (Ray & Srivastava, [2020](#)). Virtual laboratories allow students to simulate experiments related to their courses online (Diaz & Walsh, [2020](#); Vasiliadou, [2020](#)). Such tools were being used for simulation and data visualization for many years (Jain, Chakraborty, & Chakraverty, [2018](#)), but their use have now become widespread.

There is a lack of studies on how efficiently students can interact with professors and fellow students through various online tools and how effective online assessment techniques are. Only a few researchers have covered these issues. For example, Patricia ([2020](#)) reported that students prefer face-to-face interaction with professors and Bojovic et al. ([2020](#)) reported that many professor lack confidence on online assessment techniques.

Health and social issues:

The COVID-19 pandemic and the closing down of the university campuses have affected the mental health of university students (Savage et al., [2020](#)). Empirical studies conducted in Bangladesh (Khan et al., [2020](#)), China (Jiang, [2020](#)), France (Essadek&Rabeyron, [2020](#)), Greece (Kaparounaki et al., [2020](#)), UK (Savage et al., [2020](#)), and USA (Copeland et al., [2020](#)) found that a large proportion of students are suffering from mental disorders of varying severity. Many students reported suffering from depression, anxiety, distress (Essadek&Rabeyron, [2020](#)), and even suicidal thoughts (Kaparounaki et al., [2020](#)). The current situation is having a modest but persistent effect on the mental health of students (Copeland et al., [2020](#)). Students are worried about both the pandemic in general and their careers (Hasan & Bao, [2020](#)). Lack of motivation and

negative emotions (Patricia, [2020](#)) make it difficult for many students to focus on online education.

Conceptual framework

The typology of challenges examined in this study is largely based on Rasheed et al.'s ([2020](#)) review of students' experience in an online learning environment. These challenges are grouped into five general clusters, namely self-regulation (SRC), technological literacy and competency (TLCC), student isolation (SIC), technological sufficiency (TSC), and technological complexity (TCC) challenges (Rasheed et al., [2020](#), p. 5). SRC refers to a set of behavior by which students exercise control over their emotions, actions, and thoughts to achieve learning objectives. TLCC relates to a set of challenges about students' ability to effectively use technology for learning purposes. SIC relates to the emotional discomfort that students experience as a result of being lonely and secluded from their peers. TSC refers to a set of challenges that students experience when accessing available online technologies for learning. Finally, there is TCC which involves challenges that students experience when exposed to complex and over-sufficient technologies for online learning.

To extend Rasheed et al. ([2020](#)) categories and to cover other potential challenges during online classes, two more clusters were added, namely learning resource challenges (LRC) and learning environment challenges (LEC) (Buehler, [2004](#); Recker et al., [2004](#); Seplaki et al., [2014](#); Xue et al., [2020](#)). LRC refers to a set of challenges that students face relating to their use of library resources and instructional materials, whereas LEC is a set of challenges that students experience related to the condition of their learning space that shapes their learning experiences, beliefs, and attitudes. Since learning environment at home and learning resources available to students has been reported to significantly impact the quality of learning and their achievement of learning outcomes (Drane et al., [2020](#); Suryaman et al., [2020](#)), the inclusion of LRC and LEC would allow us to capture other important challenges that students experience during the pandemic, particularly those from developing regions. This comprehensive list would provide us a clearer and detailed picture of students' experiences when engaged in online learning in a emergency. Given the restrictions in mobility at macro and micro levels during the pandemic, it is also expected that such conditions would aggravate these challenges. Therefore, this paper intends to understand these challenges from students' perspectives since they

are the ones that are ultimately impacted when the issue is about the learning experience. We also seek to explore areas that provide inconclusive findings, thereby setting the path for future research.

1.4-To take suggestion through questionnaire for betterment of online learning:

Course evaluation and improvement:

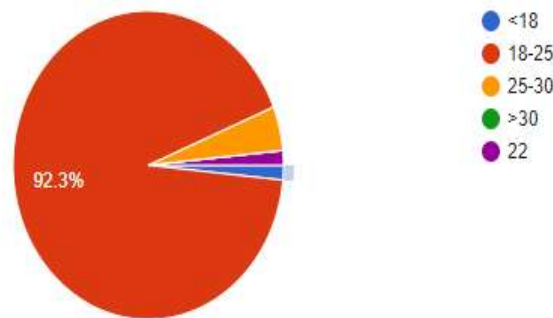
The course design process is not static and the course should be evaluated during and after each delivery. Evaluation is focused on continuous course improvement. Evaluation can occur by means of analysis of marks awarded for submitted course work, as well as student engagement and activity logs (i.e. analytics & tracking data – see Appendix C). Analysis of facilitator-learner interaction is also essential. Such evaluation may be planned for and imbedded in the course design process. Surveys of learner satisfaction usually

provide insight into what works and what does not - and why - in the particular context of the course. Understanding shortcomings of the course is part of the insight required for continuous improvement, for example data relating to unrealistic student workload. Collaborative peer review with colleagues has the advantage that the course will be more likely to align with the goals of the wider Programme. Regular reviews and accreditation with professional bodies may minimize the risk of repeating dated courses that no longer have a niche in the market. Excellence is per definition work in progress! There is no such thing as a perfect course. Responses

The population for this study includes Undergraduates and Post graduates students of colleges which is affiliated to Indian Counselling of agriculture research, New Delhi

2. Age

65 responses



Socio economic & situation characteristically learners (N=)

Characteristic	Frequency	Percentage
Age:-		
<18	1	1.5%
18-25	60	92.3%
25-30	1	1.5%
30>	3	4.6%
Gender:-		
Male	43	66.2%
Female	22	33.8%
Other's		
Educational qualification:-		
UG	43	66.2%

PG	18	27.7%
Other's	4	6.2%
Medium of institution(12th)		
English	56	86.2%
Hindi	9	13.8%
Native Place		
Rural	19	29.2%
Urban	33	50.8%
Semi-Urban	13	20%
Other's	-	-

Age: Among total respondent 1.5 % respondent that is one person is below 18 years and 92.3% of respondent which is 60 person is between 18 to 25 years old and 1.5% of respondent which is 1 person is between 25 to 30 years old and 4.6% respondent which is 3 person is above 30 years old.

Gender: Among total respondent 66.2 % respondent that is 43 person is male and 33.8% people which is 22 respondent is female in nature.

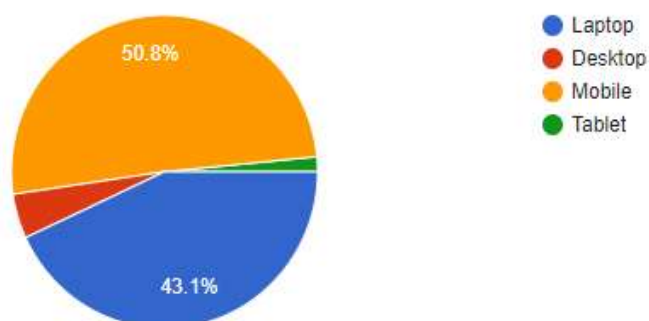
Educational qualification: Among total respondent 66.2 % respondent that is 42 person is having educational qualification of UG, 27.7% i.e., 18 people having educational qualification of PG and there are 6.2 % i.e., 4 person is having other educational qualification.

Medium of institution : Among total respondent 86.2 % respondent that is 56 persons having English medium of institution and 13.8% respondent i.e., 9 persons having Hindi medium of institutions up to class 12th.

Native place: Among total respondent 29.2 % respondent that is 19 persons are having native place in Rural area, 50.8% respondent i.e., 33 person are having native place in urban area and 20% of respondents i.e., 13 peoples are having native place in semi-urban area.

14. Access e-learning by

65 responses



Access, availability & knowledge of E-learning

	Frequency	Percentage (%)
Prior Exposure To Computer		
Yes	53	84.1%
No	10	15.9%
Availability of Computer		
Phone	17	26.2%

Computer	1	1.5%
Both	46	70.2%
Access E-learning by:-		
Laptop	28	43.1%
Desktop	3	4.6%
Mobile	33	50.8%
Tablet	1	1.5%
Knowledge About MS Word/Excel/PPT		
Excellent	9	13.8%
Good	36	55.4%
Fair	14	21.5%
Poor	6	9.2%

Among all respondents 84.1% of them are having prior exposure to computer and 15.9% of them are not having prior exposure to computer

Among all the respondent 26.2% of them are having availability of phone 1.5% of them are having availability of computer and 70.2% of them are having availability of both in their house

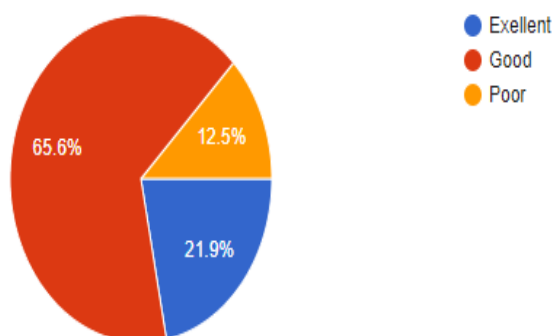
Among all respondent 43.1% of them are access e learning through laptop, 4.6% are through

desktop and 50.8% are through mobile 1.5% of them are having access of e learning through tablet.

Among all respondent 13.8% of them having excellent, 55.4% of them are having good, 21.5% of them are having fair and 9.2% of them are having poor knowledge about MS Word/ Excel/ PPT

20. How much teacher's opening interesting

64 responses



Learning process (opinion regarding learning process)

Process	Frequency	Percentage
Objective of the class is clear :-		
Yes	52	80%
No	13	20%
Teacher's Opening		
Excellent	14	65.6%

Good	42	12.5%
Poor	8	21.9%
Teacher's Able to Deliver with Appropriate Gesture:-		
Yes	40	61.5%
No	25	38.5%
(Teacher)Explain Topics With Examples:-		
Yes	47	72.3%
No	18	27.7%
Is There Any Question Answer Session:-		
Yes	50	76.9%
No	15	23.1%
Teacher's Provide Support Material For Learning:-		
Yes	60	92.3%
No	5	7.7%

Among all respondent 80% of them are having clear objective of the class and 20% of them are not having clear objective of the class.

Among all respondent 65.6% of them agree that teacher's opening is excellent, 12.5% think that it is good and 21.9 % agrees that teacher's opening is poor during online session

Among all respondent 61.5% of them said that teachers able to deliver with appropriate gesture and 38.5% of them said that teachers are not able to deliver with appropriate gesture

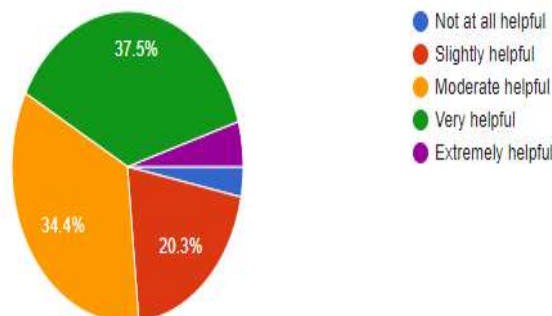
Among all respondent 72.3% said that teachers are explaining the topic with examples and 27.7% of them said that teachers are not able to explain the topic with appropriate examples.

Among all respondent 76.9% of them agree that teachers raise question during session and 23.1% of that disagree from it.

Among all respondent 82.3% of them agree that teachers provide support material for learning and 23.1% of them are disagree from it.

27. How helpful are your teachers while studying online?

64 responses



How helpful are your teachers while studying online?		
Not at all helpful	2	3.1%
Slightly helpful	13	20.3%
Moderate helpful	22	34.4%
Very helpful	24	37.5%
Extremely helpful	3	4.7%
Teachers involve students by asking question during session :-		
Yes	56	87.5%
No	8	12.5%
Do they Clarify the key terms?		
Sometimes	20	30.8
Very Often	31	47.7
Often	13	20.4
Never	1	1.5

Among all respondent 3.1% of them think about how helpful are their teachers while studying online are not and 20.3% think slightly, 34.4% think moderate helpful, 37.5% think very helpful and 4.7% of them think that teachers are extremely helpful while studying online.

Among all students 87.5% of them think that teachers involve students by asking question during session and 12.5% of them think that teachers don't involve students by asking questions during session.

About clarification of key term by teachers during session among all students 30.8% of them think that sometimes, 47.7% of them think very often, 20.4% of them think often and 1.5% of

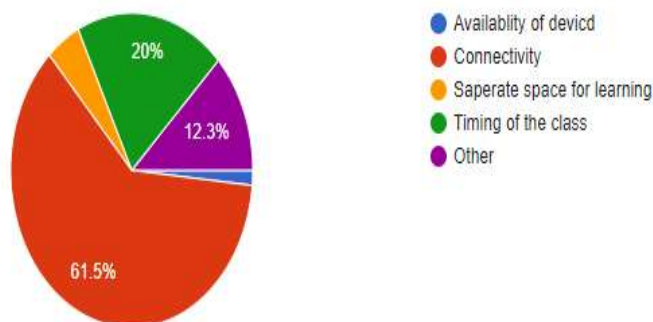
them think that teachers are nit clarifying the key terms during online session.

#Findings

- 1) Students are more aware about using online resources
- 2) Network issues are faced by the students
- 3) Problem with the students in understanding practical subjects
- 4) Many of the students were dissatisfied with online teaching.
- 5) It founds that students believe that online teaching is less effective

17. Does Faced any difficulties during online classes..

65 responses



Problems	Frequency	Percentage
Electricity problems during online classes:-		
No problem	42	64.6%
Sometime faced problems	31	32.3%
Most of the time	2	3.1%
Does Faced any difficulties during online classes:-		
Availability of device	1	1.5%
Connectivity	40	61.5%
Separate space for learning	3	4.6%
Timing of the class	13	20%
Other's	8	12.3%
Internet accessibility		
Excellent	15	23.1%
Very good	24	36.9%
Good	21	32.3%
Poor	5	7.7%
Have you able to see the slides clearly during online classes:-		
Easily	28	43.8%
Difficult	4	6.3%
Sometime easy/difficult	32	50%

Among all respondent 64.6% of them think that there is no electricity problem during online classes, 32.3% of them think that sometimes faced problem and 3.1% of them they face electricity problem most of the time during online classes.

About facing the difficulties during online session 1.5% of them said due to unavailability of device and 61.5% of them said that due to connectivity issues, 4.6% of them said due to separate space for learning, 20% of them said due to timing of class and 12.3% of them are facing problem due to other issues.

Among all respondent 23.1% of them are having excellent, 36.9% of them are having very good, 32.3% of them are having good and 7.7% of them are having poor internet accessibility.

Among all respondent 43.8% of them are easily able to see the slides clearly during online classes, 6.3% of then face some difficulties and 50% of them face sometimes easy/ difficult to see the slides clearly during online classes.

III. CONCLUSION

I have got different responses on different questions from RPCAU and RLBCAU students and on the basis of responses I feel that students are facing many difficulties during online classes ,only 53.58% students are uses laptop and 50.8% are taking classes from the mobile and 84.1% students have prior exposure abut computer. 1.5% students are uses tablets for the class ,13.8% students have good knowledge aboutexcel and PPT& 9.2% having poor knowledge. When we talk about teacher opening 65.6% students said that it is excellent and 12.5% said that it is not good. And 61.5% students said that teacher are able to deliver lecture with appropriate gesture where as 38.5% said gesture is not appropriate .9.23% students said that teachers are able to provide study material where as 7.7% students said that they are not providing proper study material.87.5% students said that teachers are involve students by asking question during online classes where as 30.8% said that teachers are clarify all the terms properly.64% students don't have electricity problems and 32.3% having electricity problem .7.7% students have very serious internet problems. When we talk about

the slide visibility 50% students are facing difficulties .So overall we can say that online learning can be an alternate option of learning but not much effective then offline learning .Online learning only be possible when all the equipment's and infrastructure facility will provide by government properly.

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